

PSCI 6907
Research Methods and Design
Thursday, 11:35-2:25
Confirm location on Carleton Central

Instructor: Christina Gabriel
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Office Hours: Friday, 9:30-11:00 or by appointment

Course Description:

This seminar is designed to provide PhD 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 also have the opportunity to present their ideas and work to the class so that they can receive feedback from their peers.

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 research design and method. Other speakers will address some of the professional elements associated with pursuing a PhD.

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 elements in order to achieve a satisfactory grade.

Regular Attendance and participation in each of the class sessions

A 15 minute oral presentation on the readings assigned for a particular week.

During each class one or two students will lead the seminar discussion. The presentation should be no longer than 15 minutes. It should not offer a summary of the week's readings. It is expected *all* members of the class will have read *all* the readings. Each presenter will briefly outline the main points of the readings, offer an analysis of the reading and of the methodological approaches or tools they describe.

Students will sign up for presentations on September 3 and 17.

A Draft SSHRC Statement. Due date: September 24.

Each student will submit a draft of the 'Program of Study' portion of a SSHRC Doctoral Fellowship application. The statement must follow SSHRC on-line directions. According to SSHRC "Describe your proposed program of study in non-technical terms. Avoid jargon and acronyms and ensure that your proposal is written in clear, plain language easily understandable to a multidisciplinary committee". Additionally SSHRC requests that doctoral students must:

- Clearly state your current level of study (e.g., in the second year of doctoral studies, etc.)
- Indicate what stage you are at in your thesis.

- Provide the name of your doctoral studies supervisor, if known.
- Provide an outline of your thesis proposal, including, for example, the research question, context, objectives, methodology and contribution to the advancement of knowledge.
- Describe what you hope to accomplish during the award tenure, and what will remain to be done before you obtain your degree.

(http://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/tips-astuces/doctoral_awards-bourses_de_doctorat-eng.aspx#a2)

Individual appointments to discuss the statement will be scheduled during the week of October 5.

A three-minute thesis presentation in class - November 19.

Written Assignment & Class Presentation – November 26 & December 3

For the final element of this course you will focus on developing a preliminary methodology section of a research proposal.

You will write a short 8-10 page paper (12 point font, double spaced). It is not a formal essay but it does have to be well organized, clearly written, and properly documented. The paper should address 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? What are the strengths and limitations of your approach?
- d) What particular tools might be useful here: surveys, interviews, archival research, discourse analysis or ethnography?
- e) What is the goal of your research? Is it to describe, compare, explain, predict, critique, emancipate, challenge or disrupt?

Remember: It is not required that you have all this figured out completely. The purpose of this is to consider the important problem of HOW you are going to do your research (as opposed to WHAT you are going to 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.

Students will present their papers in the last two classes of the term.

Peer Review - November 26 & December 3

Each student in the class will offer a short oral response (5 – 7 minutes) to a colleague's paper presentation.

Seminar Topics and Readings

September 3 Introduction

- Class introductions
- Review of Course Outline
- Sign up for presentations
- No required readings

September 10

- Class cancelled

September 17 The Discipline of “Political Science”

- Mark Blyth. 2006. “Great Punctuations: Predictions, Randomness, and the Evolution of Comparative Political Science.” *American Political Science Review* 100:4 pp. 493-498.
- Peter Burnham, Karin Gilland, Wyn Grant and Zig Layton Henry. 2008. “Chapter 1 – The Discipline of Politics”. In *Research Methods in Politics. 2nd Edition*. Basingstoke: Palgrave-Macmillan. pp. 9-37.
- Karen Celis et. al. 2013. “Gender and Politics: A Gendered World. A Gendered Discipline”. In *Oxford Handbook of Gender and Politics*. Editor Georgina Waylen. New York: Oxford University Press. pp.1-26
- Ruth Grant. 2002. “Political Theory, Political Science, and Politics.” *Political Theory* 30:4. Pp. 577-595
- Brian C. Schmidt. 2013. “On the History and Historiography of International Relations”. In *Handbook of International Relations. 2nd Edition*. Editors Walter Carlsnaes, Thomas Risse and Beth A. Simmons. London: Sage: pp. 3-28.
- John E. Trent and Michael Stein. 2002. “The Interaction of the State and Political Science in Canada: A Preliminary Approach”. In *The Development of Political Science: A Comparative Survey*. Eds. David Easton, Luigi Graziano, and John Gunnell. New York: Routledge. pp. 52-92.

“The Elements of a Successful SSHRC Grant Statement”

Prof. Wallace Clement, Chair of Sociology &

Former Dean, Faculty of Graduate Studies and Post-Doctoral Affairs

September 24 Scholars, Researchers, Activists?

- Matthew Flinders. 2013. “The Politics of Engaged Scholarship: Impact, Relevance and Imagination”. *Policy and Politics*. 41:4 pp. 621-42
- Frances Fox Piven. 2010. “Reflections on Scholarship and Activism”. *Antipode* 42:4 (September) pp. 806-10
- Andrew Stark. 2002. “Why Political Scientists Aren’t Public Intellectuals”. *PS: Political Science and Politics*. 35:3 (September) pp. 577-9.
- John E. Trent. 2011. “Should Political Science Be More Relevant: An Empirical and Critical Analysis of the Discipline”. *European Political Science* 10:2 (June) pp. 191-20.

“Conferences and Publications While a PhD Candidate

Prof. William Cross, Department of Political Science

Draft Copy of SSHRC Statement to be Submitted in Class

October 1 Research Ethics

- Lee Ann Fujii. 2012. "Research Ethics 101: Dilemmas and Responsibilities" *PS Political Science and Politics* 45:4 (October) pp. 717-723.
- Christine Halse and Anne Honey. 2005. "Unravelling Ethics: Illuminating the Moral Dilemmas of Research Ethics". In *Signs* 30:4 pp. 2141-2162.
- Linda Mabry. 2009. "Government Regulation in Social Science". In *The Handbook of Social Research Ethics*. Donna M. Mertens and Pauline E. Ginsberg. California: Sage. Pp.107-120
- Laura R. Woliver. 2002. "Ethical Dilemmas in Personal Interviewing". *PS Political Science and Politics* 35:4 pp.677-678

"Three Things I Wish I knew When I Started My PhD"

Scott Pruyers, Department of Political Science

Julia Calvert, Department of Political Science

(Scheduled Individual Meetings – Re: Feedback on Statement)

October 8 Ideas and Political Theory

- Mark Philp. 2008. "Political Theory and History". In *Political Theory: Methods and Approaches*. David Leopold and Mark Stears. Eds., Oxford: Oxford University Press. pp. 128-149
- Quentin Skinner 1988. "Meaning and Understanding in the History of Ideas". In *Meaning and Context. Quentin Skinner and His Critics*. Ed. James Tully. Cambridge: Polity Press.
- James Tully. 1988. "The Pen is a Mighty Sword: Quentin Skinner's Analysis of Politics". In *Meaning and Context. Quentin Skinner and His Critics*. Ed. James Tully. Cambridge: Polity Press. Pp. 3-28.

Guest: Prof. Mark Hanvelt, Department of Political Science

October 15 Qualitative and Quantitative Research Debates

- James Mahoney and Gary Goetz. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research". *Political Analysis* 14 pp. 227-249.
- Jack S. Levy. 2007. "Qualitative Methods and Cross Method Dialogue in Political Science". *Comparative Political Studies* 40:2 pp. 196-214.
- Toby Epstein Jayarante and Abigail J. Stewart. 2008. "Quantitative and Qualitative Methods in the Social Sciences: Current Feminist Issues and Practical Strategies". In *Just Methods*. Editor Alison Jaggar. Paradigm Publishers. pp. 44-57.

Guest: Prof. Steven White, Department of Political Science

October 22 Comparative Methodology and Case Study

- Peter Burnham, Karin Gilland, Wyn Grant and Zig Layton Henry. 2008. "Chapter 3 – Comparative Methodology". In *Research Methods in Politics. 2nd Edition*. Basingstoke: Palgrave- Macmillan. pp. 69-95.
- David Collier: 2011. "Understanding Process Tracing". In *Political Science and Politics* 44:4 (October) pp.823-30.
- John Gerring. 2004. "What is a Case Study and What is it Good For?" In *American Political Science Review* 98:2 (May) pp. 341-54.

- Peter Hall. 2006. "Aligning Ontology and Methodology in Comparative Politics." In *Comparative Historical Analysis in Social Sciences*. Cambridge: Cambridge University Press. pp. 373-405.

Professor James Milner, Department of Political Science

October 29

Fall Break

No Scheduled Class & No Office Hours

November 5 Ethnography and Field Research

- Lorraine Bayard de Volo and Edward Schatz. 2004. "From the Inside Out: Ethnographic Methods in Political Research". *PS: Political Science and Politics*. 37:2 (April) pp. 267-271.
- Roselyn Hsueh, Francesca Refsum Jensenius and Akasemi Newsome. 2014. "Symposium – Fieldwork in Political Science: Encountering Challenges and Crafting Solutions" In *PS Political Science and Politics* 47:2 (April) pp. 391-393.
- Jody LaPorte. 2014. "Confronting a Crisis of Research Design". In *PS Political Science and Politics* 47:2 (April) pp. 414-417.
- Vasundhara Sirnate. 2014. "Positionality, Personal Insecurity and Female Empathy in Security Studies Research". In *PS Political Science and Politics* 47:2 (April) pp. 398-401
- Lisa Weeden 2010. "Reflections on Ethnographic Work in Political Science". In *Annual Review of Political Science*. 13 pp. 255-72.

Professor Gopika Solanki, Department of Political Science

November 12 Interviewing

- William S. Harvey. 2011. "Strategies for Conducting Elite Interviews". *Qualitative Research QR* 11:4 (August) pp. 431-441.
- Beth L. Leech. 2002. "Asking Questions: Techniques for Semi structured Interviews". *PS Political Science and Politics*. 35:4 (December) pp. 665-68.
- Robert Mikecz. 2012. "Interviewing Elites: Addressing Methodological Issues." *Qualitative Inquiry* 18:6 (August) pp. 482-93
- Kevin Walby and M. Larsen. 2012. "Access to Information and Freedom of Information Requests: Neglected Areas of Data Production in the Social Sciences". In *Qualitative Inquiry* 18:1 (January) pp.31-42.

Professor Laura Macdonald, Department of Political Science

November 19 Textual Analysis

- Sudhir Hazareesingh and Karma Nabulsi. 2008. "Using Archival Sources to Theorize About Politics". In *Political Theory: Methods and Approaches*. Eds. David Leopold and Marc Stears. New York: Oxford University Press. pp.150-170.
- Jennifer Milliken. 1999. "The Study of Discourse in International Relations: A Critique of Research and Methods." *European Journal of International Relations* 5:2 pp. 225-254.
- Peter Burnham et. al. 2008. "Chapter 10". In *Research Methods in Politics*. 2nd edition. UK: Palgrave. Pp.221-248.

Draft Paper Ready to Circulate to Discussants

Three Minute Thesis Presentation

November 26 Presentations

- Student Presentations & Peer Review

“Positioning Your Thesis Research: The Academic and Non-Academic Job Market”
Professor Randall Germain

December 3 Presentations

- Student Presentations & Peer Review

Aaron Doyle, *Sociology* (to be confirmed)
Q & A with Prof Doyle, Sociology
Author of *57 Ways to Screw Up in Graduate School*. 2015. University of Chicago Press

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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).

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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline 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. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

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.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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 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, visit <https://www.facebook.com/groups/politicalsciencesociety/> 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.