

RESEARCH DESIGN AND METHODS
POLSCI 796
Fall 2022, Term 1

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Course Description

As human beings, we are generally curious about the world around us. Acting on this curiosity often leads us to ask questions about the way things are and whether or not they could be different. It is this intellectual curiosity that guides research in social science disciplines. Despite existing disciplinary traditions around what constitutes 'good research', political science research is gradually opening up to interdisciplinary approaches. The readings selected for this course therefore attempts to reflect the pluralism involved in 'doing research'. Whether one uses qualitative, quantitative, experimental or mixed methods, the fact is that all researchers are expected to identify clearly defined research question(s) and objective(s) followed by a rigorous research design that works best for the particular puzzle being examined.

Overall, this course will introduce graduate students to the philosophical, theoretical, ethical and practical underpinnings of research. Key themes to be discussed throughout the semester include ontological and epistemological approaches to knowledge/research, writing a literature review, developing a theoretical/conceptual framework, research design (data collection and analysis), and research ethics. Throughout the semester, students should be ready to discuss their proposed research at the MA/PhD level or future project(s). Students who are not enrolled in a typical thesis-based program would still be expected to identify a research topic of interest and use it as the basis for various assignments in this course.

Course Objectives

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

1. Know the major philosophical and paradigmatic debates on social science research generally and political science in particular.
2. Distinguish between different research methods in order to determine what works best for their chosen topic.
3. Conduct a literature review after clearly mapping out concepts and themes that are vital to the research question(s) being asked.
4. Develop a rigorous research design to properly frame a particular study that is informed by a clear researchable question or puzzle.
5. Write a complete research proposal and use that as a basis to conduct future independent research from beginning to end.
6. Understand and navigate the ethical issues to be expected in social science research.
7. Enhance their interpersonal communication and leadership skills through group activities and individual presentations.
8. Acquire useful skills in critical thinking and academic writing.

Required Materials and Texts

Students should be prepared to read at least 60-80 pages of required text per week. The books listed below are required for this course. They are available through the library but students are highly encouraged to purchase and make the first one a permanent addition to their library. It can be bought new or used on Amazon and other online shopping outlets. Weekly readings will be a selection of chapters from these books and journal articles, which are accessible from the library electronic databases or via Google Scholar. It is the primary responsibility of students to access and read all required texts for each week.

- Luker, Kristin. *Salsa Dancing into the Social Sciences*. Harvard University Press, 2010.
- Lowndes, Vivien, David Marsh and Gerry Stoker, eds. *Theory and Methods in Political Science*. Palgrave Macmillan, 2018.

Recommended Reading

In addition to the required texts, students are also encouraged to read some of the chapters in these books – particularly those that relate to a specific topic of interest to their intended research agenda. Most of them are available through the library or inter-library loan.

- Northey, Margot, Lorne Tepperman, and Patrizia Albanese. *Making Sense: A Student's Guide to Research and Writing: Social Sciences*. 6th Edition. Oxford University Press, 2015 (Read chapter on misused words and phrases).
- Bryman, Alan. *Social Research Methods*. Oxford university Press, 2015.
- Davies, Martin Brett, and Nathan Hughes. *Doing a successful research project: Using Qualitative or Quantitative methods*. Palgrave Macmillan, 2014.
- Creswell, John W. *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, 2013.
- Yin, Robert K. *Case Study Research: Design and Methods*. Sage Publications, 2013.
- Miles, Matthew B., A. Michael Huberman, and Johnny Saldana. *Qualitative Data Analysis*. Sage Publications, 2013.
- Krippendorff, Klaus. *Content Analysis: An Introduction to its Methodology*. Sage Publications, 2012.
- Rovai, Alfred P., Jason D. Baker, and Michael K. Ponton. *Social science research design and statistics: A practitioner's guide to research methods and IBM SPSS*. Watertree Press LLC, 2013.

Class Format

This is a graduate-level seminar that thrives on maximum student participation and engagement. The first half of each class will be devoted to a general roundtable during which students will take turns in sharing some reflections on the week's readings, followed

by a 15-minute break. The second half will be more hand-on in terms of making students reflect on the connections between the readings/themes covered and their proposed research project. This will ensue in further discussions and/or other class activities. This format is consistent with a student-oriented teaching philosophy that sees students as partners or collaborators in knowledge co-production. Thus, over the various weeks, the students and instructor will both be engaged in a process of (un)learning and discovery.

On some occasions, the instructor will deliver brief summative lectures that are meant to capture key concepts and themes that students are expected to learn from weekly readings. The main differentiation between MA and PhD students in terms of expectations will be in the area of required readings. PhD students are expected to read all required text and ensure their remarks and contributions to discussions showcase such comprehensive reading of assigned chapters and/or articles. However, MA students can be slightly selective and focus their reading on three (out of the usual four) readings per week.

Course Evaluation – Overview

The final mark/grade that students receive in this class will be a direct reflection of their input throughout the term. Unless under special circumstances, which require written explanation, students are required to complete all components of the course in order to receive a passing grade. Assignments and tests will be assigned percentages with a corresponding letter grade. The distribution of marks will be as follows:

Seminar Participation	25%	
Major Debates Reflection	5%	Due Friday September 23 at 12PM
Literature Review	20%	Due Friday November 4 at 4PM
Research Day Presentation	15%	Due Friday Nov. 18 OR Nov. 25 (in class)
Research Proposal	30%	Due Monday December 5 at 4PM
TCPS 2: CORE-2022 Certificate	5%	Due Monday December 12 at 4PM

Course Evaluation – Details

1. Seminar Participation (25%), on going

Participation constitutes a significant portion of the final grade. Students are therefore expected to be engaged in discussions at all times. Such engagement requires students to have read required texts prior and taken notes on pertinent issues the readings address. The final mark for this component of the course will be based on both attendance and active participation. Yet, mere seminar attendance will not guarantee students any more than 40% of the mark. Students cannot be evaluated if they do not attend seminars. During the first half of each class, **each student will have an initial 5-10 minutes (depending on class size) to reflect on the week's readings** and provide the class with ideas, themes or concepts that stand out, including issues or questions that require further discussion. Another round of discussion will ensue in the second half of the class

where students will further reflect on the connection between the required readings and their individual research projects.

It is expected that students at the graduate level are able to contribute effectively to scholarly discussions even when the topics do not directly correspond with their research interest(s). However, it can sometimes be difficult to participate in fast-paced discussions, especially in a class that has many eager and outspoken contributors and it is important that no student is left behind. Therefore, students with challenges should consult with the instructor in the first few weeks to identify practical ways of maintaining an inclusive, vibrant and welcoming classroom for all.

2. Major Debate Reflection (5%), due Friday Sep 23 at 12PM

In lieu of instructor's absence during Week 3, students are required to use the scheduled class time to complete and submit a reflective paper that examines readings covered in Week 2. The paper is due at 12pm on the usual class day (with no extensions allowed) so it is advisable for students to not wait till the due date to begin writing the reflection. The focus of this brief reflection is mainly on ontology and epistemology. Students will be expected to demonstrate their own understanding of these key terminologies as well as reflecting on controversies or questions that remain unresolved in this foundational debate. The focus should be on the four readings for the week and no additional references will be required. The **paper should not exceed three pages** (typed and double-spaced 12pt Times New Roman font), excluding list of references. To avoid doubt, students will be expected to use the Chicago Manual of Style for their citations. For a quick guide on both author-date and footnote version, see http://www.chicagomanualofstyle.org/tools_citationguide.html Other citation formats will be permitted provided the student maintains consistent usage and this applies to all written assignments in this course.

3. Literature Review (20%), due Friday Nov 4 at 4PM

Following the discussions to be had on concept formulation and mapping, students will need to complete a literature review with a focus on two or more key concepts to be explored in their MA/PhD research. Students will be expected to provide working definitions for the concepts they intend to explore and also use the conceptualization to develop a working hypothesis or proposition (i.e. argument) for their research. The **paper must not exceed 10 pages** (typed and double-spaced 12pt Times New Roman font), excluding list of references. **There is no limit on how many scholarly articles should be used**. However, the essay will be assessed on how well it engages with the existing knowledge on the topic. An excellent literature review should attempt to address the following questions among others:

- What has been done on the chosen topic – who said what, when and how?

- How can the previous work be thematically or conceptually connected/mapped in a sensible manner?
- On what basis were earlier works done and can such foundations be critiqued?
- Any possible spaces or ways to contribute to the ongoing debate on the topic?
How is your contribution going to be of general and particular interest?

4. Research Day Presentation (15%), due Friday Nov. 18 OR Nov. 25 (in class)

For these two weeks assigned as research days, **students will be given 10-15 minutes (depending on class size) to present their research project** during the second half of the class. This exercise is planned to occur about a week or two before the written proposal is due in order to help students gain relevant feedback from fellow students and instructor to improve their final submission. It is advised that students should have their research proposal nearly ready before the research day, as this will enable them answer any questions that may arise from the presentation. An added objective of this assignment is to make students comfortable with public speaking and the usage of PowerPoint and other audio-visuals to communicate their research interests. As such, students will be assessed on both the content of the presentation, their presentation style and delivery. It is fine if a student decides to use a research poster for the presentation and, in this case, same assessment criteria shall be applied.

5. Research Proposal (30%), due Monday Dec 5 at 4PM

Students will be required to build on several assignments, class presentations and discussions throughout the semester to develop a fully-fledged research proposal similar to what is required before the commencement of a thesis or research project. **The complete proposal must be 15-20 pages** long (typed and double-spaced 12pt Times New Roman font), excluding list of references. Students should use the Chicago Manual of Style for this assignment (see link above), unless permission has been sought from instructor to use other citation format. An excellent research proposal will have the following elements:

- A concise title that helps to identify the study's focus.
- An interesting introduction that explores the puzzle that drives the inquiry.
- A justification for the study's scope and objectives.
- Review of the literature within which existing research on the topic can be found, including the gap(s) to be filled by the proposed research.
- Research questions and/or hypotheses to be explored.
- How answers to the research questions will be sought (i.e. research design and methods).
- Significance of the study to knowledge and/or policy and limitations.
- Proposed timeline for the research from start, to fieldwork (if needed), to final submission.
- A list references, especially those used in the proposal itself.

6. TCPS 2: CORE-2022 Certificate (5%), due Monday Dec 12 at 4PM

For this assignment, student will complete the 2022 Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) Course on Research Ethics (CORE). The course contains nine modules and a knowledge consolidation exercise. The modules, as well as class discussions on research ethics, should help students in completing the course. The modules are numbered in some suggested order but they can be completed in any order and can be used to review individual topics. Each module ends with 4-5 quiz questions for you to test the knowledge that you have acquired. The knowledge consolidation exercise consists of 25 multiple-choice questions that are randomly selected from a larger question bank.

To obtain a CORE-2022 Certificate of Completion, students will need to correctly respond to 20 questions (80%). Those who do not correctly respond to at least 20 questions will not obtain a Certificate of Completion. However, they will have the opportunity to retake the knowledge consolidation exercise. Failure is therefore not an option for this assignment and **everyone with a Certificate of Completion submitted by the deadline receives the full 5%**. Completing CORE-2022 should take approximately 4 hours. The course is self-paced and it is possible to complete the different modules over multiple sessions. All the modules must be completed before taking the knowledge consolidation exercise. Students should visit this website for more information as well as details on how to login into CORE or create a new account to complete this assignment: <https://tcps2core.ca/welcome> Students should ensure the certificate has their full name and date of completion.

Weekly Course Schedule and Required Readings

Week 1 (September 9)

*Introduction & welcome

*Discussion of learning objectives, course requirements, expectations, etc.

*Brief reflections on background readings

- Luker, Kristin. *Salsa Dancing into the Social Sciences* (Harvard University Press, 2010). **Read Chapter 1.**
- Lowndes, Vivien, David Marsh and Gerry Stoker, eds. *Theory and Methods in Political Science*. (Palgrave Macmillan, 2018). **Read Introduction**, pp.1-13.

Week 2 (September 16) Short Virtual Class

Major Debates I: Positivism, Anti-foundationalism & Interpretivism

- Bhaskar, Roy. "On the possibility of social scientific knowledge and the limits of naturalism." *Journal for the Theory of Social Behaviour* 8, no. 1 (1978): 1-28.

- Luker, Kristin. *Salsa Dancing into the Social Sciences* (Harvard University Press, 2010). **Chapter 2 & Chapter 3.**
- Marsh, David, Selen A. Ercan and Paul Furlong. "A Skin Not a Sweater: Ontology and Epistemology in Political Science." In *Theory and Methods in Political Science*, edited by Lowndes et al., 177-198. Palgrave Macmillan, 2018.
- **NOTE:** Instructor will be away for APSA Conference but a shorter class to be held via Zoom @ 10:00-11:00am).

Further Reading

- Ball, Terence. "From paradigms to research programs: Toward a post-Kuhnian political science." *American Journal of Political Science* (1976): 151-177.
- Fluck, Matthew. "Theory, 'truthers', and transparency: Reflecting on knowledge in the twenty-first century." *Review of International Studies* 42, no. 1 (2016): 48-73.
- Giardina, Michael D., and Jason Laurendeau. "Truth untold? Evidence, knowledge, and research practice (s)." *Sociology of Sport Journal* 30, no. 3 (2013): 237-255.
- Torgerson, Douglas. "Between knowledge and politics: Three faces of policy analysis." *Policy Sciences* 19, no. 1 (1986): 33-59.
- Fischer, Frank. "Beyond empiricism: Policy inquiry in post positivist perspective." *Policy Studies Journal* 26, no. 1 (1998): 129-146.
- Gieryn, Thomas F. "Boundary-work and the demarcation of science from non-science: Strains and interests in professional ideologies of scientists." *American Sociological Review* (1983): 781-795.

Week 3 (September 23) Instructor away for academic workshop: No Class

- **NOTE:** Major Debate Reflection Due @ 12pm

Week 4 (September 30) National Day for Truth and Reconciliation - No Class

Week 5 (October 7)

Major Debates II: Methodological Individualism or Pluralism?

- Bryman, Alan. "The debate about quantitative and qualitative research: A Question of method or Epistemology?" *British Journal of Sociology* (1984): 75-92.
- Mohanty, Chandra Talpade. "Under Western eyes: Feminist scholarship and colonial discourses." *Feminist Review* 30 (1988): 61-88.
- Onwuegbuzie, Anthony J., and Nancy L. Leech. "Taking the "Q" out of research: Teaching research methodology courses without the divide between quantitative and qualitative paradigms." *Quality & Quantity* 39, no. 3 (2005): 267-295.
- Ahmed, Amel, and Rudra Sil. "When multi-method research subverts methodological pluralism—or, why we still need single-method research." *Perspectives on Politics* 10, no. 4 (2012): 935-953.

Further Reading

- Wildemuth, Barbara M. "Post-positivist research: two examples of methodological pluralism." *The Library Quarterly* 63, no. 4 (1993): 450-468.
- Mahoney, James, and Gary Goertz. "A tale of two cultures: Contrasting quantitative and qualitative research." *Political Analysis* 14, no. 3 (2006): 227-249.
- Friedrichs, Jörg, and Friedrich Kratochwil. "On acting and knowing: How pragmatism can advance international relations research and methodology." *International Organization* 63, no. 4 (2009): 701-731.
- Hantrais, Linda. "Methodological pluralism in international comparative research." *International Journal of Social Research Methodology* 17, no. 2 (2014): 133-145.
- Andrews, Nathan. "Beyond the Ivory Tower: A Case for 'Praxeological Deconstructionism' as a 'Third Way' in IR Theorising." *Third World Quarterly* 34, no. 1 (2013): 59-76.
- Staller, Karen M. "Epistemological boot camp: The politics of science and what every qualitative researcher needs to know to survive in the academy." *Qualitative Social Work* 12, no. 4 (2013): 395-413.
- Lamont, Michèle, and Ann Swidler. "Methodological pluralism and the possibilities and limits of interviewing." *Qualitative Sociology* 37, no. 2 (2014): 153-171.

Week 6 (October 14) Mid-term recess - No Class

Week 7 (October 21)

Disciplinary Debates: Perestroika and the Aftermath

- Yanow, Dvora, and Peregrine Schwartz-Shea. "Perestroika ten years after: Reflections on methodological diversity." *PS: Political Science & Politics* 43, no. 4 (2010): 741-745.
- Gunnell, John. "Pluralism and the fate of perestroika: a historical reflection." *Perspectives on Politics* 13, no. 2 (2015): 408-415 [Symposium piece followed by responses from James Farr, Robert O. Keohane, David D. Laitin, Kristen Renwick Monroe, Anne Norton, and Sanford F. Schram, 22 pages total].
- Stoker, Gerry, B. Guy Peters and Jon Pierre. "The Relevance of Political Science." In *Theory and Methods in Political Science*, edited by Lowndes et al., 321-331. Palgrave Macmillan, 2018.
- Goodman, Nicole, Karen Bird, and Chelsea Gabel. "Towards a more collaborative political science: a partnership approach." *Canadian Journal of Political Science* 50, no. 1 (2017): 201-218.

Further Reading

- Nørgaard, Asbjørn S. "Political science: Witchcraft or craftsmanship? Standards for good research." *World Political Science* 4, no. 1 (2008). <https://doi.org/10.2202/1935-6226.1041>
- Dryzek, John S. "The progress of political science." *The Journal of Politics* 48, no. 2 (1986): 301-320.
- Albaugh, Quinn M. "The Americanization of Canadian political science? The doctoral training of Canadian political science faculty." *Canadian Journal of Political Science* 50, no. 1 (2017): 243-262.
- Grant, J. Tobin. "What divides us? the image and organization of political science." *PS: Political Science & Politics* 38, no. 3 (2005): 379-386.
- Levac, Leah. "Negotiating tensions in a community engaged and intersectionality-informed political science course." *Politics, Groups, and Identities* 8, no. 1 (2020): 194-202.
- Lupia, Arthur, and J. H. Aldrich. "Let's Be Heard! How to Better Communicate Political Science's Public Value." *PS: Political Science & Politics* 48, no. S1 (2015): 1-19.
- Piven, Frances Fox. "Reflections on scholarship and activism." *Antipode* 42, no. 4 (2010): 806-810.
- Isaac, Jeffrey C. "For a more *public* political science." *Perspectives on Politics* 13, no. 2 (2015): 269-283.

Week 8 (October 28)

Frameworks, Concepts & the Literature Review

- Luker, Kristin. *Salsa Dancing into the Social Sciences* (Harvard University Press, 2010). **Chapter 5 & Chapter 6.**
- Sartori, Giovanni. "Concept misformation in comparative politics." *American Political Science Review* 64, no. 4 (1970): 1033-1053.
- Gerring, John. "What makes a concept good? A criterial framework for understanding concept formation in the social sciences." *Polity* 31, no. 3 (1999): 357-393.

Further Reading

- Collier, David, and James E. Mahon. "Conceptual "stretching" revisited: Adapting categories in comparative analysis." *American Political Science Review* 87, no. 4 (1993): 845-855.
- Wuttke, Alexander, Christian Schimpf, and Harald Schoen. "When the whole is greater than the sum of its parts: On the conceptualization and measurement of populist attitudes and other multidimensional constructs." *American Political Science Review* 114, no. 2 (2020): 356-374.
- Day, Christopher, and Kendra L. Koivu. "Finding the question: A puzzle-based approach to the logic of discovery." *Journal of Political Science Education* 15, no. 3 (2019): 377-386.

- Mackenzie, Kenneth D., and Robert House. "Paradigm development in the social sciences: A proposed research strategy." *Academy of Management Review* 3, no. 1 (1978): 7-23.
- Schmidt, Vivien A. "Taking ideas and discourse seriously: Explaining change through discursive institutionalism as the fourth 'new institutionalism'." *European Political Science Review* 2, no. 1 (2010): 1-25.
- Bollen, Kenneth A. "Political democracy: Conceptual and measurement traps." *Studies in Comparative International Development (SCID)* 25, no. 1 (1990): 7-24.
- Levitt, Peggy, and Nina Glick Schiller. "Conceptualizing simultaneity: A transnational social field perspective on society." *International Migration Review* 38, no. 3 (2004): 1002-1039.

Week 9 (November 4) Literature Review Due @4PM

The Nitty-Gritty of Research Design

- Luker, Kristin. *Salsa Dancing into the Social Sciences* (Harvard University Press, 2010). **Chapter 7.**
- Toshkov, Dimitar. "Research Design." In *Theory and Methods in Political Science*, edited by Lowndes et al., 219-236. Palgrave Macmillan, 2018.
- Adcock, Robert. "Measurement validity: A shared standard for qualitative and quantitative research." *American Political Science Review* 95, no. 3 (2001): 529-546.
- Cho, Jeasik, and Allen Trent. "Validity in qualitative research revisited." *Qualitative Research* 6, no. 3 (2006): 319-340.
- LaPorte, Jody. "Confronting a crisis of research design." *PS: Political Science & Politics* 47, no. 2 (2014): 414-417.

Further Reading

- Kurki, Milja. "Causes of a divided discipline: rethinking the concept of cause in International Relations theory." *Review of International Studies* 32, no. 2 (2006): 189-216.
- Beach, Derek. "It's all about mechanisms—what process-tracing case studies should be tracing." *New Political Economy* 21, no. 5 (2016): 463-472.
- Darian-Smith, Eve, and Philip C. McCarty. *The Global Turn: Theories, Research Designs, and Methods for Global Studies* (University of California Press, 2017). **Chapter 4.**
- Podsakoff, Philip M., Scott B. MacKenzie, and Nathan P. Podsakoff. "Sources of method bias in social science research and recommendations on how to control it." *Annual Review of Psychology* 63 (2012): 539-569.
- Beck, Cheryl Tatano. "Developing a research program using qualitative and quantitative approaches." *Nursing Outlook* 45, no. 6 (1997): 265-269.

- Jonsen, Karsten, and Karen A. Jehn. "Using triangulation to validate themes in qualitative studies." *Qualitative Research in Organizations and Management* 4, no. 2 (2009): 123-150.

Week 10 (November 11)

Case Studies

- Gerring, John. "What is a case study and what is it good for?." *American Political Science Review* 98, no. 2 (2004): 341-354.
- Luker, Kristin. *Salsa Dancing into the Social Sciences* (Harvard University Press, 2010) **Chapter 4**.
- Ebbinghaus, Bernhard. "When less is more: selection problems in large-N and small-N cross-national comparisons." *International Sociology* 20, no. 2 (2005): 133-152.
- Seawright, Jason, and John Gerring. "Case selection techniques in case study research: A menu of qualitative and quantitative options." *Political Research Quarterly* 61, no. 2 (2008): 294-308.

Further Reading

- Flyvbjerg, Bent. "Five misunderstandings about case-study research." *Qualitative Inquiry* 12, no. 2 (2006): 219-245.
- Small, Mario Luis. "How many cases do I need?' On science and the logic of case selection in field-based research." *Ethnography* 10, no. 1 (2009): 5-38.
- Burawoy, Michael. "The extended case method." *Sociological Theory* 16, no. 1 (1998): 4-33.
- Darian-Smith, Eve, and Philip C. McCarty. *The Global Turn: Theories, Research Designs, and Methods for Global Studies* (University of California Press, 2017). **Chapter 6**.

Week 11 (November 18) Seminar + Research Day I

Quantitative Methods: Survey Research

- John, Peter. "Quantitative Methods." In *Theory and Methods in Political Science*, edited by Lowndes et al., 254-270. Palgrave Macmillan, 2018.
- Smith, Tom W. "Survey-research paradigms old and new." *International Journal of Public Opinion Research* 25, no. 2 (2013): 218-229.
- Schaeffer, Nora Cate, and Stanley Presser. "The science of asking questions." *Annual Review of Sociology* 29 (2003): 65-88.
- Kelley, Kate, Belinda Clark, Vivienne Brown, and John Sitzia. "Good practice in the conduct and reporting of survey research." *International Journal for Quality in Health Care* 15, no. 3 (2003): 261-266.

Further Reading

- Alwin, Duane F., and Brett A. Beattie. "The kiss principle in survey design: Question length and data quality." *Sociological Methodology* 46, no. 1 (2016): 121-152.
- Moy, Patricia, and Joe Murphy. "Problems and prospects in survey research." *Journalism & Mass Communication Quarterly* 93, no. 1 (2016): 16-37.
- Fawcett, Stanley E., Matthew A. Waller, Jason W. Miller, Matthew A. Schwieterman, Benjamin T. Hazen, and Robert E. Overstreet. "A trail guide to publishing success: tips on writing influential conceptual, qualitative, and survey research." *Journal of Business Logistics* 35, no. 1 (2014): 1-16.
- Jansen, Harrie. "The logic of qualitative survey research and its position in the field of social research methods." In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, vol. 11, no. 2. 2010.

Week 12 (November 25) Seminar + Research Day II

Qualitative Methods

- Brass, Paul R. "Foucault steals political science." *Annual Review of Political Science* 3, no. 1 (2000): 305-330.
- Vromen, Ariadne. "Qualitative Methods." In *Theory and Methods in Political Science*, edited by Lowndes et al., 237-253. Palgrave Macmillan, 2018.
- Luker, Kristin. *Salsa Dancing into the Social Sciences* (Harvard University Press, 2010) **Chapter 8**.
- Hall, Budd L. "From margins to center? The development and purpose of participatory research." *The American Sociologist* 23, no. 4 (1992): 15-28.

Further Reading

- Collier, David, and James Mahoney. "Insights and pitfalls: Selection bias in qualitative research." *World Politics* 49, no. 1 (1996): 56-91.
- Cawthorne, Pamela. "Identity, values and method: taking interview research seriously in political economy." *Qualitative Research* 1, no. 1 (2001): 65-90.
- Monahan, Torin, and Jill A. Fisher. "Benefits of 'observer effects': lessons from the field." *Qualitative Research* 10, no. 3 (2010): 357-376.
- Noy, Chaim. "Sampling knowledge: The hermeneutics of snowball sampling in qualitative research." *International Journal of Social Research Methodology* 11, no. 4 (2008): 327-344.
- Clark, Andrew, Caroline Holland, Jeanne Katz, and Sheila Peace. "Learning to see: lessons from a participatory observation research project in public spaces." *International Journal of Social Research Methodology* 12, no. 4 (2009): 345-360.
- Kidd, Pamela S., and Mark B. Parshall. "Getting the focus and the group: enhancing analytical rigor in focus group research." *Qualitative health research* 10, no. 3 (2000): 293-308.
- Wolfinger, Nicholas H. "On writing fieldnotes: collection strategies and background expectancies." *Qualitative research* 2, no. 1 (2002): 85-93.

- Cameron, Jenny, and Katherine Gibson. "Participatory action research in a poststructuralist vein." *Geoforum* 36, no. 3 (2005): 315-331.
- Mahoney, James, Erin Kimball, and Kendra L. Koivu. "The logic of historical explanation in the social sciences." *Comparative Political Studies* 42, no. 1 (2009): 114-146.

Week 13 (December 2)

On Positionality, Anonymity & Research Ethics

- Baez, Benjamin. "Confidentiality in qualitative research: reflections on secrets, power and agency." *Qualitative Research* 2, no. 1 (2002): 35-58.
- Pechurina, Anna. "Positionality and Ethics in the Qualitative Research of Migrants' Homes." *Sociological Research Online* 19, no. 1 (2014): 4.
- Sabar, Galia, and Naama Sabar Ben-Yehoshua. "'I'll sue you if you publish my wife's interview': Ethical dilemmas in qualitative research based on life stories." *Qualitative Research* 17, no. 4 (2017): 408-423.

Further Reading

- Dauphinee, Elizabeth. "The ethics of autoethnography." *Review of International Studies* 36, no. 3 (2010): 799-818.
- Vainio, Annukka. "Beyond research ethics: Anonymity as 'Ontology', 'Analysis' and 'Independence'." *Qualitative Research* 13, no. 6 (2013): 685-698.
- Woliver, Laura R. "Ethical dilemmas in personal interviewing." *PS: Political Science & Politics* 35, no. 4 (2002): 677-678.
- Stark, Andrew. "Why Political Scientists Aren't Public Intellectuals." *PS: Political Science & Politics* 35, no. 3 (2002): 577-579.
- Berbary, Lisbeth A. "Too good at fitting in: methodological consequences and ethical adjustments." *International Journal of Qualitative Studies in Education* 27, no. 10 (2014): 1205-1225.
- Lancaster, Kari. "Confidentiality, anonymity and power relations in elite interviewing: conducting qualitative policy research in a politicised domain." *International Journal of Social Research Methodology* 20, no. 1 (2017): 93-103.

Week 14 (December 9)

Data Interpretation & Analysis

- Luker, Kristin. *Salsa Dancing into the Social Sciences* (Harvard University Press, 2010). **Chapter 10.**
- Meyer, Daniel Z., and Leanne M. Avery. "Excel as a qualitative data analysis tool." *Field Methods* 21, no. 1 (2009): 91-112.
- Leech, Nancy L., and Anthony J. Onwuegbuzie. "An array of qualitative data analysis tools: A call for data analysis triangulation." *School Psychology Quarterly* 22, no. 4 (2007): 557-584.

RECOMMENDED ARTICLES ON OTHER RELEVANT TOPICS

Mixed Methods Approaches

- Johnson, R. Burke, Anthony J. Onwuegbuzie, and Lisa A. Turner. "Toward a definition of mixed methods research." *Journal of Mixed Methods Research* 1, no. 2 (2007): 112-133.
- Wolf, Frieder. "Enlightened eclecticism or hazardous hotchpotch? Mixed methods and triangulation strategies in comparative public policy research." *Journal of Mixed Methods Research* 4, no. 2 (2010): 144-167.
- White, Howard. "Combining quantitative and qualitative approaches in poverty analysis." *World Development* 30, no. 3 (2002): 511-522.
- Davis, Peter, and Bob Baulch. "Parallel realities: Exploring poverty dynamics using mixed methods in rural Bangladesh." *The Journal of Development Studies* 47, no. 1 (2011): 118-142.

Agent-Structure Dichotomy

- Dessler, David. "What's at stake in the agent-structure debate?." *International Organization* 43, no. 3 (1989): 441-473.
- Berejikian, Jeffrey. "Revolutionary collective action and the agent-structure problem." *American Political Science Review* 86, no. 3 (1992): 647-657.
- Suganami, Hidemi. "Agents, structures, narratives." *European Journal of International Relations* 5, no. 3 (1999): 365-386.
- Knafo, Samuel. "Critical approaches and the legacy of the agent/structure debate in international relations." *Cambridge Review of International Affairs* 23, no. 3 (2010): 493-516.
- O'Neill, Kate, Jörg Balsiger, and Stacy D. VanDeveer. "Actors, norms, and impact: Recent international cooperation theory and the influence of the agent-structure debate." *Annu. Rev. Polit. Sci.* 7 (2004): 149-175.
- Wight, Colin. "They shoot dead horses don't they? Locating agency in the agent-structure problematique." *European Journal of International Relations* 5, no. 1 (1999): 109-142.
- Carlsnaes, Walter. "The agency-structure problem in foreign policy analysis." *International Studies Quarterly* 36, no. 3 (1992): 245-270.

Historical, Textual & Discourse Analysis

- Mahoney, James, Erin Kimball, and Kendra L. Koivu. "The logic of historical explanation in the social sciences." *Comparative Political Studies* 42, no. 1 (2009): 114-146.
- Voithofer, Rick. "Studying intertextuality, discourse and narratives to conceptualize and contextualize online learning environments." *International Journal of Qualitative Studies in Education* 19, no. 2 (2006): 201-219.

- Blommaert, Jan, and Chris Bulcaen. "Critical discourse analysis." *Annual Review of Anthropology* 29, no. 1 (2000): 447-466.
- Immergut, Ellen M. "The theoretical core of the new institutionalism." *Politics & Society* 26, no. 1 (1998): 5-34.
- Panizza, Francisco, and Romina Miorelli. "Taking discourse seriously: discursive institutionalism and post-structuralist discourse theory." *Political Studies* 61, no. 2 (2013): 301-318.
- Palmer, James. "Stopping the unstoppable? A discursive-institutionalist analysis of renewable transport fuel policy." *Environment and Planning C: Government and Policy* 28, no. 6 (2010): 992-1010.

Feminist Approaches to Research

- Lawson, Victoria. "The Politics of Difference: Examining the Quantitative/Qualitative Dualism in Post-Structuralist Feminist Research." *The Professional Geographer* 47, no. 4 (1995): 449-457.
- Avishai, Orit, Lynne Gerber, and Jennifer Randles. "The feminist ethnographer's dilemma: Reconciling progressive research agendas with fieldwork realities." *Journal of Contemporary Ethnography* 42, no. 4 (2013): 394-426.
- Lowndes, Vivien. "How are things done around here? Uncovering institutional rules and their gendered effects." *Politics & Gender* 10, no. 4 (2014): 685-691.
- Morrow, Oona, Roberta Hawkins, and Leslie Kern. "Feminist research in online spaces." *Gender, Place & Culture* 22, no. 4 (2015): 526-543.
- Griffiths, Sue, and Jalna Hanmer. "Feminist quantitative methodology: evaluating policing of domestic violence." *Researching Gender Violence* (2013): 23.
- Frost, Nollaig, and Amanda Holt. "Mother, researcher, feminist, woman: reflections on "maternal status" as a researcher identity." *Qualitative Research Journal* 14, no. 2 (2014): 90-102.

Critical Epistemologies in Social Research

- Day, Suzanne. "A reflexive lens: Exploring dilemmas of qualitative methodology through the concept of reflexivity." *Qualitative Sociology Review* 8, no. 1 (2012).
- Coombes, Brad, Jay T. Johnson, and Richard Howitt. "Indigenous geographies III: Methodological innovation and the unsettling of participatory research." *Progress in Human Geography* 38, no. 6 (2014): 845-854.
- Harris, Catherine, Lucy Jackson, Lucy Mayblin, Aneta Piekut, and Gill Valentine. "'Big Brother welcomes you': exploring innovative methods for research with children and young people outside of the home and school environments." *Qualitative Research* 15, no. 5 (2015): 583-599.
- Couch, Jen, Ben Durant, and Jennifer Hill. "Uncovering marginalised knowledges: Undertaking research with hard-to-reach young people." *International Journal of Multiple Research Approaches* 8, no. 1 (2014): 15-23.

- McGhee, Gerry, Glenn R. Marland, and Jacqueline Atkinson. "Grounded theory research: literature reviewing and reflexivity." *Journal of Advanced Nursing* 60, no. 3 (2007): 334-342.

OTHER RESOURCES, WEBSITES, ETC.

- SPARK – A Centre for Social Research Innovation: <https://socialsciences.mcmaster.ca/spark-a-centre-for-social-research-innovation> (provides many useful resources and supports, including workshops and training sessions)
- Student Success Centre (academic writing support and resources): <https://studentsuccess.mcmaster.ca>
- Writing and Citation: <https://libguides.mcmaster.ca/c.php?g=712181&p=5083446>
- How to Cite (various formats): <https://library.mcmaster.ca/research/citing#tab-using-style-guides>
- Video guide to writing a literature review: <https://libguides.mcmaster.ca/litreview>
- How to write a literature review: <http://advice.writing.utoronto.ca/types-of-writing/literature-review/>
- Types of literature review: <https://libguides.mcmaster.ca/c.php?g=712181&p=5076231>
- For an example of a literature review I wrote based on my MA research some years ago, see https://www.academia.edu/202805/Foreign_aid_and_development_in_Africa_What_the_literature_says_and_what_the_reality_is
- For an overarching guide to research, which covers every aspect of a research proposal, see <http://libguides.usc.edu/writingguide/purpose>
- Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2018): https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html (the tri-council comprise the three major government-sponsored funding agencies in Canada)

Course Policies

Submission of Assignments

All assignments will be submitted to respective folders in the Avenue to Learn (A2L) shell for this course by the due date/time. Please do not email your assignments unless under exceptional circumstances where A2L is not accessible for whatever reason.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+

MARK	GRADE
73-76	B
70-72	B-
69-0	F

Late Assignments

All students are allowed a one-time 24-hour extension on written assignments (except Major Debate Reflection), which would require no email or further explanation. All other extensions on assignments are not permitted, except in case of illness or due to other serious extenuating circumstance. In the event of illness or serious extenuating circumstance, the student must inform the instructor before the due date, and documentary evidence of the illness or serious extenuating circumstance must be provided to the instructor. Note that late essays will be subject to a 5% penalty per day, including weekends. Essays will not be accepted/graded if submitted after 7 days from due date and a mark of zero will be issued for the particular assignment. Also, comments/feedback on late assignments will not be detailed. To be fair, this rule applies to everyone except prior approval for extension has been sought and given. It is the sole responsibility of students to plan for unforeseen issues such as computer failures and backup their work as needed.

Courses With An On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

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.

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.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

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 other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

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.

Faculty of Social Sciences E-mail 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.

Course Modification

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 changes.

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.