

**PSCI 6907**  
**Research Methods and Design**  
Monday 2:35pm – 5:25pm  
Please confirm location on Carleton Central

Instructor: Brian Schmidt  
Office Hours: Monday 10-12, Wednesday 1-3  
Office: Loeb D690  
Tel: 520-2600 x1062  
E-mail: [schmidtb@connect.carleton.ca](mailto:schmidtb@connect.carleton.ca)

**Course Aims and Objectives**

The main aim of this course is to provide Ph.D. students with information and guidance on research methods and strategies that will assist them in both the preparation of their thesis proposal, and the research and writing of their doctoral thesis. Students will learn about a wide variety of approaches and issues related to scholarly research in different areas of Political Science. Students will have the opportunity to present their ideas and work to the class so that they can receive feedback from the other students in the course.

The workshop is student-led; the instructor will act as a facilitator. Some of the class sessions will include guest speakers who will discuss different aspects of the research enterprise. The main objectives of the course are to expose students to different perspectives on how to conduct scholarly research, and thus to assist in the development of students' original research projects. Together with PSCI 6908, the ultimate goal of the course is to help you produce a defensible PhD thesis proposal.

**Course Readings**

All of the course readings are on reserve in the library and most of the articles are available online. Three books have been ordered and are available for purchase at the Carleton University bookstore.

Stephen Van Evera, *Guide to Methods for Students of Political Science* (Ithaca: Cornell University Press, 1997).

Ellen Perelman and Sara R. Curran eds., *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods* (London: Sage, 2006).

Thomas S. Kuhn, *The Structure of Scientific Revolutions*, 50<sup>th</sup> Anniversary ed. (Chicago: University of Chicago Press, 2012).

### **Course Requirements**

The course is evaluated on a satisfactory/unsatisfactory basis. Students will not be assigned a letter grade for course work. However, students are required to complete ALL of the following requirements in order to achieve a satisfactory grade:

- 1) Regular attendance and participation in each of the class sessions.
- 2) A 15 minute oral presentation on the readings assigned for a particular week. The presentation should briefly outline the main points of the assigned readings, offer a critical analysis of the strengths and weaknesses of the readings themselves, and of the methodological approaches or tools that they describe.
- 3) A 15 minute oral presentation, presented during Weeks 11-13. The presentation involves developing a justification for your proposed research topic and a preliminary methodology section of a research proposal. Ideally, you will be relating the methodological approaches, research methods, and issues that we have studied this term to the topic of your thesis research.

The presentation (and the written paper, below) should answer the following questions:

- a) What is the substantive topic of your research, briefly? (If you are sufficiently advanced in your thinking to be able to set out a research question, this should also be included).
  - b) What is the intellectual justification of your project – why are you pursuing this topic? Try to situate your topic within your chosen field (e.g. how does your topic fit into the history of the field? How does your topic contribute to an old, or new, debate in the field?)
  - c) Broadly speaking, how do you plan to approach the research of this topic? Will it involve quantitative or qualitative research, or both? If it is quantitative, what particular research methods will you employ? If it is qualitative, what general approach will you use: comparative, case studies, interpretive/historical, interviews, or critical methodologies?
  - d) How does your methodological orientation tie into a wider epistemological approach? How do you understand the nature of ‘knowledge’ in the context of your research? Can one ‘know’ by ‘observing’ in that context? Is there an ‘objective’ reality to which you can refer? Will your analysis be ‘contextual’ (i.e. historical) or ‘textual’?
  - e) What particular tools might be useful: large-n statistical research, surveys, interviews, archival research, discourse analysis or ethnography?
  - f) What is the goal of your research? Is it to describe, compare, explain, predict, critique, emancipate, challenge or disrupt?
- 4) A 12 page written paper that sets out the methodology presentation (above) in writing. The paper should be well-organized, clearly written, and properly documented.

**Remember:** it is not required that you have all this figured out completely! The purpose of this assignment is for you to consider what you are going to research and to address the important problem of how you are going to do your research. The aim is for you to devote time to reading and thinking about methodology in the context of your own research, and to have a chance to discuss it with your peers. You will continue to work on this in PSCI 6908.

## Seminar Topics and Readings

### Week 1 Introduction

Sept 10

Discussion of Course Outline and Assignments

### Week 2 The Philosophy of Science

Sept 17

- Thomas S. Kuhn, *The Structure of Scientific Revolutions*, 50<sup>th</sup> Anniversary ed. (Chicago: University of Chicago Press, 2012).

### Week 3 The History and State of the Discipline of Political Science

Sept 24

Ideally, all students should read the material listed under Political Science and then focus on their own particular sub-field and be able to summarize and discuss the assigned reading.

#### Political Science

- John G. Gunnell, "History of Political Science," in *International Encyclopedia of Political Science* (2010) [available on webct]
- John G. Gunnell, "The Founding of the American Political Science Association" Discipline, Profession, Political Theory, and Politics," *American Political Science Review* (Vol. 100, No. 4, 2006): 479-486.
- John S. Dryzek, "Revolutions Without Enemies: Key Transformations in Political Science," *American Political Science Review* (Vol. 100, No. 4, 2006): 487-492.

#### Canadian

- Linda A. White, Richard Simeon, Robert Vipond, and Jennifer Wallner, eds., *The Comparative Turn in Canadian Political Science* (Vancouver: UBC Press, 2008), chs. 1, 2, and Conclusion.

#### Comparative Politics

- Mark Blyth, "Great Punctuations: Prediction, Randomness, and the Evolution of Comparative Political Science," *American Political Science Review* (Vol. 100, No. 4, 2006): 493-498.

#### International Relations

- Brian C. Schmidt, "On the History and Historiography of International Relations," in Walter Carlsnaes, Thomas Risse, and Beth A. Simmons eds., *Handbook of International Relations* (London: Sage, 2002)

#### Political Theory

- John G. Gunnell, "History of Political Philosophy as a Discipline," in *Oxford Handbook of the History of Political Philosophy* (2010) [available on webct]

### Week 4 Science, Theory and the Philosophy of Science

Oct 1

- Stephen Van Evera, *Guide to Methods for Students of Political Science* (Ithaca: Cornell University Press, 1997), ch. 1.

- John G. Gunnell, “Realizing Theory: The Philosophy of Science Revisited,” *Journal of Politics* (Vol. 57, No. 4, 1995): 923-940.
- Susan Hekman, “Truth and Method: Feminist Standpoint Theory Revisited,” *Signs* (Vol. 22, No. 2, 1997): 341-365.
- Colin Wight, “Philosophy of Social Science and International Relations,” in Walter Carlsnaes, Thomas Risse, and Beth A. Simmons eds., *Handbook of International Relations* (London: Sage, 2002).
- John G. Gunnell, “Social Scientific Inquiry and Meta-Theoretical Fantasy: The Case of International Relations,” *Review of International Studies* (Vol. 37, No. 4, 2011):

#### **Week 5 No class**

**Oct 8**

#### **Week 6 Methodological Debates in Political Theory**

**Oct 15**

- Sheldon S. Wolin, “Political Theory as a Vocation,” *American Political Science Review* (Vol. 63, No. 4, 1969): 1062-1082.
- Leo Strauss, “What is Political Philosophy?” in *What is Political Philosophy? And Other Studies* (Westport, CT: Greenwood Press, 1959), pp. 9-55.
- Mark Philp, “Political Theory and History,” in David Leopold and Mark Stears, eds., *Political Theory: Methods and Approaches* (Oxford: Oxford University Press, 2008): 128-149.
- Matthew J. Moore, “Symposium on Political Theorists,” including Moore’s survey, Jodi Dean, “Theory Survey or Survey Theory?” Kennan Ferguson, “Subfield Hockey: A Reaction to Matthew Moore’s National Survey of Political Theorists,” and Martha Ackelsberg, “Political Theory Today: Who’s Teaching What to Whom? Some Reflections” all in *PS: Political Science & Politics* (Vol. 43, No. 2, April 2010).

#### **Week 7 Qualitative and Quantitative Research Debates**

**Oct 22**

- Gary King, Robert Keohane and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton: Princeton University Press, 1994) -- Chapter 1, 'The Science in Social Science' (e-book available via Library Catalogue).
- Jack S. Levy, “Qualitative Methods and Cross-Method Dialogue in Political Science,” *Comparative Political Studies* (Vol. 40, No. 2, 2007): 196-214.
- Paul K. MacDonald, “Useful Fiction or Miracle Maker: The Competing Epistemological Foundations of Rational Choice Theory,” *American Political Science Review* (Vol. 97, No. 4, 2003): 551-565.

#### **Week 8 Comparative Methodology and Case Study**

**Oct 29**

- Stephen Van Evera, *Guide to Methods for Students of Political Science* (Ithaca: Cornell University Press, 1997), ch. 2.
- Leslie A. Pal, “Case Study Method and Policy Analysis,” in I. Geva-May ed., *Thinking Like a Policy Analyst: A Clinical Approach to Policy Analysis* (Palgrave 2005).

- Ellen Perelman and Sara R. Curran eds., *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods* (London: Sage, 2006), chs. 2 and 9.
- Andrew Bennett and Alexander L. George, “Case Studies and Process Tracing in History and Political Science: Similar Strokes for different Foci,” in Colin and Miriam Fendius Elman eds., *Bridges and Boundaries: Historians, Political Scientists, and the Study of International Relations* (Cambridge, MA: MIT Press, 2001).
- Jack S. Levy, “Counterfactuals and Case Studies,” in Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier eds., *The Oxford Handbook of Political Methodology* (Oxford: Oxford University Press, 2008), pp. 627-644.

## **Week 9 Archival Research and Interviewing**

**Nov 5**

- Beth L. Leech, “Asking Questions: Techniques for Semistructured Interviews,” *PS: Political Science and Politics* (Vol. 35, No. 4, 2002): 665-68.
- Laura Woliver, “Ethical Dilemmas in Personal Interviewing,” *PS: Political Science and Politics* (Vol. 35, No. 4, 2002): 677-678.
- Ellen Perelman and Sara R. Curran eds., *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods* (London: Sage, 2006), ch. 1.
- Brian C. Rathbun, “Interviewing and Qualitative Field Methods: Pragmatism and Practicalities,” in Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier eds., *The Oxford Handbook of Political Methodology* (Oxford: Oxford University Press, 2008), pp. 685-701.
- Joanne McEvoy, "Elite Interviewing in a Divided Society: Lessons from Northern Ireland," *Politics* (Vol. 26, No. 3, 2006): 184-91.
- Darren G. Lilleker, "Interviewing the Political Elite: Navigating a Potential Minefield", *Politics* (Vol. 23, No. 3, 2003): 207-14.

## **Week 10 Discourse Analysis, Ethnography, and Field Research**

**Nov 12**

- Ellen Perelman and Sara R. Curran eds., *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods* (London: Sage, 2006), chs. 3 and 8.
- Lorraine Bayard de Volo and Edward Schatz, “From the Inside Out: Ethnographic Methods in Political Research,” *PS: Political Science and Politics* (Vol. 37, No. 2, 2004): 267-271.
- Jennifer Milliken, “The Study of Discourse in International Relations: A Critique of Research and Methods,” *European Journal of International Relations* (Vol. 5, No. 2, 1999): 225-254.
- Chandra Lekha Sriram et al. eds., *Surviving Field Research: Working in Violent and Difficult Situations* (London: Routledge, 2009), chs. 2 and 13.

## **Week 11 Presentations**

**Nov 19**

**Week 12 Presentations**  
**Nov 26**

**Week 13 Presentations**  
**Dec 3**

### **Academic Accommodations**

**For students with Disabilities:** Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by ***(November 9<sup>th</sup>, 2012 for December examinations and March 8<sup>th</sup>, 2013 for April examinations)***.

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the

corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Grades:** Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available **ONLY** if the student is in good standing in the course.

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Connect Email Accounts:** All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email [carletonpss@gmail.com](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.