

**GLOBALST 709 DESIGNING GLOBAL RESEARCH:
APPROACHES, METHODS, AND TECHNIQUES
Winter Term 2021**

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Lecture: Thursdays 11:30 am - 2:20 pm

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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

By the end of the course students should be able to:

- develop a broad understanding of research approaches employed in global studies and of the relationship between theories and research
- 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
- lay a foundation for students' *further* exploration of the specific research approaches and knowledge pertaining to their own research projects

Required Materials and Texts

- 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 via this link: https://campusstore.mcmaster.ca/cgi-mcm/ws/txsub.pl?wsTERMG1=211&wsDEPTG1=GLOBALST&wsCOURSEG1=709&wsSECTIONG1=DAY%20C01&crit_cnt=1)
- Other readings for each week are provided in the schedule below, and are available through the McMaster library system and Avenue to Learn (A2L).

Weekly Class Format

This course will take place in a virtual classroom by using Zoom, along with other platforms such as Avenue to Learn (A2L) and MacVideo. Each class will consist of both asynchronous and synchronous components.

Usually the class will start with an *asynchronous* video presentation on a seminar topic by the instructor (for most weeks) or by student groups (for Week 11). **An URL link to the video will be posted on A2L in advance**, and students must watch it before

joining the synchronous session on Thursdays. (For more information about how to use MacVideo Player, including captions:

https://www.macvideo.ca/media/t/1_0ap1z5c3/155612891)

The *synchronous* session will start at 12 noon, Thursdays, with a brief introduction to the seminar topic by the instructor, and then students will be divided into 4-5 groups for a small-group discussion on the pre-circulated questions via Zoom Breakout Rooms. Each group is required to also post **up to five key points** of their small group discussion on A2L before reconvening.

After a 10-minute recess, a whole-class discussion will follow, and students will further exchange their thoughts. At the end of each class, the instructor will wrap up the synchronous session by offering conclusive remarks.

Course Evaluation – Overview

1. Attendance and participation (15%)
2. Annotated bibliography (20%)
3. Group presentation on research methods (15%)
4. Final paper (50%)

Course Evaluation – Details

Attendance and participation (15%)

Attendance are ***mandatory*** for this course. Students are expected to complete the required readings, watch the weekly presentation video before joining the synchronous session of the class, log onto Zoom on time, and take an active part in both small-group and whole-class discussions.

Annotated bibliography (20%), due on March 4

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 to help contextualize your literature search and selection.
2. Select **ten scholarly references** (e.g., scholarly journal articles and chapters of refereed or academic books), following each one a descriptive and evaluative paragraph (about 150 words) that explains how the specific article can contribute to your exploration of the proposed topic. Please pay attention to the existing knowledge on the topic from different perspectives, in different contexts, and at various levels.

3. Briefly comment on the scope and diversity of **ALL** selected scholarly articles, and explain how they 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.

Group presentation on research methods (15%), on March 25

This assignment aims to help you sort out the methods that will be used to collect and analyze information/data for your proposed MRP project. By Week 5 (Feb 11), students will sign up for group presentations on March 25, and the presentation groups are formed based on your selected research methods. Each student group will be responsible for **a)** exchanging ideas about the research methods of their choosing; **b)** collectively creating a *presentation* video (up to 15 minutes) about the research method(s) of their choosing; and **c)** sending the URL link of the presentation video to the instructor at least *24 hours* before the class.

In this presentation you are expected to share your preliminary thoughts about how to choose the most appropriate methods to suit your research objectives and **to demonstrate your knowledge about the methods of your choosing**. You as an individual researcher are required to consult and cite **at least one scholarly article on method(s) of your choosing** to gain more knowledge about the specific method(s) you plan to use for your proposed study.

The presentation may be guided by the following questions: what is/are the specific method(s) that you will consider employing for data collection and data analysis of your proposed project; what do you know about the specific methods; why do you think the selected method(s) can well suit your research objectives; and, if applicable, are there any challenges to use the particular methods for your proposed research?

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. A **group-based grade** will be given.

*For more information about how to make a group presentation video and to generate its URL link, please consult the instructions at the end of this course outline.

Literature review (50%), due on Monday, April 12

Different from a regular research paper, a critical review of the literature focuses on how a proposed research topic is understood in the related, existing literature. In this paper, you are expected to identify, synthesize and evaluate the existing knowledge in relation to your proposed research topic. This assignment aims to help situate or contextualize your research project in current knowledge: for example, what is already known about your proposed topic; how is this topic understood or conceptualized; what are the

knowledge gaps; and how does your research topic fit into the existing knowledge? You are encouraged to bridge this assignment with your earlier annotated bibliography. At least ten scholarly articles should be meaningfully consulted. The following are **suggested guidelines and tips**:

- Be mindful of *the role of literature review* in the research process.
- At the beginning of your paper, please provide a brief 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 question(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 *description* of the literature and your *analysis* of the literature, and between your explanation of the existing knowledge and your critiques of the knowledge.
- Explain how your research topic or question(s) will build on, complement, or contrast with the existing.
- Be mindful of unintentional plagiarism.

The paper should be double-spaced, approximately 15-16 pages (about 4,000 words, excluding References). It is due on **Monday, April 12, 2021**.

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).

Weekly Course Schedule and Required Readings

Week 1 (Jan 14)

Introduction to the course

Readings: N/A

Notes: As part of your self-introduction in our first class, please prepare to share ideas about your proposed MRP topics.

WEEKS 2-7 THEORIES, RESEARCH DESIGNS, AND METHODS

Week 2 (Jan 21)

Inquiry, framing, and imagination

Readings:

Darian-Smith, E., & McCarty, P. C. (2017). Chapters 1, 2, & 3 (pp.1-75)

Note: Initial discussion about your proposed MRP topic and identification of keywords (, the latter of which will be used for literature search next session).

Week 3 (Jan 28)

Research design

Reading:

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

Note: **Information Literacy (Research Skills) Class via Zoom (1-2:20pm):**
Leeanne Romane, Graduate Studies Librarian, McMaster Library

Week 4 (Feb 4)

Methodological considerations

Readings:

Darian-Smith, E., & McCarty, P. C. (2017). Chapters 5 & 6 (pp.129-205)

Note: Initial discussion about *your research objectives and possible methods* you will consider.

Week 5 (Feb 11)

Research examples

Readings:

Darian-Smith, E., & McCarty, P. C. (2017). Chapter 7 & Conclusion (pp.206-230)

Notes: a) Initial discussion about possible components of your proposed research design; and b) Students will start to sign up for group presentations on March 25, and the presentation groups are formed based on your selected research methods.

Week 6 (Feb 18)

Mid-Term Recess

Week 7 (Feb 25)

Research ethics

Readings:

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada (2018). *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*. **Chapter 1 (pp.5-11)**. Available at : <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>

Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and “ethically important moments” in research. *Qualitative inquiry*, 10(2), 261-280.

Kara, H., & Khoo, S. (2020). How the pandemic has transformed research methods and ethics: 3 lessons from 33 rapid response. Available at: <https://blogs.lse.ac.uk/impactofsocialsciences/2020/10/26/how-the-pandemic-has-transformed-research-methods-and-ethics-3-lessons-from-33-rapid-responses/>

Recommended (optional):

For those that are planning on applying for ethics review, you can go to the MREB homepage (<https://research.mcmaster.ca/ethics/mcmaster-research-ethics-board-mreb/>) for more information. The actual login area for the application and guides to using the application system: <https://research.mcmaster.ca/ethics/macrem/>.

McMaster’s Guidelines for Fieldwork During the COVID-19 Pandemic: <https://hr.mcmaster.ca/app/uploads/2020/05/Fieldwork-Research-Guidelines-COVID-19-FINAL.pdf>

Note: a) **MREB Research Ethics Application via Zoom (1-2:20pm)**: Nick Caric, Senior Ethics Advisor, McMaster Research Ethics Board (MREB); b) *by this week* students will finish signing up for group presentations.

WEEKS 8-10 LEARNING FROM RESEARCHERS

Week 8 (Mar 4)

A roundtable discussion on MRP research (by IGHC graduates)

Astara van der Jagt (2020). “Transnational Community Relocation with Dignity: A Strategy to Combat Rising Sea Levels for Small Island States”

Natasha Martinez (2019). “Understanding the ‘Migrant Caravan’: A Case of Refuge and Canadian Responsibility”

Shelby Auburn (2019). “The Canadian Middle-Power and the Israeli Apartheid: Challenging Canada’s ‘Neutrality’ in Relation to the Securitization of Israel and the Violation of Palestinian Human Rights”

Dareen El-Sayed (2020). "The Uyghur Crisis: Origin, Urgency and Routes for Advocacy"

Note: ***Your annotated bibliography is due.***

Week 9 (Mar 11)

Guest speaking: Dave Heidebrecht, Office of Community Engagement, McMaster University

Heidebrecht, D. (2010). "A Sacred Place: Capturing the Story of the Sacred Headwaters Social Movement" (MRP, IGHC).

Schulman, S. (2013). "A lab of labs". *Stanford Social Innovation Review*. Available at: https://ssir.org/articles/entry/a_lab_of_labs

Minkler, M. (2005). Community-based research partnerships: challenges and opportunities. *Journal of Urban Health*, 82(2), ii3-ii12.

Week 10 (Mar 18)

Guest speaking: Dr. Maxime Dagenais, Wilson Institute for Canadian History

Meren, D. "The Tragedies of Canadian International History." *Canadian Historical Review* 96, no. 4 (December 2015): 535-566.

Dagenais, M. (2019). "The Canadian Rebellion and Jacksonian America: A Connection Decades in the Making". In M. Dagenais & J. Maudu (eds.), *Revolutions across Borders: Jacksonian America and the Canadian Rebellion* (pp. 3-24). Montreal: McGill-Queen's University Press.

WEEKS 11-13 DISCUSSION ON YOUR OWN RESEARCH

Week 11 (Mar 25)

Group presentations on research methods

Reading: You as an individual researcher are required to consult and cite at least one scholarly article on method(s) of your choosing to gain more knowledge about the specific method(s) you plan to use for your proposed study.

Note: Please send the instructor the URL link of your group presentation video at least 24 hours before the class.

Week 12 (Apr 1)

How to do a literature review?

Readings:

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

Note: Please bring in your annotated bibliography (the 1st assignment) for class activities.

Week 13 (Apr 8)

Imagining your MRP project

Reading: Please read **at least one of the MRPs** in the past years and briefly talk about your “discovery” and questions (if applicable).

Note: You can find the titles of previous MRP projects from the link here: <https://globalization.mcmaster.ca/resources/graduate-resources/past-major-research-papers/view>. The IGHC office has the e-copies of the MRPs in recent years and the hard-copies of those in early years.

Course Policies

Submission of Assignments

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. The citations and references in all assignments should use APA style (<https://apastyle.apa.org/style-grammar-guidelines/references/examples>).

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-

MARK	GRADE
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments must be submitted on the due date unless accommodations are required. A 2% reduction will be applied each day (i.e., Monday - Sunday) after the due date.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior 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 your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Avenue to Learn (A2L)

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any 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 changes.

University Policies

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s Academic Accommodation of Students with Disabilities policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Faculty of Social Sciences E-mail Communication Policy

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be

aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

How to Make and Post a Group Presentation Video

Option 1 - Zoom and MacVideo

First, sign in at <https://mcmaster.zoom.us/> with your MacID@mcmaster.ca and your MacID password to activate your zoom license account. For more information, watch “McMaster Zoom Portal Orientation”

(https://www.macvideo.ca/playlist/dedicated/168494501/1_d2wmlxij/1_b9ofn39y)

You can record a group presentation with Zoom

(<https://iu.pressbooks.pub/semesterchecklist/chapter/recording-an-individual-or-group-presentation-with-zoom/>). Please ensure to click "Optimize the recording for 3rd party video editor" in your Zoom setting, so the saved video is formatted in a more optimized way for video standards.

Second, login to <https://macvideo.ca> using your MacID, and go to the menu option “+ Add New” and select “Media Upload”.



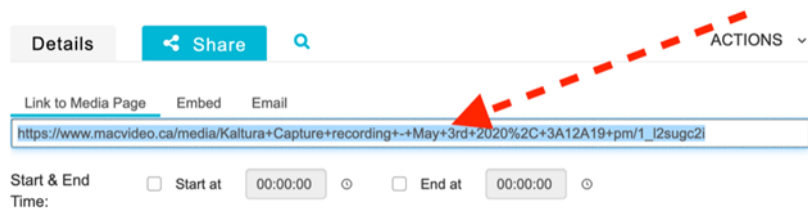
1. Once your video has been successfully uploaded to macvideo.ca, click on “Unlisted”.

Publishing Status: Private - Media page will be visible to the content owner only.

Unlisted - Media page will be visible to anyone with a link to the page.

Published - Media page will be visible to individuals according to entitlements on published destinations

2. Go to “**My Media**”. Click on “Share” under your video, select and copy the **URL** and send it to the course instructor, who will post it, along with the pre-circulated questions for discussion, on A2L.



Option 2 - Google Slides

If you use google slides, please ensure the audio is accessible for all with the link. From your Drive right click on the file and hit the "Share" option. To troubleshoot the issue, go to "advanced" and you should see that the file is set to Private. On the right press on "Change" and set it to " On- Anyone with the link". (For more information about audio permission in google slides: <https://www.youtube.com/watch?v=Zk-hPeevR8>)