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Institute on Globalization and the Human Condition  
Thursdays, 2:30-5:20pm, LRW 3001  
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Office Hour: By appointment (KTH 322)

### Global St 709

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

2017-18 (Term 2)

### **COURSE DESCRIPTION**

This seminar course aims to provide students an opportunity to learn, to brainstorm, and to discuss about research with scholars and peers in the field of globalization studies.

Complementing *Global St 710: Introduction to Globalization*, it addresses theoretical and methodological issues encountered in related research. Consisting of three sections (see the class schedule), the course will first give an overview of research approaches employed in global studies, allowing students to learn from practical examples from various guest speakers (in the second section), and to integrate the course learning into the practice of research (in the third section). Students' exploration of their own research ideas and plans will be facilitated to the end of preparing them to undertake their own research for their Major Research Papers (MRPs).

### **COURSE OBJECTIVES**

- To develop a broad understanding of research approaches employed in global studies and of the relationship between theories and research
- To understand the basic steps of research design and gain knowledge about major components – such as the research question, literature, and data – of a research project, and their respective roles in research
- To lay a foundation for students' *further* exploration of the specific research approaches and knowledge pertaining to their own research projects

## REQUIRED TEXTS

1. Darian-Smith, E., & McCarty, P. C. (2017). *The global turn: Theories, research designs, and methods for global studies*. Oakland, California: University of California Press. (\*You can purchase this book from the University Bookstore.)
2. You can access other readings through the McMaster University Library system (<http://library.mcmaster.ca/>) or the websites indicated.

## COURSE EVALUATION

### 1. Participation (15%)

Attendance are **mandatory** for this course. Please arrive on time, complete the required readings, and take an active part in the discussion.

### 2. Annotated bibliography (20%)

This assignment is designed to help students gain practical skills in *preliminary* literature search and evaluation for a proposed research topic, and in using the existing knowledge to refine the research topic or question(s). It comprises **three** components:

- 1) Briefly introduce the topic you are interested in exploring.
- 2) Select *ten scholarly references*, following each one a descriptive and evaluative paragraph (about 150 words) that explains how the specific article (e.g., its specific themes, findings, arguments, and/or methods) can contribute to your exploration of the proposed topic. Please pay attention to the existing knowledge on the topic from different perspectives.
- 3) Briefly explain how all selected articles can *collectively* contribute to your understanding of the proposed topic or refining the proposed research question(s).

*Major evaluation criteria:* clarity, relevance, and quality of your justifications. Due on **February 15, 2018**.

### 3. In-class presentation (15%)

You are expected to give **an individual oral presentation** about the proposed methods that will be used to collect and analyze information/ data for your MRP project on **March 22 and March 29, 2018**. **A one-page handout** with the main points of your presentation should also be circulated in class. The specific schedule will be arranged based on the methods of your choosing, as well as your *brief* explanation about your research focus. Please send the information to the instructor by **March 1, 2018**.

The *main purpose* of this **10-minute** presentation is to share your preliminary thoughts about how to choose the most appropriate methods to suit your research objectives and to receive feedback from fellow researchers in this class. *\*You are required to **consult at least one scholarly article of your choosing** to gain more knowledge about the specific method(s).* The in-class presentation may be guided by the following questions:

- 1) What is the research issue or question that you plan to explore in your proposed MRP? What are your research objectives, or, what do you expect to achieve by the research project?
- 2) What forms of data (e.g., interviews, secondary academic resources, policy documents, archives, cultural texts, and images) will you be looking at in order to answer your research question(s)? Are there specific methods (e.g., case study and ethnography) that you will consider employing for your study?
- 3) What do you know about the specific methods of your choosing?**
- 4) Do you think the methods of your choosing can well suit your research objectives? Please explain.
- 5) What might be the possible challenges to use the particular methods for your proposed research? Are there specific issues that you wish to seek feedback and advice from your colleagues?

*Major evaluation criteria:* Relevance; quality of your justifications; coherence and feasibility of research methods (in relation to your research focus and objectives); quality of communication and presentation; and **respect for time**.

#### 4. Literature review (50%)

In this final paper students are expected to write **a critical review of the literature** in which the research topic of your choosing is situated: for example, what is already known about this topic; how is this topic conceptualized or understood; what are the knowledge gaps; and how does your research question fit into current knowledge? You are *encouraged* to bridge this assignment with your earlier annotated bibliography. At least **ten** – in other words, potentially more – scholarly articles should be *meaningfully* consulted. The following are *suggested* guidelines and tips:

- At the beginning of your paper, please provide an *introduction* to the research topic to help contextualize your literature review.
- Literature review is **NOT** an annotated bibliography. It provides a **synthesis** of the existing knowledge that is *most relevant* to your proposed research topic or questions(s).
- 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.
- \*Be mindful of unintentional plagiarism.

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 Thursday, **April 12, 2018**.

*Major evaluation criteria:* Structure; relevance; critical thinking; diversity and contextualization of perspectives; 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 4 Introduction** (no readings)

### **WEEKS 2-5 OVERVIEW: THEORIES, RESEARCH DESIGNS, AND METHODS**

**Jan 11 Inquiry, framing, and imagination**

- Darian-Smith, E., & McCarty, P. C. (2017). Chapters 1, 2, & 3 (pp.1-75)
- **Initial discussion about your possible MRP topics.**

**Jan 18 Research design**

- Darian-Smith, E., & McCarty, P. C. (2017). Chapter 4 (pp.76-128)

- **Research Library Orientation (2:30-3:30pm):** Olga Perkovic, Research and Advanced Studies Librarian, Mills Library, Wong e-Classroom, L107. (\*Please proceed through the Mills lobby and turn left at the double elevators. The Wong room is located at the end of the hall, on the right side. We can stay in the room for the rest of the class until 5:20pm.)

**Jan 25            Methodological considerations**

- Darian-Smith, E., & McCarty, P. C. (2017). Chapters 5 & 6 (pp.129-205)
- **Initial discussion about your research objectives and possible methods you will consider.**

**Feb 1              Research examples**

- Darian-Smith, E., & McCarty, P. C. (2017). Chapter 7 & Conclusion (pp.206-230)
- **Guest speaking (2:30-4pm):** Nick Caric, Senior Ethics Advisor, McMaster Research Ethics Board (MREB)
  - MREB Application Form: <https://reo.mcmaster.ca/forms>

**WEEKS 6-9        GUEST LECTURES: LEARNING FROM RESEARCHERS**

**Feb 8              Guest speaker:** Dr. Katherine Nastovski, McMaster University

- Bannerji, H. (2005). Building from Marx: Reflections on class and race. *Social Justice*, 32(4 (102), 144-160.
- Nastovski, K. (2014). Workers Confront Apartheid: Comparing Canadian Labor Solidarity Campaigns against South African and Israeli Apartheid. *WorkingUSA*, 17(2), 211-237.

**Feb 15            Guest speaker:** Dr. Maxime Dagenais, Wilson Institute for Canadian History

"Lord Durham, National Boogeyman or National Misunderstanding? How a Transnational Perspective nuances the Story of Lord Durham in Quebec"

- Meren, David. "The Tragedies of Canadian International History." *Canadian Historical Review* 96, no. 4 (December 2015): 535-566.
- Dagenais, Maxime. "'L'histoire dira que Lord Durham a préféré une petite faction, et l'exposera comme une des aberrations humaines de notre époque.'" How Lord Durham lost French-Canadian Support, June to October 1838." *Australasian Canadian Studies* 31, No. 1-2 (2013-14): 1-28.
- **Your annotated bibliography is due.**

**Feb 22**      **Mid-term recess** (no readings)

**Mar 1**      **Guest speaker:** Dr. Janet Bauer, Fulbright Global Scholar (2017-2018);  
International Studies, Trinity College, Hartford, CT, USA

- Long, J., Fellin, M., Bauer, J., Koenig, D., Mosher, R., & Zarpour, T. (2015). Incorporating Immigrant Perspectives into Organizational Research and Practice: Implementing Inclusive Discussions. *Practicing Anthropology*, 37(1), 20-25.
  - Or, Bauer, J., & Chivakos, A. (2010). "What's Islam Got to Do With It? Faith-Based Organizations and Refugee Resettlement in the Greater Hartford Area". In J. Adkins, L. Occhipinti, & T. Hefferan (eds.), *Not by faith alone: Social services, social justice, and faith-based organizations in the United States* (pp.145-164). Lexington Books. Lanham, MD: Lexington Books.
- Glick Schiller, N., & Caglar, A. (2008). And ye shall possess it, and dwell therein: social citizenship, global Christianity, and non-Ethnic immigrant incorporation. In *Citizenship, political engagement, and belonging: Immigrants in Europe and the United States* (pp. 203-225). Rutgers University Press.
- **Please briefly communicate with the instructor about the specific method(s) used for your proposed MRP project and the focus of your project.** The information will be used to schedule your in-class presentations and discussion on March 22 and March 29.

**Mar 8**      **Guest speakers:** Renée Wetselaar, Senior Social Planner, the Social Planning and Research Council of Hamilton (SPRC, <http://www.sprc.hamilton.on.ca/>); and Eiman Elwidaa, an architect

- Yeo, S., Ratman, C., Paradis, E., Oudshoorn, A., Nessa, B., Moser, J., & Macphail, S. (2015). *A framework for ending women's and girls' homelessness*. SSHRC. Available at: <http://www.abeoudshoorn.com/wp-content/uploads/2015/08/A-Framework-for-Ending-Womens-and-Girls-Homelessness.pdf>
- Another article to be added.

## **WEEKS 10-12 DISCUSSION ON YOUR OWN RESEARCH**

**Mar 15**      **How to do a literature review?**

- **Guest speaker:** Nancy Johnson, Managing Editor, Health Reform Observer - Observatoire des Réformes de Santé)
- Knopf, J. W. (2006). Doing a literature review. *PS: Political Science & Politics*, 39(1), 127-132. Available at:

<http://jonathanrenshon.com/Teaching/NPS/ResearchDesign/Doing%20a%20Literature%20Review.pdf>

- Barker, M. (2014). Doing a literature review. In A. Vossler and N. Moller (eds.), *The counselling and psychotherapy research handbook* (pp. 61–73). London: Sage. Available at: <http://oro.open.ac.uk/43888/3/BarkerTCPRH2014.pdf>
  - **Recommended (optional):** Organizing Your Social Sciences Research Paper: 5. The Literature Review (<http://libguides.usc.edu/writingguide/literaturereview>)
  - A tutorial video: Literature Reviews - An Overview for Graduate Students (<https://www.lib.ncsu.edu/tutorials/litreview/>)
- **Please bring in your annotated bibliography (the 1st assignment) for class activities.**

### **Mar 22 & 29 In-class presentations and discussion**

- The schedule will be provided in advance.
- On **March 22**(3-4pm), Professor John Clarke (the Hooker Visiting Professor) will give a presentation to undergraduate students on contesting citizenship (including citizenship and nation), everyday imaginings and practice of citizenship). We can discuss if many of you want to attend this event.

### **Apr 5 Final paper consultation**

- Detailed to be provided in advance.

## **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/selfservice/student\\_email.html](http://www.mcmaster.ca/uts/selfservice/student_email.html)

## **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.