**DALHOUSIE UNIVERSITY 1818 2018**

POLITICAL SCIENCE 5100

# RESEARCH DESIGN
# AND PROFESSIONAL DEVELOPMENT

2018-2019

K.Fierlbeck@dal.ca

This course is designed to assist graduate students in thinking about the process of designing and implementing major research projects. It asks students to engage in the broader political science community by critically assessing the discipline, and by understanding precisely how to situate their research within it. It provides a critical overview of some of the most common qualitative research methods and designs among political scientists, and it facilitates the develop of specific skills including grant writing, data collection, poster presentation, social media utilization, knowledge transfer, policy brief design, and publication. It also discusses the application of skills acquired in graduate school to career opportunities beyond academic appointment. The seminar will also provide professional development for young scholars beyond technical and methodological skills.

Students will be able to use the class to develop their own research proposals, but they are also expected to engage in the collegial process of providing constructive feedback for their peers.

## TEXTS:

- Sandra Halperin and Oliver Heath. 2016. *Political Research: Methods and Practical Skills*. OUP (2nd edition)
- Arlene Stein and Jessie Daniels, *Going Public: A Guide for Social Scientists*. 2017. University of Chicago Press.

  *These texts are available to purchase at the University Bookstore*

## ASSIGNMENTS AND GRADES:

| | |
|---|---|
| In-class proposal presentation | 10% |
| Grant application | 10% |
| Research matrix | 10% |
| Literature review | 10% |
| Final thesis proposal (MAs) | 20% |
| Class outline (PhDs) | 20% |
| Poster presentation | 10% |
| Social media component | 10% |
| Presentations on talk attended | 10% |
| Participation* | 10% |

*Attendance is mandatory: 5% of final grade will be docked for each unexplained absence*



"There's a flaw in your experimental design. All the mice are scorpios."

# DETAILED INFORMATION ON ASSIGNMENTS

(Note: not all assignments are due on a seminar day)

1. **IN-CLASS PROPOSAL PRESENTATION** (submit 25 October to Brightspace dropbox; present 1 November 2018 in class)

   Using the information presented in the Oct 18th seminar, students will identify the various components of their research proposal. All of these components are listed in the research matrix (Appendix A). Each student will download their completed research matrix to the class dropbox on Brightspace; each student will then read all the posted matrices, and will be prepared to comment on them.

2. **GRANT APPLICATION** (7 November 2018)

   Students will identify at least one funding opportunity that is relevant to them (eg., SSHRCC, Killam, NSGS, etc) and prepare a completed grant application using the techniques and strategies outlined in the grant-writing boot camp. While only the "research proposal" component is due on November 7, students are still expected to submit a completed grant application by the relevant deadline (see "Scholarships 2018-2019"). Please submit hard copy of grant research proposal to GC.

3. **RESEARCH MATRIX** (19 November 2018)

   Based on the feedback of their verbal presentation, students will submit a formal *written* summary of their research proposal based on the research matrix (Appendix A). Students are encouraged to do this in consultation with their thesis supervisors. Please submit a hard copy to the GC.

4. **LITERATURE REVIEW** (22 January 2019)

   How has the problem you have identified been addressed by other academics? Where are the tensions in these accounts, and where are the gaps? What are the strengths and the weakness of these accounts? Has the problem been addressed in any other disciplines? This literature review should be about 1500-1800 words in length. It would be useful to discuss your literature selection with your supervisor before writing. Please submit both a hard copy and an e-copy to the GC.

**5a. FULL THESIS PROPOSAL (MA students) (12 February 2019)**

Pull together all of the previous elements in order to construct your formal thesis proposal, based on the template attached as an appendix to the Graduate Handbook. This is the formal proposal which you will be publicly presenting via poster format on February 26th. Please submit both an e-copy and a hard copy of your written thesis proposal to the graduate coordinator, and give a copy to your supervisor in the format they request. This component will be graded by your supervisor.

**5b. CLASS OUTLINE (PhD students) (12 February 2019)**

PhD students will develop a class outline for a new senior-level class (ie, for 3rd or 4th year students) that is not currently offered. Be sure to note all readings, and clearly articulate the standards and expectations for your students. Note the 'learning objectives/outcomes', including both the skills they are aiming to refine and the theoretical and /or analytical objectives.

- Don't forget to note your policy on

  - Late assignments
  - Plagiarism
  - Students who miss quizzes or exams
  - Absences from class
  - Class participation
  - Phones and laptops in class

In a separate document, explain

- Why you chose this subject
- What subfield(s) this subject falls in
- Why you decided on the particular units
- Why you decided on the particular *order* of these units
- How you decided which readings to include, and which to leave off
- Why you chose the particular assignments (just written assignments? Or are you going to be more adventurous? What are the pros & cons of the approach you are using for assignments?)
- How you intend to evaluate these assignments
- What kinds of effect this class might have on students (beyond a greater familiarity with the subject area)
- 'learning objectives/outcomes', including both skills they are aiming to refine and theoretical/analytical objectives.
- What kinds of difficulties you might anticipate in teaching this class
.

6. **POSTER SESSION (26 February 2019, 1.00 in lounge)**

The poster session is the formal presentation of MA thesis proposals. The session will permit wider feedback from faculty regarding MA students' proposed thesis topics. PhD students will have a chance to present their class outlines, and to get feedback from faculty. These posters will be displayed publicly.  More details on constructing posters will be given in the Skills Bootcamp.

7. **SOCIAL MEDIA COMPONENT (ongoing throughout fall and winter terms. Blog 1 due no later than November 30; Blog 2 due no later than March 31. Reflection document due April 8th.)**

Social media has become increasingly important in academic life, not only in diffusing research results, but also as a method of horizon scanning, and as a means of forming research networks across disciplines and geography. For this assignment, you will be asked to open a Twitter account (if you do not already have one), to follow 25 individuals whom you believe are pertinent to your research, and to post 25 tweets (these may simply be retweets of research-relevant information). Alternatively, you may choose to use an Instagram account, as long as those you follow and your posting are related to the discipline. Please forward your Twitter and/or Instagram accounts to me so I can follow you. Students will also be asked to write a blog (100-300 words) on the topic of their choice (you may also tweet this blog). These blogs will be posted on the class website. Students will then write a 500-word reflection document on what use social media was to you in relation to the discipline over the past academic year.

8. **BRIEF PRESENTATION ON TALKS ATTENDED (one is required in each term)**

Each student is expected to attend at least two talks either on or off campus, and to give a very brief (5 min) presentation on the talk. One presentation must be given in the fall term, and one in the winter term. Please let me know at the beginning of the class if you would like do your presentation during that class.
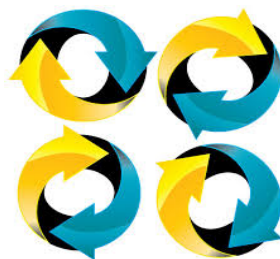
# SEMINARS

**September 6th** (1.00-4.00, Political Science Lounge): *Introduction to the graduate program in Political Science*

**September 13th** (1.00-3.00, Room G70, Killam Library): *Using RefWorks*

**September 20th** (12.00-3.00), Political Science Lounge): *Political Science: The State of the Discipline*

### Readings:

- APSA. 1962. "Political Science as a Discipline," *American Political Science Review* 56/2: 417-21
- Gabriel Almond. 1988. "Separate Tables:  schools and sects in political science," *PS:  Political Science & Politics* 21/4: 828-842.
- Theodore Lowi, 1992. "The State in Political Science: how we become what we study," *American Political Science Review* 86/1: 1-7
- Peter Aucoin. 1996. "Political Science and Democratic Governance," *Canadian Journal of Political Science.* 29, 4: 643-660.
- Tom Pocklington. 1998. "The Place of Political Science in Canadian Universities," *Canadian Journal of Political Science.* 31/4:  643-658.
- Robert O. Keohane.  2009.  "Political Science as a Vocation" *PS: Political Science & Politics* 42/2 (April): 359-363.
- Mark Weaver. 1998. "Weber's Critique of Advocacy in the Classroom: Critical Thinking and Civic Education." *PS: Political Science and Politics* 31/4 (December): 799-801.
- Alina Tugend. 2018. "Colleges Grapple with where – or whether  - to draw the line at free speech." *New York Times* 5 June https://www.nytimes.com/2018/06/05/education/learning/colleges-free-speech.html

**September 27th** (1.30-2.30), Location TBD: *Government of Canada Recruitment* (optional attendance)

Nicole Uher will be presenting information on the Government of Canada's **Advanced Policy Analyst Program** (APAP): *"The APAP, formerly known as the Accelerated Economist Training Program, is a government recruitment program that offers an unparalleled opportunity in the federal public service - the program is geared towards recent master's-level graduates with backgrounds in any discipline who exhibit leadership and*

*academic excellence, good judgment and analytical abilities, and a keen interest in Canadian public policy and governance ([https://apap.gc.ca/130](https://apap.gc.ca/130)).*"

## <u>October 11<sup>th</sup></u> (12.00-3.00): *Identifying Your Research Question and Positioning Your Research*

### <u>Readings:</u>

- Jonathan Kirshnew. 1996. "Alfred Hitchcock and the Art of Research," *PS: Political Science & Politics.* 29: 511-513.
- Gustafsson and Hagstrom. 2017. "What is the point? Teaching graduate students how to construct political science research puzzles." *European Political Science* doi:10.1057/s41304-017-0130-y
- Halperin and Heath, *Political Research*, chapters 1-14
- Iain Mcmenamin. 2006. "Process and Text: Teaching Students to Review the Literature," *PS: Political Science and Politics.* 39/1: 133-35.
- Jeffrey Knopf. 2006."Doing a Literature Review," *PS: Political Science & Politics.* 39/1: 127-33.

## <u>October 18<sup>th</sup></u> (12.00-3.00, Political Science Lounge): *Grant-Writing Bootcamp*

- **<u>Readings:</u>** To be distributed

**[October 25<sup>th</sup>: deadline for research proposal component of grant applications to be submitted to grad coordinator]**

## <u>October 25<sup>th</sup></u> (12.00-3.00): *Designing Your Research Project 1: Understanding the Component Parts of Your Research*

### <u>Readings:</u>

- Peter Hall and Rosemary Taylor.1996. "Political Science and the Three New Institutionalisms." *Political Studies* 64: 936-957.
- Vivien Schmidt. 2008. "Discursive Institutionalism: The Explanatory Power of Ideas and Discourse." *American Review of Political Science* 11: 303-26.
- John Gerring. "What Is a Case Study and What Is It Good For?" *American Political Science Review.* 98:2 (May 2004), pp. 341-54.
- Arend Lijphart. 1975. "The Comparable Cases Strategy in Comparative Research," *Comparative Political Studies* 8/2: 158-177.

- Daniel Beland and Michael Howlett. 2016. "The Role and Impact of the Multiple-Streams Approach in Comparative Policy Analysis." *Journal of Comparative Policy Analysis: Research and Practice* 18/3:221-227.
- Lieberman, E.S. (2005). Nested Analysis as a Mixed-Method Strategy for Comparative Research. *American Political Science Review, 99*, 435-452.
- B. Prodinger and S.M. Turner. 2013. "Using Institutional Ethnography to Explore How Social Policies Infiltrate into Daily Life." *Journal of Occupational Science* 20/4:357-369.
- Sharon Crasnow. 2017. "Process tracing in political science: what's the story?" Studies in *History and Philosophy of Science* Part A 62:6-1

**[November 1st: deadline for submitting SSHRCC Doctoral and Trudeau grant applications]**

**November 1st** (12.00-3.00): *Designing Your Research Project 2: Presenting the Component Parts of Your Research Project*

**[November 15: deadline for submitting NSGS grant applications – 1st round]**

**[November 19th: deadline for submitting matrix to graduate coordinator]**

*[December 1st: deadline for submitting SSHRCC MA grant applications]*

**January 10th** (12.00-3.00): *Finding Your Data*

**Readings:**

- Beth Leech, ed. 2002. Symposium on "Interview Methods in Political Science" *PS: Political Science and Politics* 35:4 (December 2002), pp. 663-688.
- Symposium on "Field Work in Political Science: Encountering Challenges and Crafting Solutions" *PS: Political Science* 47:2 (April 2014), pp.391-417.
- Arthur Vidich. "Participant Observation and the Collection and Interpretation of Data." *American Journal of Sociology* 60/4 (January 1955), 354-60.
- Ruth McAreavey and Jenny Muir. 2011. "Research Ethics Committees: Values and Power in Higher Education." *International Journal of Social Research* Methodology 14/5: 391-405.

**[January 15th: deadline for submitting Killam, NSGS grant applications]**

**[January 22nd: deadline for submitting literature review to graduate coordinator]**

**January 24th** (12.00-3.00): *Skills bootcamp (posters, policy briefs, prezies, and gantts)*

**Readings:** to be distributed

**February 14th** (12.00-3.000): *The 21st Century Academy: Social Media in Academia*

**Readings:**

- Asit Biswas and Julian Kirchherr, "Citations are not enough: Academic promotion panels must take into account a scholar's presence in popular media." http://blogs.lse.ac.uk/impactofsocialsciences/2015/04/09/academic-promotion-scholars-popular-media/
- Bret Stephens. "Tips for aspiring op-ed writers" https://www.nytimes.com/2017/08/25/opinion/tips-for-aspiring-op-ed-writers.html?_r=0
- Arlene Stein and Jessie Daniels, *Going Public: A Guide for Social Scientists.* 2017. University of Chicago Press

**March 14th** (12.00-3.00): *Knowledge diffusion and implementation: will your research make a difference?*

**Readings:**

- Madhukar Pai and Eduardo Franco. 2017. "What are predatory open access journals and why should we worry?" http://www.huffingtonpost.ca/dr-madhukar-pai/predatory-open-access-journals_b_12302828.html?utm_content=bufferc1153&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer
- Jessica Edge and Daniel Munro. 2015. "Inside and Outside the Academy: Valuing and Preparing PhDs for Careers" http://www.conferenceboard.ca/e-library/abstract.aspx?did=7564
- Michael Howlett and Joshua Newman. 2010. "Policy analysis and policy work in federal systems: policy advice and its contribution of evidence-based policy making in multi-level governance systems." *Policy and Society* 29/2:123-36.

- Kathryn Oliver et al. 2014. "New directions in evidence-based policy research: a critical analysis of the literature." *Health Research Policy and Systems* 12/1.
- Kathryn Oliver et al. 2014. "A systematic review of barriers to and facilitators of the use of evidence by policymakers." *BMC Health Services Research* 14/1.
- Vicky Ward. 2017. "Why, whose, what, and how? A framework for knowledge mobilisers." *Evidence & Policy* 13/3: 477-97.
- Huw Davies, Sandra Nutley, and Isabel Walter. 2008. "Why 'knowledge transfer' is misconceived for applied social research." *Journal of Health Services Research and Policy* 13/3: 188-190.

# APPENDIX  A: MATRIX FOR SUMMARY OF RESEARCH

| | |
|---|---|
| Topic area | |
| Problematic | |
| Research question | |
| Sub-questions | |
| Hypothesis | |
| Dependent variable(s) | |
| Independent variables | |
| Theoretical framework | |
| Method | |
| Scope/unit of analysis | |
| Participants | |
| Research contribution | |

# APPENDIX B: USEFUL SOURCES

Cairney, Paul. 2016. *The Politics of Evidence-Based Policy Making.* London: Palgrave Macmillan.

Geddes, Barbara. 2006. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics.* Ann Arbour: University of Michigan Press.

Kapiszewski, Diana, Lauren M. MacLean, and Benjamin Read. 2015. *Field Research in Political Science: Practices and Principles (Strategies for Social Inquiry).* Cambridge: CUP.

King,Gary, Robert O. Keohane and Sidney Verba. 1994. *Designing Social Inquiry.* Princeton University Press

Mahoney J. and Dietrich Rueschemeyer. *Comparative Historical Analysis in the Social Sciences.* Cambridge, UK and New York: Cambridge University Press.

Milliken, J. "The Study of Discourse in International Relations: A Critique of Research and Methods." *European Journal of International Relations* vol.5 no.2 (June 1999): 225-254.

Mosley, Layna, ed. 2013. *Interview Research in Political Science.* Cornell University Press

Parkhurst, Justin. 2016. *The Politics of Evidence: From Evidence-Based Policy to the Good Governance of Evidence.* London: Routledge.

Powner, Leanne. 2015. *Empirical Research and Writing: A Political Science Student's Practical Guide.* London: Sage.

Przeworski, Adam and Henry Teune. 1970. *The Logic of Comparative Social Inquiry.* New York: John Wiley & Sons.

Rhodes, RAW, Sarah A. Binder, and Bert A. Rockman. Eds. *The Oxford Handbook of Political Institutions.* New York: Oxford University Press.

Schatz. Edward, ed. 2009. *Political Ethnography: What Immersion Contributes to the Study of Power.* Chicago and London: The University of Chicago Press.

Tansey, Oisín. "Process Tracing and Elite Interviewing: A Case for Non-Probability Sampling" *PS: Political Science and Politics* 40:4 (October 2007), pp.765-772.

Wildavsky, Aaron. *Craftways: On the Organization of Scholarly Work.* New Brunswick, USA: Transaction Publisher

Yoshiko M. Herrera, and Bear F. Braumoeller, eds. "Symposium: Discourse and Content Analysis." *Qualitative Methods: Newsletter of the Organized Section on Qualitative Methods of the APSA* vol.2 no.1 (Spring 2004): 15-39, esp. 15-22.

For a good selection of sources on the Collective Impact approach, check out
http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/collective-impact/main

# APPENDIX C: GRADUATE GRADING RUBRIC

## Written work:

**A+** Assignments that earn the highest grade are usually somewhat rare; they are original and innovative, and add to the scholarly discussion on the topic(s) at hand. They also show considerable command of critical and other secondary material. Depending on the type of assignment, these papers could, with no or minor revisions, be considered publishable in academic journals specific to the field.

**A** These assignments constitute excellent graduate work. They are original and strongly written, and show considerable command of critical and other secondary material, but would need significant revision before being considered publishable.

**A-** This grade denotes very good graduate level work, and are well written and researched, offering a good understanding of the primary material and the scholarly discussion thereof.

**B+** Items in the B+ range may be considered good graduate work, but show weaknesses in terms of research, argumentation or writing.

**B** Assignments in this category comprise satisfactory graduate work, but with substantial flaws in one or more areas of research, argumentation or writing. They may indicate difficulty in moving beyond undergraduate-level work.

**B-** Items in this range are minimally passable graduate work, showing considerable weaknesses or errors in research, argumentation, and writing. These essays demonstrate difficulty in moving beyond undergraduate-level work.

## Presentations:

| 10 Points | 8 Points | 6 Points | 4 Points | 2 Point | 0 Points |
|---|---|---|---|---|---|
| Content is complete, relevant & accurate. An exceptional command & depth of the material is presented in a logical & organized manner. More than one aspect of the content shows good critical thinking or an original perspective.<br><br>Outstanding oral presentation skills and engagement of class. | Content is complete, relevant & accurate. A few minor pieces of information may be missing, but command & depth of the material is presented in a logical & organized manner. Some aspect of the content shows good critical thinking or an original perspective. Very good oral presentation skills and engagement of class. | Content is appropriate. Although some pieces of information may be missing, or irrelevant material included, adequate command of the material is demonstrated. The content may not be demonstrated in a way that maintains focus and may be disorganized. The content shows that the person thought about the information. Adequate oral presentation skills and engagement of class. | Some content is inappropriate. Marginally adequate command of the material is demonstrated. Important pieces of information are missing, or irrelevant material included. The content is disorganized and is not presented in a way that maintains focus. Weak oral presentation skills and engagement of class. | Content is weak because material is omitted, inaccurate or marginally relevant, demonstrating limited understanding of the material and/or limited ability to apply the material. Organization is a problem. Major deficiencies in oral presentation skills. Class is not engaged. | Lecture component absent. |

# **APPENDIX D: STATEMENT ON ACADEMIC INTEGRITY**

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect *(The Center for Academic Integrity, Duke University, 1999).* As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

What does academic integrity mean?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

How can you achieve academic integrity?

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.
• Make sure you understand Dalhousie's policies on academic integrity (http://academicintegrity.dal.ca/Policies/*)*
• Do not cheat in examinations or write an exam or test for someone else
• Do not falsify data or lab results
• Be sure not to plagiarize, intentionally or unintentionally, for example…
• Clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
• Do not use the work of another from the Internet or any other source and submit it as your own
• When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
• Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

Where can you turn for help?

If you are ever unsure about any aspect of your academic work, contact me (or the TA):
• Academic Integrity website http://academicintegrity.dal.ca/
Links to policies, definitions, online tutorials, tips on citing and paraphrasing
• Writing Centre
(http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html)
Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transititions, writing styles and citations
• Dalhousie Libraries Workshops (http://libraries.dal.ca/)
Online tutorials, citation guides, Assignment Calculator, RefWorks
• Dalhousie Student Advocacy Service (http://studentservices.dal.ca/services/advocacy.html)
Assists students with academic appeals and student discipline procedures.
• Senate Office (http://senate.dal.ca*)*
List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

What will happen if an allegation of an academic offence is made against you?

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart

(http://senate.dal.ca/Files/AIO_/AcademicDisciplineProcess_Flowchart_updated_July_2011.pdf)
and includes the following:
• Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
• Based on the evidence provided, the AIO decides if there is evidence to proceed with the
allegation and you will be notified of the process
• If the case proceeds, you will receive a PENDING grade until the matter is resolved
• If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure
of the assignment or failure of the class, to expulsion from the University. Penalties may also
include a notation on your transcript that indicates that you have committed an academic offence.
Updated August 2011.