



Dr. Y. Rachel Zhou  
Institute on Globalization and the Human Condition  
Thursdays, 2:30-5:20pm, LRW 3001  
Email: zhoura@mcmaster.ca  
Office Hour: By appointment

### Global St 709

## **Designing Global Research: Approaches, Methods, and Techniques**

Winter 2017 (Term 2)

### **COURSE DESCRIPTION**

This core course of our interdisciplinary MA program has been developed to prepare students to undertake the research they need to do for their major research projects (MRPs), as well as for other courses in their program. It complements *Global St 710: Introduction to Globalization*, and addresses theoretical and methodological issues encountered in research relating to globalization. Consisting of three sections (see the class schedule), the course will give an overview of research approaches employed in globalization studies, allowing students to learn from practical examples from various scholars, and to integrate theories relating to globalization with the practice of research. Students' thinking about their own research ideas will be facilitated, as will clarification of their research plans, to the end of preparing them to undertake their own research for their MRPs. They will also acquire the knowledge and skills they need to design the components of the research proposal throughout this semester, so please pay close attention to the readings and classes along the way.

### **COURSE OBJECTIVES**

- Develop a broad understanding of research approaches employed in globalization studies and of the relationship between theories and research
- Learn how to move from general research interests to a coherent and feasible research plan
- Understand the basic steps of research design, including identification of research issues, data collection (including use of archives and secondary sources), and data analysis
- Gain knowledge about major components – such as the research question, literature, and data – of a research project, and their respective roles in research
- Learn how to communicate and present research results
- Lay a foundation for students' *further* exploration of the specific research approaches and knowledge pertaining to their own project

## REQUIRED TEXTS

You can access **the readings** through the McMaster University Library system (<http://library.mcmaster.ca/>) or the websites indicated. A **courseware** might be arranged at the Titles McMaster University Bookstore (<https://campusstore.mcmaster.ca/>) upon request. More details will be provided in our first class on Jan. 5.

## COURSE EVALUATION

### 1. Participation (15%)

Attendance and participation are crucial for this course. Please arrive on time, complete the required readings, and take an active part in the discussion. You are also *required* to attend **two** of the IGHC Research Seminars in Term 2.

### 2. In-class group presentation (15%)

Each group will consist of two or three students, and will be responsible for **a)** giving a *presentation* (30 minutes maximum) based on the readings of a particular week, and **b)** preparing pre-circulated *questions* for class discussion. Please sign up **before** our second class on Jan. 12.

The questions are expected to lead to a discussion that can enrich students' understanding of individual readings and the weekly topic, as well as of their possible implications for research. Before the questions are given to all students ***in advance*** of the class, they should be sent, at least one day before the class, to the instructor for feedback and, possibly, suggestions for revisions. Students are also responsible for facilitating the discussion of these questions.

The main objective of *this presentation* is to share *your* understanding of the readings *as a researcher*. *Major evaluation criteria:* Quality of your presentation and of the pre-circulated questions, including clarity and relevance; and **respect for time**.

### 3. Draft Research Proposal (25%)

Students are expected to develop a short, *draft* research proposal based on an issue relating to globalization. In this draft proposal you are expected to address the following major aspects of your proposed MRP project:

- 1) Provide a **working title** for your research project.
- 2) State the **research issue or question** to be addressed, and explain why this is an issue worth exploring and how it is relevant to globalization studies.
- 3) Provide a **brief literature review** of your proposed topic in order to situate the latter in the context of existing knowledge, including knowledge gaps (if applicable).

- 4) Outline the **theoretical sources** that will inform your research or help your conceptualization of the issue under study. Draw on globalization-related theories that you have studied in your courses, if relevant.
- 5) Explain how you will go about answering your research question(s). For example, what forms of **data** (e.g., interviews, secondary academic resources, policy documents, archives, and cultural texts) will you be looking at, and what **methods** (e.g., thematic analysis, case study, and discourse analysis) will you employ to analyse the data?
- 6) Provide a *brief* sketch of how the final project will be **organized**. This can be in the form of an annotated table of contents.
- 7) Briefly outline a **time frame** for the research project, specifying what research and writing tasks will be accomplished and when. For those who will conduct an empirical study involving human subjects, please indicate when you will submit your MERB application (<https://reo.mcmaster.ca/>), the approval of which is a lengthy process.
- 8) A two-page **bibliography** of scholarly references (journal articles, book chapters, etc.) and other source material that you will draw upon in your MRP.

The Proposal should be double-spaced, and approximately **four or five pages** (about 1,200 words, excluding bibliography). It is due on Thursday, **February 9, 2017**. You are encouraged to take into account the feedback you receive at the *MRP Proposal Workshop* scheduled for Tuesday, Feb. 7, 2017. *Evaluation criteria*: Structure; coherence; relevance; clarity; feasibility; originality of ideas; and quality of presentation.

#### 4. Full Research Proposal (45%)

In this final paper students are expected to develop a *full* research proposal, including a **core section on literature review**. You are expected to have read further on the specific research method or methods you adopt for your proposed project in order for you to be able to successfully complete this assignment. You are also *encouraged* to bridge it with your future MRP project. The paper should be double-spaced, approximately 15-16 pages (about 4,000 words, excluding References), and submitted both electronically (to [zhoura@mcmaster.ca](mailto:zhoura@mcmaster.ca)) and in hard copy (at L. R. Wilson Hall, Rm 2021 or KTH 319 - there is also a dropbox outside the office). It is due on Wednesday, **April 12, 2017**. In detail, it will consist of the following:

- 1) The **working title** of your proposed research project.
- 2) An **introduction** to the research topic: e.g., what it is about, why this topic interests you (or, why it is a problem), and how it is relevant to globalization studies.
- 3) The specific **research topic or question (or questions, in the plural)** to be explored.
- 4) A critical **review of the literature** in which your proposed research topic is situated: e.g., what is already known about this topic; how is this topic conceptualized; what are the knowledge gaps; and how does your research question fit into current knowledge? Here are some *suggested* tips:
  - Provide a **synthesis** – NOT an annotated bibliography – of the existing knowledge that is *most relevant* to your proposed research topic or

questions(s); at least *eight* (in other words, potentially more) scholarly articles should be meaningfully consulted. (\*Be mindful of unintentional plagiarism.)

- Be conscious of, and take into account, the existing knowledge on the topic from different disciplinary, theoretical, and methodological perspectives, in different contexts (e.g., socioeconomic, geopolitical, cultural, and historical), and at various levels (e.g., grand theory vs. empirical research, global vs. local, and macro vs. micro).
  - Pay attention to the balance between your explanation of the possible contributions of the existing knowledge to the proposed project and your critiques of the knowledge.
  - Explain how your research topic or question will build on, complement, or contrast with the existing work.
- 5) *Briefly* explain the **theoretical perspective** applied in the research project if it is not yet discussed in your Literature Review section: that is, what lens(es) you will use in investigating the research topic or question.
- 6) **Methodology**: where and how you will find data or “evidence” to answer your research question(s), such as types of data you need to gather in order to explore them; plans for locating data sources; and approaches to sampling or criteria for selecting sources, data collection, and analysis, and their justifications.
- 7) Briefly indicate the potential **contribution** of your proposed research project to globalization studies, and justify.

**Major evaluation criteria:** Structure; relevance; coherence and feasibility of research design; quality of literature review; originality of research; and quality of communication and presentation (e.g., grammar, clarity, and reference style).

## ASSIGNMENT SUBMISSION

Assignments must be submitted on the due date. A **2% reduction** will be applied **each day** (i.e., Monday - Sunday) after the due date. Students who require *accommodation* should communicate with the instructor **in advance**. Assignments handed in to the IGHC Office (L. R. Wilson Hall, Room 2021) or Social Work Office (KTH 319) must have the date stamped on the front cover. In addition, please adhere to the following criteria for assignment preparation:

1. All assignments must include a title page with all relevant course information, adhere to the page limits specified, be formatted with 12 pt. font and standard margins, and be stapled;
2. The citations and references in all assignments should use **APA style** or other common citation styles (e.g., MLA or Chicago) used in your discipline. More information about APA style is available through the e-Resources link on the library home page <http://library.mcmaster.ca> and at <http://www.apastyle.org>.

## TENTATIVE CLASS SCHEDULE

Jan 5 Introduction (no readings)

### WEEKS 2-4 OVERVIEW: THEORIES, PERSPETIVES AND APPROACHES

#### Jan 12 Globalization studies: Framing, contention, and imagination

McGrew, A. (2007). Globalization in hard times: Contention in the academy and beyond. In G. Ritzer (ed.), *The Blackwell companion to globalization* (pp.29-53). Oxford: Blackwell Publishing.

Delanty, G. (2006). The cosmopolitan imagination: Critical cosmopolitanism and social theory. *The British Journal of Sociology*, 57(1), 25-47.

Zhou, Y. R., & Coleman, W. D. (2016). Accelerated contagion and response: Understanding the relationships among globalization, time, and disease. *Globalizations*, 13(3), 285-299.

IGHC (2016). *MRP Guidelines & MRP Research Proposal Guidelines*. (- will be provided in advance)

#### Jan 19 Interdisciplinary approaches to globalization studies

Scholte, J. A. (2004). Globalization studies: Past and future – A dialogue of diversity. *Globalizations*, 1(1), 102-110.

Shome, R. (2006). Interdisciplinary research and globalization. *The Communication Review*, 9(1), 1-36.

Brunet-Jailly, E. (2005). Theorizing borders: An interdisciplinary perspective. *Geopolitics*, 10 (4), 633-649.

Lee, K., Eckhardt, J., & Holden, C. (2016). Tobacco industry globalization and global health governance: Towards an interdisciplinary research agenda. *Palgrave Communications*, 2, 1-12.

#### Jan 26 Researching globalization: Methodological issues

Faist, T. (2012). Toward a transnational methodology: Methods to address methodological nationalism, essentialism, and positionality. *Revue européenne des migrations internationales*, 28(1), 51-70.

Babones, S. (2007). "Studying globalization: Methodological issues". In G. Ritzer (ed.), *The Blackwell companion to globalization* (pp.144-161). Oxford: Blackwell Publishing.

Beaverstock, J. V., Smith, R. G., Taylor, P. J., Walker, D. R. F., & Lorimer, H. (2000). Globalization and world cities: Some measurement methodologies. *Applied Geography*, 20(1), 43-63.

Tierney, W. G. (2010). Globalization and life history research: Fragments of a life foretold. *International Journal of Qualitative Studies in Education*, 23(2), 129-146.

**WEEKS 5-8**                      **GUEST LECTURES: EXAMPLES OF GLOBALIZATION RELATED RESEARCH**

**Feb 2**                      **Dr. Rhacel Salazar Parreñas**, Professor of Sociology and Gender Studies, University of Southern California; the Fulbright Scholar hosted by the IGHC  
Parreñas, R. (2011). *Illicit flirtations: Labor, migration, and sex trafficking in Tokyo*. Stanford: Stanford University Press. – Chapter 1: “Introduction: the indentured mobility of migrant hostesses”  
Parreñas, R. S. (2015). *Servants of globalization: Migration and domestic work* (2<sup>nd</sup> ed.). Stanford: Sandford University Press. – Chapter 1: “The global migration of Filipino domestic workers”

\*Note: You can access the e-books through the McMaster Library (<http://library.mcmaster.ca/>).

**Feb 9**                      The “Canadian Revolution” and the Early American Republic: A Transnational History of the 1837-38 Canadian Rebellions, **Dr. Maxime Dagenais**, Research Coordinator, Wilson Institute for Canadian History, McMaster University

Dagenais, M. (2017). “[...] those who had money were opposed to us, and those who were our friends were not the moneyed class.” Philadelphia and the 1837-38 Canadian Rebellions. *American Review of Canadian Studies*, 48. (\*The article will be provided in advance.)

Meren, D. (2015). The tragedies of Canadian international history. *Canadian Historical Review*, 96 (4), 535-566.

Matzke, R. B. (2001). Britain gets its way: Power and peace in Anglo-American Relations, 1838-1846. *War in History*, 8 (1), 19-46.

**Feb 16**                      **Dr. Robert O’Brien** (@ 3:30pm), Professor of Political Science, McMaster University

Evans, P. (2014). National Labor Movements and Transnational Connections: Global Labor’s Evolving Architecture Under Neoliberalism. *Global Labour Journal*, 5 (3), 258-282. Available at: <https://mulpress.mcmaster.ca/globallabour/article/view/2283>

O’Brien, R. (2008). “Labour, Globalization and the Attempt to Build Transnational Community”. In W. Coleman & D. Brydon (Ed.), *Renegotiating Community: Interdisciplinary Perspectives, Global Contexts* (pp. 164-182). Vancouver: University of British Columbia Press.

**Feb 23**                      **Mid-term recess** (no readings)

**Mar 2**            **Y. Rachel Zhou, IGHC & Social Work, McMaster University**

- Amelina, A., & Faist, T. (2012). De-naturalizing the national in research methodologies: Key concepts of transnational studies in migration. *Ethnic and Racial Studies*, 35(10), 1707-1724.
- Zhou, Y. R. (2016). “‘Race’ and HIV vulnerability in a transnational context: The case of Chinese Immigrants to Canada”. *Culture, Health & Sexuality*. Advance Online Publication. Doi: 10.1080/13691058.2016.1192221
- Zhou, Y.R. (2013). Toward transnational care interdependence: Rethinking the relationships between care, immigration and social policy. *Global Social Policy*, 13(3), 280-298.

**WEEKS 9-12        DESIGNING YOUR RESARCH**

**Mar 9                Research question(s) and literature review**

- Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431-447.
- Walker, S. (2015). Literature reviews: Generative and transformative textual conversations. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 16 (3).  
<http://www.qualitative-research.net/index.php/fqs/article/view/2291/3860>
- Denney, A. S., & Tewksbury, R. (2013). How to write a literature review. *Journal of Criminal Justice Education*, 24(2), 218-234.
- \*You may also read two short documents about how to conduct literature review:  
<http://www.writing.utoronto.ca/images/stories/Documents/literature-review.pdf>; and  
<https://www.utscc.utoronto.ca/twc/sites/utscc.utoronto.ca.twc/files/resource-files/LitReview.pdf>

**Mar 16              Theoretical and methodological considerations**

- Scholte, J. A. (2008). Defining globalisation. *The World Economy*, 31(11), 1471–1502. (\*Note: Given your familiarity with Scholte’s work through Global St 710, you can simply browse this article to refresh your memory.)
- Füssel, H. M. (2007). Vulnerability: A generally applicable conceptual framework for climate change research. *Global Environmental Change*, 17(2), 155-167.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.
- Greiner, C. (2012). Can households be multilocal? Conceptual and methodological considerations based on a Namibian case study. *DIE ERDE–Journal of the Geographical Society of Berlin*, 143(3), 195-212.

**Mar 23              Research ethics and data collection**

- Hopkins, P. E. (2007). Positionalities and knowledge: Negotiating ethics in practice. *ACME: An International E-Journal for Critical Geographies*, 6(3), 386-394.

Zhang, J. J. (2016). Research ethics and ethical research: Some observations from the Global South. *Journal of Geography in Higher Education*. Advance Online Publication. Doi:10.1080/03098265.2016.1241985

Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52(2), 137-145.

Kotze, P. C., Coetzee, J. K., Elliker, F., & Eberle, T. S. (2015). Strangers but for stories: The role of storytelling in the construction of contemporary white Afrikaans-speaking identity in central South Africa. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 16 (1). <http://www.qualitative-research.net/index.php/fqs/article/view/2133>

Research Ethics Board (MERB). (2015). *Application form*. <https://reo.mcmaster.ca/forms>

### **Mar 30          Data analysis and paper writing**

Heaton, J. (2008). Secondary analysis of qualitative data: An overview. *Historical Social Research/Historische Sozialforschung*, 33(3), 33-45.

Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & Health Sciences*, 15(3), 398-405.

Hershberg, R. M., & Lykes, M. B. (2012). Redefining family: Transnational girls narrate experiences of parental migration, detention, and deportation. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 14 (1). <http://www.qualitative-research.net/index.php/fqs/article/view/1770/3474>

IGHC MRP - Please read one MRP from the past years based on your own interest. (The list is available at: <https://globalization.mcmaster.ca/resources/graduate-resources/past-major-research-papers/>)

### **April 6          Final paper consultation (More details will be provided in advance.)**



## SOME USEFUL REFERENCES

Forum: Qualitative Social Research: <http://www.qualitative-research.net/index.php/fqs/index>

Globalizations: (<http://www.tandfonline.com/toc/rglo20/current>)

Ritzer, G. (ed.). (2007). *The Blackwell companion to globalization*. Oxford: Blackwell Publishing.

Appadurai, A. (2000). Grassroots globalization and the research imagination. *Public Culture*, 12(1), 1-19.

Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative research*, 1(3), 385-405.

Ball, S., & Gilligan, C. (2010, May). Visualising migration and social division: Insights from social sciences and the visual arts. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 11, (2).

Chereni, A. (2014). A methodological approach and conceptual tools for studying migrant belongings in African cities: A case of Zimbabweans in Johannesburg. *Historical Social Research/Historische Sozialforschung*, 293-328.

Fuchs, C. (2010). Critical globalization studies: An empirical and theoretical analysis of the new imperialism. *Science & Society*, 74(2), 215-247.

Greiner, C., & Sakdapolrak, P. (2013). Translocality: Concepts, applications and emerging research perspectives. *Geography Compass*, 7(5), 373-384.

Irwin, S. (2013). Qualitative secondary data analysis: Ethics, epistemology and context. *Progress in Development Studies*, 13(4), 295-306.

Kohlbacher, F. (2006). The use of qualitative content analysis in case study research. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 7(1)

Lapegna, P. (2015). Ethnographers of the world united? Current debates on the ethnographic study of globalization. *Journal of World-Systems Research*, 15(1), 3-24.

Middell, M., & Naumann, K. (2010). Global history and the spatial turn: From the impact of area studies to the study of critical junctures of globalization. *Journal of Global History*, 5(1), 149-170.

O'Neill, M. (2008, May). Transnational refugees: The transformative role of art?. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 9 (2).

Repko, A. F., Szostak, R., & Buchberger, M. P. (2013). *Introduction to interdisciplinary studies*. Sage Publications.

Steger, M., & Steger, M. B. (2013). It's about globalization, after all: Four framings of global studies. *Globalizations*, 10(6), 771-777.

Tsing, A. (2005). *Friction: An Ethnography of Global Connection*. Princeton: Princeton University Press.

## **ACADEMIC DISHONESTY**

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is the student’s responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at [http://www.mcmaster.ca/senate/academic/ac\\_integrity.htm](http://www.mcmaster.ca/senate/academic/ac_integrity.htm).

The following illustrates only three forms of academic dishonesty: a) plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained; b) improper collaboration in group work; or c) copying or using unauthorized aids in tests and examinations.

## **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140, ext. 2865 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

## **FACULTY OF SOCIAL SCIENCES EMAIL COMMUNICATION POLICY**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, *must originate from the student’s own McMaster University e-mail account*. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. *Email Forwarding in MUGSI:* <http://www.mcmaster.ca/uts/emailforward/emailforward.html> (\*Forwarding will take effect 24-hours after students complete the process at the above link.)

## **POSSIBLE MODIFICATION OF THE COURSE**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any change.