

INTRODUCTION TO INTERNATIONAL STUDIES RESEARCH
SISU-206-18

Professor Joseph K. Young

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Office: SIS 208

Office Hours: Thurs 10 am – 12:55 pm or by zoom

Course Meetings: M/Th 12:55 PM - 2:10 PM

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American University

School of International Service

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<https://calendly.com/josephyoung>

Course Location: EQB 103

Course Description

This course will introduce you to a range of methodologies employed in international affairs research and will provide you with the knowledge and skills necessary to design, conduct, and present an original scholarly research project. Through reading and discussion you will learn about the philosophical questions associated with international studies research, the puzzles that motivate scholars of international affairs, the various research methods for systematic data collection and analysis, and the resources available on campus and beyond to support your research. The course begins with an investigation of what it means to do research. You will begin your investigation of a topic of your choice through an application of core research skills such as examining scholarly literature to identify research problems. In the second portion of the course you will explore different research methodologies by developing research designs for the same topic from three different methodological perspectives (large-n statistical research, small-n case study research, and interpretivist analysis). In doing so, you will research primary sources and you will also examine the tradeoffs involved in making methodological choices in research. SISU-206 culminates with a Final Narrative Paper that details and reflects on the methodological choices that you have made for the research that you propose to conduct in SISU-306. Overall, you should leave the course understanding what it means to conduct *systematic research* as opposed to other forms of inquiry – as well the ability to understand, evaluate, and conduct research from different methodological perspectives.

Course Objectives

This course will:

- Help you gain an appreciation for the diverse methodological perspectives through which scholars engage in international studies research.
- Improve your understanding of the topics that scholars research in international studies.
- Examine the research methods that scholars of international studies employ.

- Encourage you to become reflective and critical consumers of knowledge.
- Develop your critical capacity for research.

Learning Outcomes

Students who successfully complete the course will be able to:

- Articulate a research question appropriate for international studies research.
- Design and write a methodologically sound research design.
- Read, synthesize, and analyze international studies scholarship.
- Critically examine and compare/contrast diverse methodological perspectives in designing an international studies research project.

Course Readings

The following textbook is required, and may be purchased at the AU Bookstore or via a vendor of your choice:

- Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald, *The Craft of Research* (4th ed.), Chicago: University of Chicago Press, 2016 (also available as an e-book via Bender library).

The textbook will be supplemented by required readings from other sources. All required readings outside the textbook are available via Canvas, or via a direct hyperlink in this syllabus.

Course Requirements

Attendance and Participation	20%
Research Puzzle Assignment	10%
Literature Review Sketch	10%
Human Subjects Research Training	Required
Research Design Sketches (3 @ 10% each)	30%
Final Research Design Presentation	5%
Final Narrative Paper	25%
Total	100%

Attendance and Participation (20%)

Attendance is required, and active participation is expected of each student. You are expected to complete all the readings listed on the syllabus prior to the class session for which they are assigned. You should come to each course meeting prepared to discuss the assigned material in detail. Bringing a copy of the article to class or opening your computer to quickly skim the abstract does not count as having studied and mastered the content. You are strongly encouraged to take notes on the main elements of each assigned reading so that you are prepared for our class discussions and for assigned coursework.

Active participation entails more than just answering questions on the assigned material, and much more than simply “saying something” in class. A superior participation grade indicates that you have demonstrated your knowledge of the course material and that you have also been an active and engaged participant in class. To participate effectively, remember that quality is more important than quantity! Most importantly, your comments and questions should be grounded in the assigned readings. In plain language, attending class but not engaging in discussion constitutes satisfactory (C-range) participation at best.

For example, an A (outstanding) in participation means your comments were insightful and contributed to collective understanding of the material across the readings. I recognize that there are a variety of participation styles; not everybody excels in a general discussion environment. At the same time, discussion and debate is an integral part of studying (and doing!) international affairs, and a measure of verbal participation is expected of each student. Please feel free to visit my office hours or email me if you have any concerns regarding participation

Absence Policy

Students with more than two unexcused absences will not earn higher than a “B” grade for overall participation. In general, only cases of illness, genuine emergency, bereavement, or absence due to a university obligation will be considered excused absences. Missing more than 20% of our course meetings after the add-drop period may result in an “F” grade for overall participation. Students experiencing prolonged medical or familial difficulties or other issues necessitating multiple absences should contact the Dean of Students to secure an excused absence note (see below).

Research Puzzle Assignment (Pass/Redo)

Written component: To begin the research process, you will identify the general research topic that you would like to research in SISU-206 and SISU-306. In addition, you will identify and discuss the scholarly and empirical puzzle(s) within your topic area that you would like to research, and identify at least three scholarly sources for the topic area. Additional details will be provided in class on the assignment sheet.

Meeting component: After submitting your preliminary research questions you are required to meet with me (or the TA) during office hours to discuss your proposed research topic. These meetings will take place in the week between after submitting your proposed topic and prior to the due date for the literature review paper so that you may incorporate your

revised research topic and questions into the literature review. An online (<https://calendly.com/josephyoung>) sign-up sheet is posted to allow you to reserve a specific meeting time with me.

Literature Review Sketch (10%)

Your literature review sketch will survey the scholarly literature in international studies to start the process of synthesizing and analyzing the ways in which other scholars have approached topics and puzzles similar to your own. The literature review sketch should demonstrate that you can provide an overview of the peer-reviewed *scholarly* literature on your topic, organize and analyze this literature according to the main theoretical “conceptual groupings” and the main methodological approaches used to investigate your topic, and provide a rationale for your own proposed research. Additional details will be provided in class and on the assignment sheet.

Human Subjects Research Training (Certificate Submission Required)

Completing Human Subjects Research Training (HSRT) is important for *any* researcher who may, at some point, work with human subjects, as defined by Federal Law, even if the research project in question does not require full Institutional Review Board (IRB) review or approval. Human Subjects Research Training highlights the ethical and legal obligations that accompany all research – known as the responsible conduct of research – as well as the particular considerations that we need to keep in mind when conducting research that involves people. The HSRT process requires you to register with CITI – one of several institutions that provides HSRT certification – and complete a series of short online modules. The overall process should take about 60 minutes. Additional details will be provided in class and on the assignment sheet.

Research Design Sketches (3 @ 10% ea = 30%)

Each research design sketch will discuss how you would investigate your research topic using one of the main methodological approaches covered in the second part of the course (large-N neopositivist research, small-N neopositivist research, or relational analysis). In designing research that adopts different methodological perspectives you will need to revisit and modify your research question and your proposed strategy for investigation (proposed methods, evidence to be collected, logic of the approach) for each research design sketch. The 2nd and 3rd research design sketches will also offer you the opportunity to reflect on the tradeoffs and differences of the proposed approach vis-à-vis earlier approaches. Additional details will be provided in class and on the assignment sheet.

Final Narrative Paper (25%)

Your final narrative paper has three main purposes: (1) to elaborate and rework your literature review in light of the way that you have focused your research question and

approach, (2) discuss and justify your “final” choices regarding your topic, question, and methodological approach that you propose to take for your full research project in SISU-306, and (3) reflect on the methodological choices and tradeoffs that you faced as you wrote your research design sketches. The narrative paper should thus describe the research topic, situate it relative to the scholarly literature, and detail and justify the methodological approach you have chosen for your research in SISU-306. As part of this justification you should discuss the tradeoffs involved with your choices and critically reflect on the choices that are made in developing a research design. The final narrative paper thus bridges SISU-206 and SISU-306 in that the “final” product for SISU-206 then becomes a starting point (a working rough draft) for conducting your research project in SISU-306. Additional details will be provided in class and on the assignment sheet.

Final Research Design Presentation (5%)

At the end of the semester you present your proposed research topic, question, and methodological approach to the class in order to receive feedback on your work so far and on how to move forward with your research in SISU-306 and beyond.

Additional Policies and Procedures

Academic Integrity

Academic Integrity Code

Standards of academic conduct are set forth in the University's Academic Integrity Code (<http://www.american.edu/academics/integrity/code.cfm>). By registering for classes, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Section 5 of the AIC – “Work Done for One Course and Submitted to Another” – is especially relevant for students in SISU-206:

“This category of violation covers the presentation of the same work in more than one course at any time during a student’s academic career without prior consent from both instructors. When incorporating their own past research into current projects, students must cite previous work. This requirement applies even when the work submitted had been originally for a project for another institution. When the previous instructor cannot be consulted, faculty may permit such a submission.”

Any student wishing to use research or writing from past courses, or from a course taken at the same time as SISU-206, must submit the previous paper(s) to their SISU-206 professor

at the time the research question is being developed and *must* receive permission from both faculty members before conducting the proposed SISU-206 research. Failure to obtain consent from both instructors prior to conducting the research or submitting an assignment will constitute an AIC violation and will lead to immediate consequences.

Safe Assign

Assignments for this course will be submitted to *SafeAssign*, a tool for plagiarism detection that is integrated directly into Canvas. Instructions on how to submit your work to *SafeAssign* on Canvas will be provided with your assignments.

Early Warning Notices

Undergraduate students may receive Early Warning Notices within the first month of classes. These notices are designed for you to contact your faculty, receive assistance, and develop strategies to improve your performance in the class. Please note that you should seek help throughout the semester whenever you have questions, fail to submit an assignment, fail to attend class, or receive an unsatisfactory grade.

Participating in a Multi-Section Course

There are 20-25 sections of SISU-206 taught each fall term. All faculty members teaching SISU-206 share the goal of providing a common experience across these sections without requiring a common syllabus. All sections of SISU-206 will address the learning outcomes listed on this syllabus through the completion of the same required major course components (core course readings, literature review, research design sketches, final narrative paper). In addition to these major course components, additional readings, classroom exercises, and homework assignments will be required. The specific readings, exercises, assignments, and class policies in each section of SISU-206 may vary. However, all work assigned in all sections of SISU-206 is designed to contribute to the mastery of the course learning outcomes such that you are prepared to employ the essential tools, skills, concepts, and the mindset of research in SISU-306, in your upper-level courses, and in your future careers.

Requests for Extensions or Special Accommodations

Students anticipating any difficulty in completing assigned work on time should consult with their professors well in advance of any course deadlines. Any student seeking exceptions to course policies or requesting special accommodations due to medical or familial issues must first consult with the Office of the Dean of Students (Butler Pavilion, Room 408; <http://www.american.edu/ocl/dos/>). Should the Office of the Dean of Students determine that accommodations are appropriate, a letter will be issued from the Office of the Dean of Students to your professors. Students must then follow up with their professors either in person or via email as soon as circumstances permit in order to discuss new arrangements for required work and deadlines. Simply providing a letter from the Office of the Dean of Students does not constitute a waiver for course requirements or deadlines, nor does such a

letter excuse work missed prior to the provision of documentation unless the Office of the Dean of Students specifically indicates that the accommodations are retroactive. Late penalties and other course policies will apply to any revised assignment arrangements or deadlines.

Student Support Services at AU

If you experience difficulty in this course for any reason, please notify your academic advisor and me as soon as possible. American University provides numerous services that help students maximize their academic success and their social and emotional wellbeing. If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center so that we can make arrangements to address your needs.

Academic Support Center (x3360, MGC 243): supports the academic development and educational goals of all AU students while also providing support to students with disabilities. We offer workshops on topics of interest to all students such as time management, note taking, critical thinking, memory skills, and test taking.

Writing Center (x2991, Bender Library, 1st Floor): offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. Hours: 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 6 p.m. Friday. Handouts, information, and a weekly writer's blog are available via the Writing Center website and on Facebook.

Counseling Center (x3500, MGC 214): is here to help students make the most of their university experience, both personally and academically. We offer individual and group counseling, urgent care, self-help resources, referrals to private care, as well as programming to help you gain the skills and insight needed to overcome adversity and thrive while you are in college. Contact the Counseling Center to make an appointment in person or by telephone, or visit the Counseling Center page on the AU website for additional information.

Center for Diversity & Inclusion (x3651, MGC 201): is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.

OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence (x7070): provides free and confidential advocacy services for anyone in the campus community who is impacted by sexual violence (sexual assault, dating or domestic violence, and stalking). American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operated in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other

bases under federal or local laws in its programs and activities. If you experience any of the above, you have the option of filing a report with the AU Department of Public Safety at 202-885-2527 or the Office of the Dean of Students at 202-885-3300. Please keep in mind that all faculty and staff – with exception of counselors in the Counseling Center, victim advocates in the Wellness Center, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center – who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

International Student & Scholar Services (x3350, Butler Pavilion, Room 410): offers resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources.

Sharing of Course Content

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. According to DC law, it is illegal to record someone without their consent. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course. Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center (see above).

Emergency Preparedness

Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency.

Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (<https://www.american.edu/emergency/>) and the AU information line at 202-885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

Additional Research and Learning Opportunities

Undergraduate Research Opportunities

The SIS Undergraduate Research website lists numerous conference, publication, funding, and other research-related resources and opportunities for SIS undergraduates. See <https://www.american.edu/sis/undergrad/research/> for more information. American University also provides a University-wide listing of research-related opportunities at <https://www.american.edu/provost/undergrad/>.

Bibliographic Management Software Training

Learning to use bibliographic management software is an important skill that you will use well beyond this course. The AU Library offers overview sessions and additional information on the 3 main bibliographic software programs (EndNote, Zotero, Mendeley). A full class schedule of these training opportunities can be found on the library website.

Center for Teaching, Research, and Learning (CTRL) & Virtual Computer Lab (VCL)

The Center for Teaching Research and Learning Lab (CTRL Lab: <https://www.american.edu/ctrl/>) is a multi-functional and multi-faceted facility providing quantitative and technology research expertise across various disciplines including international relations and economics. CTRL Lab consultants provide support for analytical software packages such as NVivo, SAS, SPSS, STATA and many others.

The Virtual Computing Lab (VCL: <https://www.american.edu/ctrl/vcl.cfm>) allows faculty and students to remotely access software applications that they don't have installed on their personal computers. The benefit is the ability to run these programs “anywhere, anytime”, off-campus or on campus, with 24/7 access, and without the need to visit an on-campus computer lab. You can use VCL from anywhere you have an established and reliable Internet connection.

SISU-306 Poster Conference

Each spring selected students from all sections of SISU-306 (Advanced International Studies Research) will present their research at a poster conference. The Spring 2020 SISU-306 Poster Conference will be held on Wednesday, April 15. You are strongly encouraged to attend the poster conference to view and discuss the work that your peers are conducting and to expand your research network.

SIS Undergraduate Research Symposium

This Symposium is organized and run by SIS Undergraduates. The 2020 SIS Undergraduate Research Symposium is scheduled for Wednesday, April 22. The Symposium is an excellent opportunity for you hear about the research that your peers have been conducting. Next year, the Symposium will be an excellent opportunity for you to revise and present your

research from SISU-306 (or from other classes). You might also consider becoming involved in the Symposium as a student organizer or volunteer.

Peace and Violence Research Lab

I run a research lab with Professor Thomas Zeitzoff focusing on preparing undergraduates to do original research. We send out a call in the fall for new members. It is open to sophomores and above. Students that are accepted get paid for their work and travel to conferences is funded.

Clocks and Clouds

Clocks and Clouds is the American University undergraduate research journal that publishes articles on the cutting edge of political science, international relations, and public policy. Through the journal, authors contribute to the intellectual dialogue both within the American University community and in broader academia. After completing SISU-206 and SISU-306 you may wish to join the editorial team or submit your research for publication. For more information, see: <https://edspace.american.edu/clocksandclouds/>

SISU-206 Course Outline

Part I: Understanding Research

Aug 30 (M) Introductions

What is Research? SISU-206 Pre-Test

- Booth et al.: Prologue to Part I, Ch. 1 & Ch. 2 (pp. 3-26).
- Andrew Abbott, *Methods of Discovery: Heuristics for the Social Sciences*, New York: W.W. Norton & Company, 2004: Ch. 7, "Ideas & Puzzles" (pp. 211-248).

Discussion Questions

- What does it mean to do *research* as opposed to other forms of inquiry?
- What is the difference between a normative and an empirical question?
- What distinguishes a good idea for research from a bad idea?
- Where should you search for ideas and puzzles to research?

Sept 2 (Th) **Philosophy of Science**

- Jonathan Grix, "Introducing Students to the Basic Terminology of Social Research," *Politics* 22, no. 3 (2002): 175-186.
- Methodology Matrix

Discussion Questions

- What are the different ways that we can "know" things about the world?

- What do the terms ontology, epistemology, and methodology mean? What is the difference between a methodology and a research method?
- What tradeoffs are involved with choosing a particular research methodology?

Sept 6 (M) **Labor Day**
NO CLASS!

Sept 9 (Th) **Asking Questions in Different Ways**

- Paul M. Kellstedt and Guy D. Whitten, *The Fundamentals of Political Science Research* (2nd ed.), Cambridge: Cambridge University Press, 2009: Ch. 1 "The Scientific Study of Politics," pp. 1-23.
- Peregrine Schwartz-Shea and Dvora Yanow, *Interpretive Research Design: Concepts and Processes*, New York: Routledge, 2012: Ch. 3: "Starting from Meaning" (pp. 45-53).

Discussion Questions

- What are the main differences between the neopositivist and interpretivist approaches to research puzzles?
- What are the main elements of each research methodology?

Sept 13 (Mon) **Reading International Studies Scholarship (and Taking Good Notes!)**

- Taking Good Notes Handout
- How to Read Efficiently and Critically in College
- David Edelstein, "Occupational Hazards: Why Military Interventions Succeed or Fail," *International Organization* 29, no. 1 (Summer 2004): 49-91.

Discussion Questions

- What steps can you take to improve your reading and note-taking?
- What existing bodies of scholarship inform Edelstein's article?
- Use the "How to Read Efficiently and Critically in College" handout to mark up the Edelstein article and take notes on it. Bring your notes to class (as always) and be prepared to discuss them.
- Identify the main research elements (dependent variable, independent variables, hypotheses, cases, etc.) in the Edelstein article.
- What are the main claims made by Edelstein?

Sept 16 (Th) **Comparing Methodological Approaches: Neopositivist Analysis (Variables, Hypotheses, & Causality) vs. Interpretivist Analysis (Symbols, Practices, Context, & Reflexivity)**

- Mohammed M. Hafez and Quintan Wiktorowicz, "Violence as Contention in the Egyptian Islamic Movement," in *Islamic Activism: A Social Movement*

Theory Approach, ed. Quintan Wiktorowicz, Bloomington IN: Indiana University Press, 2004, pp. 61-88 (focus on pp. 61-62, 65-72, and 81, as well as footnotes 1-10; skim the rest).

- Jonathan Fox, "State Religion and State Repression," in *The Routledge Handbook of Religion and Security*, ed. Chris Seiple, Dennis R. Hoover, and Pauletta Otis, London: Routledge, 2012 (pp. 182-192).
- Lisa Wedeen, "Acting 'As If': Symbolic Politics and Social Control in Syria," *Comparative Studies in Society and History* 40, no. 3 (July 1998): 503-523 (focus on pp. 503-507 and 510-512; skim the rest).

Discussion Questions

- For each research example, identify the main methodological elements (e.g. variables and hypotheses or meanings and contextuality). Use the readings from our prior course sessions to help you!
- Identify the main claim made in each reading.
- What terms or concepts did you find in the reading that you didn't understand?

Sept 20 (Mon) **Finding Scholarship / Librarian Visit**

- Booth et al., Ch. 6 (pp. 86-104).
- Francesca R. Jensenius et al., "The Benefits and Pitfalls of Google Scholar," *PS: Political Science and Politics* 51, no. 4 (October 2018): 820-824.
- International Studies Subject Guide:
<http://subjectguides.library.american.edu/international>
 - Library Tutorials (under the Tutorials: Secondary Sources" Tab): Primary vs. Secondary Sources, ProQuest Databases, Scopus, How to Find Full Text of Articles, Saving Your Search
 - Explore the "Journals for Undergrads" tab.
- Review the Zotero subject guide:
<http://subjectguides.library.american.edu/zotero>

Discussion Questions

- What is the difference between primary and secondary sources? How are each used in the research process?
- Which search tools are most useful for your own project at this stage?
- Come prepared with at least two questions for the research librarian (this is your chance to get some assistance on your research!)

Sept 23 (Th) **Using Scholarship to Develop Your Research Puzzle**

- Carefully re-read Andrew Abbott, *Methods of Discovery: Heuristics for the Social Sciences*, New York: W.W. Norton, 2004: Ch. 7, "Ideas & Puzzles" (pp. 211-248).
- Review booth et al, Ch. 6 (pp. 86-104).

- Kurt Weyland, "The Arab Spring: Why the Surprising Similarities with the Revolutionary Wave of 1848?" *Perspectives on Politics* 10, no. 4 (December 2012): 917-934.

Discussion Questions

- What distinguishes a good idea for research from a bad idea?
- Where should you search for ideas and puzzles to research?
- How are secondary sources used in scholarship? What kind of secondary sources should you be reading now?
- What existing bodies of scholarship inform Weyland's research? How is the discussion of existing scholarship organized?
- What puzzles exist in your topic area?

Sept 27 (Mon) **Developing Research Questions**

- Booth et al.: Prologue to Part II & Ch. 3, 4 & 5 (pp. 29-84)
- Review the Methodology Matrix

Discussion Questions

- What is the underlying puzzle for your research topic? Can you describe your proposed research using the structure discussed by Booth et al.?
- What characterizes a good research question?
- Why is it important to think about *several* research questions at this stage of the research process?

Sept 30 (Th) **Writing a Literature Review**

- Lisa Baglione, *Writing a Research Paper in Political Science* (3rd ed.), Los Angeles: Sage, 2016: pp. 60-61 and Ch. 4, "Making Sense of the Scholarly Answers to your Research Question" (pp. 75-91).
- Michael Ross, "Oil, Islam, and Women," *American Political Science Review* 102, no. 1 (February 2008): 107-123 (read only pp. 107-111)
- Review Booth et al. Ch. 6 (pp. 86-104); pay particular attention to the ideas of "creative agreement" and "creative disagreement"
- Review the Literature Review Sketch assignment sheet.

Discussion Questions

- What is the purpose of a literature review? What distinguishes a good literature review from a bad one?
- What are the *general research questions or topics* that might be related to your specific question? What "camps" or schools of thought exist?
- What bodies of literature does Ross use to frame his analysis? Why does Ross select the literature that he does?

October 4 (Mon) **What is a Research Design?**

- Lisa Baglione, *Writing a Research Paper in Political Science* (3rd ed.), Los Angeles: Sage, 2016: Ch. 7 “Making Your Plan and Protecting Yourself from Criticism: The Research Design” (pp. 121-154).
- Peregrine Schwartz Shea and Dvora Yanow, *Interpretive Research Design: Concepts & Processes*, New York: Routledge, 2012: Ch. 1: “Wherefore Research Designs?” (pp. 15-23).

Discussion Questions

- What are the differences/tradeoffs in research design for neopositivist vs. interpretivist projects? Which approach is best suited to your own project? Why?
- Why are control and variation such important concepts in neopositivist research design? Are there equivalent concepts in the interpretivism?
- Think back to our philosophy of science discussions. What research perspective are you considering pursuing for your project?

Oct 7 (Th) **Literature Review Workshop**

- Review all material related to the literature review and secondary sources (including Booth et al., Abbott, Weyland, Ross).
- Bring your research materials and your laptop; be prepared to work on your research project (literature review material in particular) during class.

Discussion Questions

- What are the bodies of scholarship or “schools of thought” in the scholarly literature that are important for your own research topic? What scholarly debates (competing explanations or analysis) exist in your topic area?
- How does the work you’ve done so far connect back to our initial discussions on the ideas of research and science?

Oct 11 (Mon) **Methodology Module I: Large-n Neopositivist Research**

- Review the Methodology Matrix
- Philip H. Pollock III, *The Essentials of Political Analysis* (5th ed.), Los Angeles: Sage, 2012:
 - Ch. 2: “Measuring and Describing Variables” (pp. 24-47).
 - Ch. 3: “Proposing Explanations, Framing Hypotheses, and Making Comparisons” (pp. 48-77; read 48-58 only!)
- Michael Ross, “Oil, Islam, and Women,” *American Political Science Review* 102, no. 1 (February 2008): 107-123 (review the entire article, with emphasis on the quantitative analysis section).

- Explore Tyler Virgen's "[Spurious Correlations](#)," accessed 22 August 2017.
- Review the Research Design Sketch I assignment sheet.

Discussion Questions

- What are the different levels of measurement? How do you determine the appropriate level of measurement for a given variable?
- What is the level of measurement for each variable that Ross tests?
- Identify the main research elements (dependent variable, independent variables, hypotheses, cases, etc.) in the Ross article.
- How would you frame a research question for a large-n approach to your research puzzle?
- What do we learn from the "Spurious Correlations" website?

Oct 14 (Th) **Finding & Managing Data**

- International Studies Subject Guide:
<http://subjectguides.library.american.edu/international>
 - Library Tutorials (under the Tutorials: Primary Sources" Tab): Primary vs. Secondary Sources, Data: World Development Indicators, Data: ICPSR, Data: IMF eLibrary.
 - Explore "Statistical Information: International by Subject" guide (<http://subjectguides.library.american.edu/statistics>) and find *at least* one dataset relevant to your research topic.
- Explore the World Values Survey website and data: <http://www.worldvaluessurvey.org/wvs.jsp> (accessed 22 August 2020).
- Explore Harvard's Dataverse <https://dataverse.harvard.edu>

Discussion Questions

- What is a dataset? What kind of datasets can you access via the library?
- What do you need to know to use a quantitative dataset? What questions do you have about using this type of data?
- How would you operationalize your DV for quantitative analysis?

Part II: Making Methodological Choices (order of modules up to instructor)

Oct 18 (Mon) **Analyzing Data in Large-n Neopositivist Analysis**

- Larry D. Schroeder, David L. Sjoquist, Paula E. Stephan, Understanding Regression Analysis (2nd ed.), Thousand Oaks: Sage, 2017: Ch. 1, "Linear Regression" (pp. 1-20).
- Ronald Inglehart, "How Solid is Mass Support for Democracy—And How Can We Measure It?" *PS: Political Science and Politics* 36, no. 1 (January 2003): 51-57.

Discussion Questions

- What is the basic idea underpinning regression analysis?
- Identify the main research elements (dependent variable, independent variables, hypotheses, cases etc.) in the Inglehart article.
- How does Inglehart operationalize support for democracy? What tradeoffs are involved in taking a survey approach to this question?

Oct 21 (Th) **Research Design Workshop / Research Design Sketch I**

- Review all of the readings from this methodology module.
- Student Research Example: Jonathan B. Kaufmann, "The Economic Efficacy of Reintegration Assistance for Former Child Soldiers," *Undergraduate Economic Review* 13, no. 1 (2016): available at <http://digitalcommons.iwu.edu/uer/vol13/iss1/8>
- We will use class time to work on your third research design sketch. Be prepared with questions and be prepared to work on your project!
- Review the SISU-306 Course Descriptions Handout.

Oct 25 (Mon) **Methodology Module II: Small-n Neopositivist Research**

- Review the Methodology Matrix
- Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences*, Cambridge: MIT, 2005: Ch. 1, "Case Studies and Theory Development" (pp. 3-36; focus on pp. 3-10 and 17-36).
- Elizabeth N. Saunders, "Transformative Choices: Leaders and the Origins of Intervention Strategy," *International Security* 34, no. 2 (Fall 2009): 119-161.
- Review the Research Design Sketch II assignment sheet.

Discussion Questions

- What is a case? What is a case study? What are some of the strengths and weaknesses associated with case study research?
- Identify the main research elements (dependent variable, independent variables, hypotheses, cases, etc.) in the Saunders article.
- How does Saunders apply the concepts of variation and control?
- How would you frame a research question for a small-n approach to your research puzzle?

Oct 28 (Th) **Library Module II: Qualitative Data**

- International Studies Subject Guide:
<http://subjectguides.library.american.edu/international>
 - Library Tutorials (under the Tutorials: Primary Sources" Tab): Primary vs. Secondary Sources, Declassified Documents Databases, Finding Primary Source Documents
 - Explore these tabs: International News Sources, Laws and Treaties, News Sources by Subject
- Lise Morjé Howard, *UN Peacekeeping in Civil Wars*, Cambridge: Cambridge University Press, 2008:
 - Chapter 1: "Introduction: Success, Failure, and Organizational Learning in UN Peacekeeping" (pp. 1-20).
 - Appendix I, II, and III (pp. 347-357).

Discussion Questions

- What types of primary sources are used in small-n neopositivist research?
- Identify the main research elements (dependent variable, independent variables, hypotheses, cases, etc.) in the Howard article?
- How does Howard apply the concepts of variation and control?
- What kinds of data does Howard use to operationalize her variables?
- How would you operationalize your DV *qualitatively*? How would you apply the concepts of control and variation in your own research design?

Nov 1 (Mon) **Analyzing Data in Small-n Neopositivist Research**

- Mark Trachtenberg, *The Craft of International History: A Guide to Method*, Princeton: Princeton University Press, 2006: Ch. 5, "Working With Documents" (pp. 140-168).
- Boaz Atzili, "When Good Fences Make Bad Neighbors: Fixed Borders, State Weakness, and International Conflict," *International Security* 31, no. 3 (Winter 2006-2007): 139-173.
- Review Elizabeth N. Saunders, "Transformative Choices: Leaders and the Origins of Intervention Strategy," *International Security* 34, no. 2 (Fall 2009): 119-161.

Discussion Questions

- What techniques should be used to evaluate primary source documents? What are some of the challenges associated with document (archival) research? What are some strategies to address these challenges?
- Identify the main research elements (dependent variable, independent variables, hypotheses, cases, etc.) in the Atzili article
- What specific types of data does Atzili find and analyze? What specific types of data does Saunders find and analyze?

Nov 4 (Th) **Research Design Workshop / Research Design Sketch II**

- Review all of the readings from this methodology module.
- Student Research Example: Gabriel Delsol, "Illicit Economies and Insurgent Strategies: The Political Economy of the Northern Mali Conflict," *Proceedings of the National Conference on Undergraduate Research* (2019): 830-840.
- We will use class time to work on your third research design sketch. Be prepared with questions and be prepared to work on your project!

Nov 8 (Mon) **Methodology Module III: Relational / Discourse Analysis and Ethnography**

- Review the Methodology Matrix
- Kevin C. Dunn and Iver B. Neumann, *Undertaking Discourse Analysis for Social Research*, Ann Arbor: University of Michigan Press, 2016: Ch. 1, "Discourse Analysis in the Social Sciences" (pp. 1-16).
- Ido Oren, "The Subjectivity of the 'Democratic' Peace: Changing U.S. Perceptions of Imperial Germany," *International Security* 20, no. 2 (Autumn 1995): 147-184.
- Review the Research Design Sketch III assignment sheet.

Discussion Questions

- What distinguishes interpretive research from neopositive research?
- What are the key analytical steps in Carabine's article? How is this analysis different than the neopositivist literature that you've read?
- Can you identify the different discourses or representations that Carabine finds and analyzes in her texts?
- How would you frame a research question for an interpretivist approach to your research puzzle?

Nov 11 (Th) **Finding & Managing Data in Interpretivist Analysis**

- International Studies Subject Guide:
<http://subjectguides.library.american.edu/international>
 - Review the "Finding Primary Source Documents" Tutorial (under the Tutorials: Primary Sources" Tab).
 - Explore these tabs: Videos/Photos/Sound Recordings, Other Primary Sources.
- Peregrine Schwartz-Shea and Dvora Yanow, *Interpretive Research Design: Concepts and Processes*, New York: Routledge, 2012: Ch. 5, "The Rhythms

of Interpretivist Research II: Understanding and Generating Evidence” (pp. 78-90).

- Jean Carabine, “Unmarried Motherhood 1830-1990: A Genealogical Analysis,” in *Discourse as Data: A Guide to Analysis*, ed. Margaret Wetherell, Stephanie Taylor, Simeon J. Yates, London: Sage, 2001 (pp. 267-310).

Discussion Questions

- What kinds of evidence are used in interpretivist research? What kinds of evidence does Carabine use in her their research?
- What do the key concepts of *mapping*, *exposure*, and *intertextuality* mean? Can you find examples of how Carabine applied these concepts in her research?
- Think back to our philosophy of science discussions. How is the same type of data used in neopositivist work used *differently* in interpretivist analysis? What is different?

Nov 15 (Mon) **Discourse Analysis: Critically Reading & Interrogating Texts**

- Kevin C. Dunn and Iver B. Neumann, *Undertaking Discourse Analysis for Social Research*, Ann Arbor: University of Michigan Press, 2016:
 - Ch. 4, “Getting Started” (pp. 83-102)
 - Ch. 5, “Conducting Discourse Analysis” (pp. 102-124)
- Claudia Aradau, “The Perverse Politics of Four-Letter Words: Risk and Pity in the Securitisation of Human Trafficking,” *Millennium: Journal of International Studies* 33, no. 2 (March 2004): 251-277.

Discussion Questions

- What key choices does the researcher need to make at the outset of an interpretivist (discourse analysis) project? How might these choices evolve or change over the course of the research project What does the concept of *intertextuality* mean?
- What are the main strategies for analyzing texts in discourse analysis?
- What are the evaluative standards in interpretivist research? How do these standards compare to the standards for neopositivist research?
- In what ways does Aradau’s discourse analysis of human trafficking differ from a (neo-)positivist analysis of the same topic? How does understanding the *discursive* construction of concepts such as human trafficking shape our understanding of the politics of these issues?
- What social practices become possible given the discourses on human trafficking that Aradau identifies? What identities are created (or denied)?

Nov 18 (Th) **Ethnography: Understanding Symbols & Practices in Context**

- Clifford Geertz, "Deep Play; Notes on the Balinese Cockfight," in *The Interpretation of Cultures*, New York: Basic Books, 1973, Ch. 15.
- Elijah Anderson, *Code of the Street*, New York: WW Norton, Introduction, 1999, 14-34.

Discussion Questions

- What kind of research methods do ethnographers employ?
- What makes ethnography distinctive from the other methodological approaches we have explored?
- How does Geertz use ethnography to explore culture in Bali?
- How does Anderson use ethnography to examine violence in Philadelphia?

Nov 22 (Mon) **Research Design Workshop / Research Design Sketch III**

- Review the Methodology Matrix and all of the readings from this methodology module (especially the Carabine article!).
- Student Research Example: Shayna Vayser, "Women in Red: Femininity and Womanhood in Soviet Animation," *Proceedings of the National Conference on Undergraduate Research*, 2018.
- We will use class time to work on your third research design sketch. Be prepared with questions and be prepared to work on your project!

Nov 25 (Th) **Thanksgiving Break**
NO CLASS!

Dec 2 (Th) **Revisiting the Literature Review / Final Narrative Paper Workshop**

- Review the Final Narrative Paper Assignment Sheet
- Review the Methodology Matrix
- Cameron G. Thies, "A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations," *International Studies Perspectives* 3, no. 4 (November 2002): 351-372.
- Lisa Baglione, *Writing a Research Paper in Political Science* (3rd ed.), Los Angeles: Sage, 2016:
 - Review pp. 60-61 and Ch. 4, "Making Sense of the Scholarly Answers to your Research Question" (pp. 75-91).
 - Review Ch. 7, "Making Your Plan and Protecting Yourself from Criticism: The Research Design" (pp. 121-154).
- Read one or more of the Student Literature Review Examples
- Be prepared to work on your Final Narrative Paper.

Discussion Questions

- What should you remember when working with secondary sources?
- What are the conceptual groupings of scholars for your project?
- How would you synthesize the discussion of authors in each conceptual grouping for your literature review?

Part III: Presenting Research & Looking Ahead

Dec 6 (Mon) Final Narrative Paper Workshop

- Review the Final Narrative Paper Assignment Sheet.
- Review the Methodology Matrix.
- Bring your research materials and be prepared to work on your project.

Dec 9 (Th) Writing & Presenting Research / Course Wrap-Up / SISU-206 Post-Test

- David T. Smith and Rob Salmond, "Verbal Sticks and Rhetorical Stones: Improving Conference Presentations in Political Science," *PS: Political Science and Politics* 44, no. 3 (July 2011): 583-588.
- Rob Salmond and David T. Smith, "Cheating Death-by-PowerPoint: Effective Use of Visual Aids at Professional Conferences," *PS: Political Science and Politics* 44, no. 3 (July 2011): 589-596.
- Booth et al.: "Abstracts" (pp. 197-199).
- Booth et al.: Ch. 15 (pp. 214-231).
- Be prepared to work on your Final Narrative Paper.

Discussion Questions

- What are some of the key "dos" and "don'ts" of presentation software?
- What key elements should be part of any table, chart, or graph that you create? What are common mistakes in data visualization?

Final Exam Session Research Design Presentations / Final Narrative Paper

Looking Ahead to SISU-306

- Keep this syllabus! The readings and resources here should be your first "go to" step as you start to delve into your own research project in more depth in SISU-306.
- Review feedback on Final Narrative Paper
- Continue your research as time allows
- Begin IRB application process (if applicable)
- Additional suggested readings on research methodology: this list of texts offer additional guidance on various elements of the research methodologies explored in SISU-206 and, as such, may be important resources for you as you continue your research project in SISU-306: <https://docs.google.com/document/d/1r-rXMDicIzNqUoyVn0Osqs3E-odfTr1HtjXl1pIU98/edit?usp=sharing>