

Globalization 709 - Research Methods

Institute on Globalization and the Human Condition – McMaster University

Winter 2020

Instructor: Dr. P. Butler

Land acknowledgement:

While meeting for this course, we recognize and acknowledge our presence on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the 'Dish With One Spoon' Wampum agreement. This acknowledgement gives rise to a commitment to honour treaties and work toward decolonization and establishment of just relationships.

Course description:

This seminar course aims to provide students an opportunity to learn, to brainstorm, and to discuss research with scholars and peers in the field of globalization studies. It addresses theoretical and methodological issues encountered in global research. Students' exploration of their own research ideas and plans will be facilitated in order to prepare them to undertake their own research for their Major Research Papers (MRPs).

Course goals:

- Students without prior research methods courses can expect to acquire from this course basic knowledge as to how to conceptualize a research inquiry, choose appropriate research methods, gather and interpret data, and write a research proposal
- To provide a supportive forum for students to develop the research question that will be the focus of their MRP, and to develop a research approach for the MRP
- To explore a full range of ethical considerations in conducting qualitative research on globalization and in global contexts
- To explore and refine the art of interpreting data and moving between theory and data
- Demonstrate competence in reviewing academic literature relevant to a research question, e.g. by producing a literature review

Course Texts:

Recommended for those who have not previously taken a course in qualitative research methods:

*Kristin G. Esterberg, *Qualitative Methods in Social Research*. McGraw-Hill, 2002.

All course members:

*Darian-Smith, E., & McCarty, P. C. *The global turn: Theories, research designs, and methods for global studies*. University of California Press: Oakland, 2017. [This book is available as an e-book in McMaster library.]

*Kathleen E. Absolon (Minogiizhigokwe). *Kaandossiwin: How We Come to Know*. Fernwood Publishing: Halifax and Winnipeg, 2011.

*Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books: London and New York, 1999. [Note: this is a classic text so it is well worth purchasing. However we will only be reading 3 chapters = 50 pages; alternatives to buying the book may be identified.]

*Kiran Mirchandani, Sanjukta Mikherjee and Shruti Tambe, *Low Wage in High Tech: An Ethnography of Service Workers in Global India*. Oxford University Press: New York, 2020. [We will read pages 1-77 of this book; there may be some alternatives to purchasing it.]

All other course readings will be available via McMaster library e-journals or on the course Avenue site under Contents – Readings.

Assignments and Course Evaluation:

Participation	10%	throughout
Methods Marketplace	20%	Jan. 29 (class); report – Feb. 12
Completion of REB tutorial	Y/N	by April 1 class
Research Learning Journal	20%	Feb. 1; March 11
Partial Research Proposal	50%	April 17

Further Detail re Assignments:**Participation:**

Classes are designed to be active and participatory, using a seminar format rather than a lecture format (although there may be occasional “mini lectures” as required). At the outset of the course, students will sign up to lead discussion of at least one key reading. Students will be expected to engage with and pose questions to guest presenters, as well as to engage actively in class discussion on a weekly basis. Students are expected to complete assigned readings prior to class. The final grade for participation will be based on regular attendance and evident active in-class contribution on a weekly basis. Students who have to miss a class for any legitimate reason are expected, as a professional courtesy, to inform the instructor in advance. Absences due to illness or emergency are excused.

Methods Marketplace:

Week 4 will be entirely devoted to showcasing different research methods. Students will sign up individually or with a partner for one research method. You will be required to review at least two articles or readings that discuss use of this method and present your findings/learning to the class. The presentation should address all or most of the following elements:

- For what kinds of research questions or inquiry pertaining to globalization is this a good choice of method? (Provide examples.)
- What theoretical approaches to research could or do make use of this method?
- What are the pros and cons of using this research method?
- How is the validity of data interpretation approached? What challenges might arise with interpretation of data produced through this method?
- Describe at least two examples of actual application of this research method within global studies, and identify any challenges faced by the researchers or participants.

The research presentation should be done in a creative manner. This could be a poster presentation; a short video that you produce yourselves; an engaging powerpoint presentation; hand-out; class activity to model the research method; etc. (Your imaginations are the limit). Timing per presentation TBD.

In addition, each student will submit a 600-700 word report on the method they researched (covering some or all of the questions above). The written report will be due by Feb. 12.

See Appendix for list of research methods and suggested articles.

Completion of Research Ethics Board tutorial

Complete the McMaster online tutorial at:

<https://surveys.mcmaster.ca/limesurvey/index.php/195947?lang=en>

This takes about one hour to complete and is self-explanatory. It is best to do it after having read the assigned sections of the TCPS 2018 (Week 6 below). Print out and bring to class (or attach electronically to an email) the Certificate of Completion.

Research Learning Journal

This is designed to enable you to record and process your own key learnings about yourself as a researcher and about the art of research during weeks 1-8. This is a fairly “open concept” assignment that you can customize to meet your own needs and preferred mode of expression. However in the weeks when there are readings assigned (i.e. weeks 1-3, 5-6), some of your reflections must pertain to insights from readings – i.e. what are the important learnings about research that you take from these articles? Otherwise, feel free to record and document insights from class discussion, guest speakers, etc. Part I of the RLJ must be submitted by Feb. 1; Part II should be submitted by March 11. Aim for a minimum of 350 words/week. (I would strongly recommend that you do this on a regular weekly basis rather than leaving it to the deadline!)

Partial Research Proposal

This assignment does not have to relate to your MRP, but I would strongly encourage you to use this assignment as a way of starting into your MRP research.

It must encompass the following components:

PART A:

(length: about 4-6 typed double-spaced pages, 12-point font)

- Introduction to the general topic and the specific research question
- What positionality and conceptual lens you bring to the research; how your positionality and your conceptual lens shapes your approach to the research and your interpretation of data
- Research methods to be used to find answers to your question [Note: for those who will conduct secondary, rather than primary, research for the MRP, you can still use this assignment to imagine a primary research approach to the question!]
- Ethical considerations that (may) need to be addressed [This should demonstrate your understanding of the full range of ethical considerations we learned about.]

PART B: Literature Review

(length: about 6-8 typed double-spaced pages, 12-point font)

This section of the paper must demonstrate substantial secondary research (i.e. online/library research) having been done in terms of identifying both key articles on the topic and the scope

of literature on the topic. It should synthesize the main scholarly work that has been done on the issue, perhaps by theme or theoretical approach (depending on the specific topic) and it should identify a research gap that your work would seek to fill. The Literature Review should indicate how existing scholarship informs your thinking about the topic of inquiry. You should aim to sound knowledgeable and to possess expertise on the topic.

At least 10 academic journal articles or book chapters should have been reviewed for the Literature Review. Cite these in your bibliography.

Citation style: any standard academic citation style is acceptable.

UNIVERSITY/DEPARTMENT POLICIES:

LATE SUBMISSION OF WORK:

At the graduate level, students are expected to be able to work professionally, i.e. developing time-management and scheduling skills that enable assignment deadlines to be met. If students anticipate not being able to meet a deadline for a legitimate reason, this should be discussed in advance with the instructor who will normally attempt to accommodate such requests. However, assignments that are simply handed in/submitted late may be subject to a grade reduction of 2% per day. Students should be mindful of the instructor's own marking schedule and grade submission deadlines.

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.

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 at 905 525-9140, ext. 2865 or e-mail 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

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.

WEEK-BY-WEEK COURSE TOPICS:

Week 1, Jan. 8: Course Introduction

[Note: at 1 pm Jan. 8 there is a meeting about MRPs]

- Introduction
 - Introduction of course instructor and course members
 - Review of syllabus
- Topic 1: Globalization studies and its challenges (discussion based on assigned reading from *The Global Turn*):
 - Research in other ("global") places versus research on globalization
 - Managing multiple scales, and multi-disciplinarity
- Topic 2: Basics of qualitative research:
 - Qualitative versus quantitative research: different approaches to data production and interpretation
 - Steps in the research process

Reading: *The Global Turn*, Chapter 1: "Global Studies as a New Field of Inquiry"

**Week 2, Jan. 15: Research Ethics I:
Decolonizing Knowledge Production; Anti-Hegemonic and Non-Hegemonic Knowledge**

- In-class viewing: Ramon Grosfoguel on The Westernized University

Reading:

- K. Absolon, *Kaandossiwin: How We Come to Know*, Chapters 1-5, pp. 12-66
- L. Tuhiwai-Smith, *Decolonizing Methodologies*, chapters 2-4, pp. 42-94
- Patricia Hill Collins, "Black Feminist Epistemology" in *Black Feminist Thought*, pp. 251-271.

Week 3, Jan. 22: Research Ethics II: Positionality, Reflexivity and "Bias" in Knowledge Production

Reading:

- *The Global Turn*, Chapter 2, "Why Is Global Studies Important?"
- K. Absolon, *Kaandossiwin*, Chapter 6, pp. 67-84
- Kathryn Roulston and Stephanie Anne Shelton, "Reconceptualizing Bias in Teaching Qualitative Research Methods". *Qualitative Inquiry* (2015) Vol 2, No. 14, pp. 332-342

Week 4, Jan 29: Globalizing Knowledge: Research Methods Marketplace

- Students work alone or with a partner to present a range of research methods to assess their potential for global studies research [see assignment details above and Appendix]

Week 5, Feb. 5: Research Samples from Globalization Studies

Read:

- The Global Turn. Chapter 7, "Examples of Global Studies Research"
- Kiran Mirchandani, Sanjukta Mikherjee and Shruti Tambe. *Low Wage in High Tech: an Ethnography of Service Workers in Global India*. Introduction and Ch. 1, pp. 1-77.
- Maria Eriksson Baaz and Maria Stern, "Studying reform of/in/by the national armed forces in the DRC", in Hansson, Hellberg and Stern, eds., *Studying the Agency of Being Governed*, Routledge, 2015, pp. 105-129

Week 6, Feb. 12: Research Methods III: Meeting Research Ethics Board Approval

11:00 am Order of the Day: Nick Caric from McMaster Research Ethics Board

Reading:

- *Tri-Council Policy Statement 2018*. Chapters 1-5 and 9-10.
https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html
(in-class quiz on this material)
- Zaleha Othman and Fathilatul Zakimi Adbul Hamid, "Dealing with (Unexpected) Ethical Dilemma: Experience from the Field. *The Qualitative Report* (2018) 23:4, 733-741.

To complete outside class time: McMaster REB online tutorial (see Assignments)

READING WEEK

Week 7, Feb. 26: Round table discussion of MRP research experiences with IGHC graduates

- Latifa Abdin, "The Revolution Will (Not) Be Tweeted: Assessing the political impacts of digital tools in MENA region protests"
- Natasha Martinez, "Migration from Honduras and Canada's responsibility: The case of the "migrant" caravan"
- Mohammed Soufan, "A state of exception, necropolitics, and orientalism: The outcomes and concept of simultaneity of life and death in the Gaza strip."
- Admira Buzimkic, "From Foreign Intervention to Foreign Domination: The Case of Bosnia and Herzegovina"

Week 8, March 4: Community-based Research in Local and Global Contexts

- Order of the day (time TBD): Guest presenter, C.A. Klassen, from McMaster Office of Community Engagement

Readings:

- Hieu Van Ngo et al, "The experience of ethno-cultural members with racial profiling". *Journal of Ethnic and Cultural Diversity in Social Work* (2018) 27:3, pp. 253-270.
- Sophie Harman, "Research Note: Film as Research Method in African Politics and International Relations: Reading and Writing HIV/AIDS in Tanzania." *African Affairs* (2016) 115/461, pp. 733-750.

Week 9, March 11: Imagining Your MRP; Research Questions, Strategy and Design

Each student must send the instructor a research question the day before class. It does not have to be the question for your MRP, but it should be the kind of question that would be

suitable as the focus for an MRP. Drawing on the assigned reading, we will work in groups to refine these questions and to suggest research strategies.

Readings:

The Global Turn, Chapters 4 “Global Research Design” and Chapter 5 “Global Methods and Methodologies”.

[Recommended: Those fairly new to research methods will find the Esterberg book, Chapters 1-2 helpful for this class.]

Week 10, March 18: Writing a Literature Review; Field Notes and Data Interpretation

Readings on Data:

*Esterberg, Chapter 8 “Making Sense of Data”

*Emerson, Fretz and Shaw, *Writing Ethnographic Fieldnotes*. 2nd Edition. Univ. of Chicago Press: Chicago and London, 1995, 2001. Chapter 1 “Fieldnotes in Ethnographic Research”.

Readings on Literature Review:

*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>) and a tutorial video: Literature Reviews - An Overview for Graduate Students (<https://www.lib.ncsu.edu/tutorials/litreview>)

Week 11, March 25: Writing/Presenting Research Reports

AND Open Space Session: What Else Do We Need to Know to Produce Great MRPs?

Reading:

*Esterberg, Chapter 10 “Writing About Research”

*Emerson, Fretz and Shaw, Chapter 8 “Writing an Ethnography”, *Writing Ethnographic Fieldnotes*. 2nd Edition. Univ. of Chicago Press: Chicago and London, 1995, 2001.

Week 12, April 1: Student snapshots of MRPs-in-progress

Each student will have about 15 minutes to present their MRP proposed research question and design to their class. Workshop format to gather constructive suggestions and feedback from classmates and instructor.

Course wind-up – pot-luck lunch or snacks?