

2020.11.29



POLITICAL SCIENCE 5100

RESEARCH DESIGN AND PROFESSIONAL DEVELOPMENT

Winter 2021

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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, teaching, and publication. 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.

TEXT:

- **Sandra Halperin and Oliver Heath. 2016. *Political Research: Methods and Practical Skills*. OUP (2nd or 3rd editions).**

ASSIGNMENTS:

#	Description	Deadline	Submitted to	Value	Done
1	Literature review	30 Jan	Brightspace AND supervisor	10%	
2	Research summary	15 Feb	Brightspace	10%	
3	Social media assignment (threaded tweet)	22 Feb	Via twitter @kfielbeck	10%	
4	Podcast assignment	5 March	Brightspace	10%	
5	Poster assignment	14 March	Brightspace	10%	
6	Course outline	5 April	Brightspace	10%	
7	Formal written proposal	21 April	Brightspace and supervisor	20%	
8	Participation*			20%	
				100%	

**Attendance is mandatory: 5% of final grade will be docked for each unexplained absence
Late penalties: 1% of final grade per diem*

DETAILED INFORMATION ON ASSIGNMENTS

(Note: deadlines and seminar days do not correspond directly)

1. LITERATURE REVIEW (deadline: 30 January)

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. **Submit an electronic file to Brightspace, and email a copy to your supervisor.**

2. RESEARCH SUMMARY (deadline 15 February)

Based on the feedback of their verbal presentation, students will submit a formal *written* summary of their research proposal based on the template that they used for their verbal summary. Students are encouraged to do this in consultation with their thesis supervisors. **Submit an electronic file to Brightspace.**

3. SOCIAL MEDIA ASSIGNMENT (deadline: no later than 22 February)

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) and to follow at least 25 individuals whom you believe are pertinent to your research area. No later than 10 March, students will post a threaded tweet (6-12 tweets in total) dissecting an academic paper in their area that has been published in the past 12 months. Please submit via twitter @kfierlbeck. **Those who want to follow each other's twitter can post their twitter handles on the discussion board (thread: twitter).**

4. PODCAST (5 March)

Knowledge diffusion is an important aspect of research. This assignment focuses on two skills: interviewing (which most PhD students will use in the course of gathering their data) and being interviewed (you want to get your ideas out there into the wider world). Find a partner for this assignment: each team will record two podcasts, one as interviewer and the other as interviewee. The interviewer will tease out the nature of the interviewee's proposed thesis research in about a 20-minute segment, and **we will post these files on the discussion board (thread: podcasts).** If you aren't familiar with these kinds of hosted podcasts, try listening to a few episodes of the [Ezra Klein show](#).

5. POSTERS (14 March)

The poster session is the formal presentation of MA thesis proposals. For PhD students, it's just an assignment based on the research area that they hope to pursue. Aesthetic design principles are important here. Posters will also be distributed to faculty for feedback. You can use PowerPoint to design a presentation poster (remember that an actual poster would be scaled up in size). **Submit the PowerPoint file to the discussion board (thread: posters).**

6. CLASS OUTLINE (5 April)

Students will develop a class outline for a new senior-level class (ie, for 3rd or 4th year undergraduates) that is not currently offered (and is not a class they have previously taken). Be sure to note all readings week by week, 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 things like late assignments, plagiarism, students who miss quizzes or exams, absences from class, class participation, phones and laptops in class, and identity politics in the classroom. [Submit to Brightspace.](#)

When you are writing this document, think about what kinds of units you want to include, the particular *order* of these units, which readings to include and which to leave off, the kinds of assignments you want students to do, how you will evaluate these assignment, and what the learning objectives/outcomes are, (including both skills you are aiming to refine and the theoretical/analytical objectives for the class).

7. FORMAL WRITTEN PROPOSAL (deadline: 21 April 2021)

Pull together all of the previous elements in order to construct your formal thesis proposal, based on the template used for the research summary. Please submit one copy to Brightspace and email another copy to your supervisor. This component will be graded by your supervisor. [Submit to Brightspace and email a copy to your supervisor.](#)



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

CN
COLLECTION

SEMINARS



ALL SEMINARS WILL BE HELD SYNCHRONOUSLY ON MICROSOFT TEAMS
MONDAYS 2.35-5.25 AST

NB: chapters 1-14 of your text (Halperin and Heath, *Political Research*) should be read before classes commence

MODULE ONE (January 11th): *Identifying Your Research Question and Positioning Your Research*

The most difficult aspect of research is often find the right question to ask. Small nuances in the way you articulate your research can have significant effects.

Readings:

- 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
- 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.

MODULE TWO (January 18th): *Designing Your Research Project: Understanding the Component Parts of Your Research*

This is perhaps the most important seminar of the term, as it will help you to think about how to construct your research summary. Each element of the research summary will be discussed in detail, including epistemological and methodological debates over each item. Throughout the seminar I will be quizzing you on your comprehension of the Halperin & Heath text, so please come to class prepared to discuss the text.

Readings:

- Review Halperin and Heath, *Political Research*, ch 1-14

January 25th: Presentations

February 1st: Presentations

February 8th: Presentations

February 15th: Study break

MODULE THREE (February 22nd): Theoretical Frameworks

The accounts of political phenomena written by intelligent laypeople (especially if they are in the thick of it) can be very useful in understanding political events. But these accounts differ from political science as a discipline insofar as they are not theoretically grounded. Therefore, as an important part of your disciplinary training, you will be expected to find and to incorporate a theoretical analysis in your research. These accounts speak to a particular understanding of *why things happen* and *how power is configured*. But how do you find a theoretical framework within which to situate your research? To an extent, you become exposed to relevant theoretical frameworks simply by becoming familiar with the literature in your area. But to expand your understanding of the kinds of theoretical frameworks that are prevalent in the discipline, in this module we will review several of the most common theoretical frameworks in the discipline, as well as several more novel and emergent ones. **On Brightspace, please sign up for one of the theoretical frameworks noted below.** Be prepared to give a short (~5 minute) explanation to the class of what this approach is, how it could potentially be applied (especially given your understanding of your peers' research projects), and the possible strengths/weaknesses of this approach.

Readings:

- Matthew C. Nowlin .2011. "Theories of the Policy Process and Emerging Trends". *The Policy Studies Journal* 39/S1, 41-60 **(everyone)**
- Keith Dowding. 2006. "Three-Dimensional Power: A Discussion of Steven Lukes' *Power: A Radical View*". *Political Studies Review* 4, 136-145. **(everyone)**

To distribute:

- **INSTITUTIONALISM:** Peter Hall and Rosemary Taylor.1996. "Political Science and the Three New Institutionalisms." *Political Studies* 64: 936-957.
- **DISCURSIVE INSTITUTIONALISM:** Vivien Schmidt. 2008. "Discursive Institutionalism: The Explanatory Power of Ideas and Discourse." *American Review of Political Science* 11: 303-26.
- **INSTITUTIONAL ETHNOGRAPHY:** Janet Rankin. 2017. Conducting Analysis in Institutional Ethnography: Analytical Work Prior to Commencing Data Collection. *International Journal of Qualitative Methods* 16, 1-9

- **MULTIPLE STREAMS APPROACH:** 2016. Paul Cairney and Nikolaos Zahariadis, “Multiple streams analysis: A flexible metaphor presents an opportunity to operationalize agenda setting processes”. *Handbook of Public Policy Agenda-Setting*, ed. Nikolaos Zahariadis, Edward Elgar.
- **NARRATIVE POLICY FRAMEWORK:** Tjorven Sievers and Michael D. Jones. 2020. “Can power be made an empirically viable concept in policy process theory? Exploring the power potential of the Narrative Policy Framework”. *International Review of Public Policy* 2/1, 1-28
- **POLICY ENTREPRENEURSHIP:** Michael Mintrom and Phillipa Norman. 2009. “Policy Entrepreneurship and Policy Change”. *The Policy Studies Journal* 37/4, 649-667.
- **ADVOCACY COALITION APPROACH:** Sabatier and Jenkins-Smith. 1994. “Evaluating the advocacy coalition framework”. *Journal of public policy*.
- **FRAMING THEORY:** Merlijn van Hulst and Dvora Yanow. 2016. From Policy “Frames” to “Framing”: Theorizing a More Dynamic, Political Approach. *The American Review of Public Administration* 46/1, 92-112.
- **COLLECTIVE IMPACT:** John Kania and Mark Kramer. 2011. Collective Impact. <https://www.everychildcq.org/wp-content/uploads/2018/06/Collective-Impact-Stanford-Social-Innovation-Review-2011.pdf>
- **MEDIATIZATION:** Jesper Strömbäck and Frank Esser. 2014. “Mediatization of Politics: Towards a Theoretical Framework”, in *Mediatization of Politics*. Springer.
- **CASE STUDY:** John Gerring. “What Is a Case Study and What Is It Good For?” *American Political Science Review*. 98:2 (May 2004), pp. 341-54.
- **COMPARABLE CASES:** Arend Lijphart. 1975. “The Comparable Cases Strategy in Comparative Research,” *Comparative Political Studies* 8/2: 158-177.

MODULE FOUR (March 1st): Finding Your Data

If you are working with a specific quantitative data set (such as survey or electoral data) then your supervisor will show you how best to use this data. This seminar will focus more on qualitative data collection, especially interview techniques and issues. But it will also look at data mining on digital platforms, including such discourse-analysis approaches as virtual ethnography and twitter analysis.

Readings:

- Beth Leech, ed. 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.
- Alex Marland and Anna Esselment, “Negotiating with gatekeepers to get interviews with politicians”. *Qualitative Research* 2018, 1-18

- Arthur Vidich. “Participant Observation and the Collection and Interpretation of Data.” *American Journal of Sociology* 60/4 (January 1955), 354-60.
- Janet Rankin. 2017. “Conducting Analysis in Institutional Ethnography: Guidance and Cautions”. *International Journal of Qualitative Methods* 16..
- Megan Lynch and Catherine Mah. 2017. “Using internet data sources to achieve qualitative interviewing purposes: a research note”. *Qualitative Research* 18/6, 741-752.
- Helana Darwin. 2017. “Doing gender beyond the binary: a virtual ethnography.” *Symbolic Interaction* 40/3, 317-334.
- Justin Littman, Where to get Twitter data for academic research: <https://gwu-libraries.github.io/sfm-ui/posts/2017-09-14-twitter-data>

For those who are interested in twitter analysis and are not afraid of using R - see also:

- Jean-François Savard, *Text Mining and Twitter Data: A Short Handbook (available upon request)*
- Ravindran, Sharan Kumar, et Vikram Garg., “Mining Opinions, Exploring Trends, and More with Twitter”, *Mastering Social Media Mining with R: Extract Valuable Data from Social Media Sites and Make Better Business Decisions Using R*, 2015.
- Bécue-Bertaut, Monica. *Textual data science using R*. Boca Raton, FL: Taylor & Francis, 2019.
- Ignatow, Gabe, et Rada Mihalcea. *An introduction to text mining: research design, data collection, and analysis*. Los Angeles: SAGE, 2018.
- Kumar, Ashish, et Avinash Paul. “Statistical Linguistics with R”, *Mastering Text Mining with R: Master Text-Taming Techniques and Build Effective Text-Processing Applications with R*. Birmingham Mumbai: Packt, 2016.
- Kwartler, Ted. *Text mining in practice with R*. Hoboken, NJ: John Wiley & Sons, 2017.
- Lee, Vanessa, Leanne Coombe, Ray Mahoney, Craig Allen, et Priscilla Robinson. « Incorporating Indigenous and Non-Indigenous Worldviews Through Innovative Text Analysis: An Evaluation of Indigenous Public Health Curricula »: *International Journal of Qualitative Methods*, 20 décembre 2018.
- Munzert, Simon. *Automated data collection with R: a practical guide to Web scraping and text mining*. Chichester, West Sussex, United

MODULE FIVE (March 8th): Knowledge Translation

So now you have something to say: how are you going to get people to listen to you? This seminar will briefly discuss theories of KT (how to diffuse your ideas where they can actually be picked up so that they have an impact), and then will discuss practical skills such as designing posters and slides, using social media effectively, and being interviewed by the press.

THEORIES OF KT:

- 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

DESIGNING SLIDES AND POSTERS:

- Antoinette Pole and Sangeeta Parashar. 2020. “Am I pretty? 10 tips to designing visually appealing slidewear presentations.” *PS* October, 757-761.
- Tullio Rossi, How to design an award-winning conference poster <http://blogs.lse.ac.uk/impactofsocialsciences/2018/05/11/how-to-design-an-award-winning-conference-poster/>

SOCIAL MEDIA:

- Social media platforms for academics <https://theacademicdesigner.com/2019/social-media-platforms/>
- Andy Miah. 2019. The A to Z of social media for academia, *Times Higher Education* <https://www.timeshighereducation.com/a-z-social-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
- Harry Guinness and Justin Pot, “How to properly thread tweets for your tweetstorms” <https://www.howtogeek.com/318764/how-to-properly-thread-tweets-for-your-tweetstorms/>

MEDIA INTERVIEWS:

- <https://www.mediatrainingtoronto.com/blog/2014/4/13/a-tv-journalists-tips-for-a-great-on-camera-interview> (TV)
- <https://medium.com/citizen-journalism/doing-radio-interviews-4a748691846a> (radio)

March 15th: *Poster presentations*

March 22nd: *Poster presentations*

MODULE SIX (March 29th): *Designing Course Outlines*

Congratulations! You have been hired to teach your first class. How do you design a class syllabus? This seminar will examine the component parts of a class syllabus, and discuss various pedagogical strategies.

Readings:

- Designing a course syllabus https://ctl.byu.edu/sites/default/files/designing-a-course-syllabus_o.pdf

MODULE SEVEN (April 5th): *How to Publish* (symposium with the Political Science Graduates' Association) – details TBA

APPENDIX A: USEFUL INFORMATION ON ACADEMIC SKILLS

- **How to write a research ethics submission:**
 - Dalhousie Research Ethics application form (Appendix E)
 - Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans: chapter 9, “Research involving the First Nations, Inuit, and Metis Peoples of Canada” <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/#toc09-1>
 - 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.

- **How to organize your research project over time:**
 - Gantt charts <https://www.proprofs.com/c/project/what-is-a-gantt-chart/>

- **How to FOIPOP:**
 - How to Make an Access to Information Request (Nova Scotia) <https://oipc.novascotia.ca/sites/default/files/publications/17-00137%20How%20to%20Make%20An%20Access%20to%20Information%20Request%20%2817%20Jan%2018%29.pdf>

- **How to find the right citation system:**

<https://www.schoolofpublicpolicy.sk.ca/documents/student-resources/JSGS%20Referencing%20Quick%20Guide.pdf>

- **How to measure whether your research is having an effect (impact evaluation):**
 - R. Davies et al., Broadening the range of designs and methods for impact evaluations. <https://www.oecd.org/derec/50399683.pdf>

- **How to write a book review or review essay:**
 - How to write a book review (Appendix F)
 - Scott Greer in *The Journal of Health Politics, Policy and Law*, Vol. 44, No. 1, February 2019, 157-164.

- **How to do a SWOT analysis:**

https://www.mindtools.com/pages/article/newTMC_05.htm

- **How to publish a paper:**

- 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
- How to get published in an academic journal
<https://www.theguardian.com/education/2015/jan/03/how-to-get-published-in-an-academic-journal-top-tips-from-editors>
- How to Write and Publish an Academic Research Paper
https://www.wlc.edu/uploadedFiles/Content/Academics/Student_Success_Center/ResearchPaper.pdf

- **How to apply your academic skills beyond the academy:**

- 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>
- Maryam Hejaz et al., “What are your transferable skills as you exit graduate school?” University Affairs 13 August 2018
<https://www.universityaffairs.ca/career-advice/graduate-matters/what-are-your-transferable-skills-as-you-exit-graduate-school/>

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 Arbor: 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.
- Stein, Arlene and Jessie Daniels, *Going Public: A Guide for Social Scientists*. 2017. 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.

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.

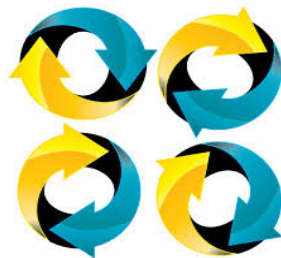
A These assignments constitute excellent graduate work. They are original and strongly written, and show considerable command of critical and other secondary material, but would need significant revision before being considered publishable.

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
<p>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.</p> <p>Outstanding oral presentation skills and engagement of class.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Lecture component absent.</p>

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, transitions, 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.

APPENDIX E: RESEARCH ETHICS FORM



RESEARCH ETHICS BOARDS APPLICATION FORM

Prospective Research

This form should only be used if new data will be collected. For research involving only secondary use of existing information (such as health records, student records, survey data or biological materials), use the *REB Application Form – Secondary Use of Information for Research*.

This form should be completed using the *Guidance for Submitting an Application for Research Ethics Review* available on the [Research Ethics website](#) (application instructions).

SECTION 1. ADMINISTRATIVE INFORMATION

[File No:

office only]

Indicate the preferred Research Ethics Board to review this research:

Health Sciences OR Social Sciences and Humanities

Project Title:

1.1 Research team information			
Dalhousie researcher name			
Banner #		Department	
Email (@dal)		Phone	
Study start date		Study end date	

Co-investigator names and affiliations				
Contact person for this submission (if not lead researcher)	Name			
	Email		Phone	

1.2 For student submissions:			
Degree program			
Supervisor name and department			
Supervisor Email (@dal)		Phone	
Department/unit ethics review (if applicable). Undergraduate minimal risk research only.			
Attestation: [] I am responsible for the unit-level research ethics review of this project and it has been approved.			
Authorizing name:			
Date:			

1.3 Other reviews:		
Other ethics reviews (if any)	Where	Status
Funding, if any (list on consent form)	Agency	
	Award Number	
Peer review (if any)		

1.4 Attestation(s). The appropriate boxes *must* be checked for the submission to be accepted by the REB)

I am the **lead researcher**. I agree to conduct this research following the principles of the Tri-Council Policy Statement *Ethical Conduct for Research Involving Humans* ([TCPS](#)) and consistent with the University [Policy on the Ethical Conduct of Research Involving Humans](#).

I have completed the TCPS Course on Research Ethics ([CORE](#)) online tutorial.

Yes No

For Supervisors (of student / learner research projects):

I am the **supervisor** for this research named in section 1.2. I have reviewed this submission, including the scholarly merit of the research, and believe it is sound and appropriate. I take responsibility for ensuring this research is conducted following the principles of the [TCPS](#) and University [Policy](#).

I have completed the TCPS Course on Research Ethics ([CORE](#)) online tutorial.

Yes No

SECTION 2. PROJECT DESCRIPTION

2.1 Lay summary

2.1.1 In lay language, describe the rationale, purpose, study population and methods. Include the background information or literature to contextualize the study. Mention what new knowledge is anticipated, and whether this is a pilot project or fully developed study. [500 words]

2.1.2 If a phased review is being requested, describe why this is appropriate for this study, and which phase(s) are included for approval in this application.

Not applicable

2.2 Research question

State the hypotheses, the research questions or research objectives.

2.3 Recruitment

2.3.1 Identify the study population. Describe how many participants are needed and how this was determined.

2.3.2 Describe recruitment plans and append recruitment instruments. Describe who will be doing the recruitment and what actions they will take, including any screening procedures. Describe and justify any inclusion / exclusion criteria.

2.3.3 Describe any community or organizational permissions needed to recruit your participants (attach support letters). Describe any other community consent or support needed to conduct this research. (If the research involves Aboriginal participants, please complete section 2.10).

Not applicable

2.4 Informed consent process

2.4.1 Describe the informed consent process, including any plans for ongoing consent (how and when the research will be described to prospective participants, by whom, how the researcher will ensure prospective participants are fully informed). If non-written consent is proposed, describe the process. Address how any third party consent (with or without assent) will be managed. Append copies of all consent/assent documents, including oral consent scripts.

2.4.2 Discuss how participants will be given the opportunity to withdraw (their participation and/or their data) and any limitations on this.

Not applicable

2.4.3 If an exception to the requirement to seek prior informed consent is sought, address the criteria in TCPS article [3.7A](#).

Not applicable

2.5 Methods and analysis

2.5.1 Describe the study design, where the research will be conducted, what participants will be asked to do and the time commitment, what data will be recorded using what research instruments (append copies).

This is a clinical trial (physical or mental health intervention) – ensure section 2.11 is completed

2.5.2 Describe plans for data analyses.

2.5.3 Describe any compensation that will be given to participants and how this will be handled for participants who do not complete the study. Discuss any expenses participants are likely to incur and whether/how these will be reimbursed.

2.5.4 Describe and justify any use of deception or nondisclosure and explain how participants will be debriefed.

Not applicable

2.5.5 Describe the role and duties of local researchers (including students and supervisors) in relation to the overall study. Identify any special qualifications represented on the team relevant to the proposed study (e.g. professional or clinical expertise, research methods, experience with the study population, statistics expertise, etc.).

2.6 Privacy & confidentiality

2.6.1 Describe any provisions for ensuring privacy and confidentiality (or anonymity). Describe who will have access to data and why, how data will be stored and handled in a secure manner, how long data will be retained and where. Discuss any plans for data destruction and/or de-identification.

This research involves personal health records (ensure section 2.12 is completed)

2.6.2 Describe how participant confidentiality will be protected when research results are shared. Discuss whether participants will be identified (by name or indirectly). If participants will be quoted address consent for this, including whether quotes will be identifiable or attributed.

2.6.3 Address any limits on confidentiality, such as a duty to disclose abuse or neglect of a child or adult in need of protection, and how these will be handled. Detail any such limits in consent documents.

Not applicable

2.6.4 Will any information that may reasonably be expected to identify an individual (alone or in combination with other available information) be accessible outside Canada? This includes sharing information with team members, collecting data outside Canada, use of survey companies, use of software.

No

Yes. If yes, describe how you comply with the University [Policy for the Protection of Personal Information from Access Outside Canada](#), such as securing participant consent and/or securing approval from the Vice President Research.

2.7 Provision of results to participants

2.7.1 The TCPS encourages researchers to share study results with participants in appropriate formats. If you plan to share study results with participants, discuss the process and format.

Not applicable

2.7.2 If applicable, describe how participants will be informed of any incidental findings – unanticipated results (of screening or data collection) that have implications for participant welfare (health, psychological or social).

Not applicable

2.8 Risk & benefit analysis

2.8.1 Discuss what risks or discomforts are anticipated for participants, how likely risks are and how risks will be mitigated. Address any particular ethical vulnerability of your study population. If applicable, address third party or community risk. Risks to privacy from use of identifying information should be addressed.

2.8.2 Identify any direct benefits of participation to participants (other than compensation), and any indirect benefits of the study (e.g. contribution to new knowledge)

2.9 Conflict of interest

Describe whether any dual role or conflict of interest exists for any member of the research team in relation to potential study participants (e.g. TA, fellow student, teaching or clinical relationship), and/or study sponsors, and how this will be handled.

Not applicable

2.10 Research with Aboriginal peoples

Not applicable – go to 2.11

2.10.1 If the proposed research involves Aboriginal peoples, describe the plan for community engagement (per TCPS Articles [9.1](#) and [9.2](#)). Attach supporting letters, research agreements and other relevant documents, if available. If community engagement is not sought, explain why the research does not require it, referencing article 9.2.

2.10.2 State whether ethical approval has been or will be sought from Mi'kmaw Ethics Watch or other Indigenous ethics review group(s), and if not, why the research does not fall under their purview.

2.10.3 Describe any plans for returning results to the community and any intellectual property rights agreements negotiated with the community, with regard to data ownership. If there are specific risks to the community involved, ensure these have been addressed in section 2.8.1.

2.11 Clinical trials

Not applicable – go to 2.12

2.11.1 Does the proposed research require clinical trial registration, in keeping with national and international regulations?

No. Please explain why not.

Yes. Please indicate where it was registered and provide the registration number.

2.11.2 If a novel intervention or treatment is being examined, describe standard treatment or intervention, to indicate a situation of clinical equipoise exists (TCPS [Chapter 11](#)). If placebo is used with a control group rather than standard treatment, please justify.

2.11.3 Clearly identify the known effects of any product or device under investigation, approved uses, safety information and possible contraindications. Indicate how the proposed study use differs from approved uses.

Not applicable

2.11.4 Discuss any plans for blinding/randomization.

2.11.5 What plans are in place for safety monitoring and reporting of new information to participants, the REB, other team members, sponsors, and the clinical trial registry? These should address plans for removing participants for safety reasons, and early stopping/unblinding/amendment of the trial. What risks may arise for participants through early trial closure, and how will these be addressed? Are there any options for continued access to interventions shown to be beneficial?

2.12 Use of personal health information

Not applicable

2.12.1 Describe the personal health information required and the information sources, and explain why the research cannot reasonably be accomplished without the use of that information. Describe how the personal health information will be used, and in the most de-identified form possible.

2.12.2 Will personal health information be combined with information from other sources to form a composite record (data linkage)? Will the research create individually identifying health information by combining information from two or more databases without the consent of the individuals who are the subjects of the information (data matching)?

No.

Yes. Describe the other information and how linkage will be conducted, and/or why data matching is required.

2.12.3 Describe reasonably foreseeable risks to privacy and how these will be mitigated.

SECTION 3. APPENDICES

3.1 Appendices Checklist. Append all relevant material to this application. This may include:

Recruitment documents (posters, oral scripts, online postings, invitations to participate, etc.)

Screening documents

Consent/assent documents or scripts

Research instruments (questionnaires, interview or focus group questions, etc.)

Debriefing forms

Permission letters (Aboriginal Band Council, School Board, Director of a long-term care facility)

Support letters

3.2 Consent Form

Sample consent forms are provided on the [Research Ethics website](#) and may be used in conjunction with the information in the *Guidance* document to help you develop your consent form.

APPENDIX F: HOW TO WRITE A BOOK REVIEW

Finding book reviews

Many indexes, such as ABI Inform and Historical Abstracts include citations to book reviews. Reviews can also be found at book-related online sites, such as Amazon.Com.

The following indexes are devoted entirely to book reviews: □ * *

- Book Review Index 1965+ (Z 1035 A1 B72 REF INDEX)
- An Index to Book Reviews in the Humanities 1960-1990 (Z 1219 I38 REF INDEX)
- Canadian Book Review Annual 1975+ (Z 1375 C3 REF INDEX)
- Book Review Digest 1905+ (Z 1219 B72 REF INDEX)

Writing Book Reviews in Political Science

<https://depts.washington.edu/pswrite/bookrev.html>

Goal of a book review:

To display substantial knowledge of the book's content, strengths, and weaknesses, as well as the ability to think critically about an academic argument.

Content of a book review:

A book review should answer three questions --

- 1.) What is the writer of the book trying to communicate?
- 2.) How clearly and convincingly did the author get his/her message across to the reader?
- 3.) Was the message worth reading?

Argument of a book review:

Like all political science papers, book reviews assert a claim -- they do more than summarize what the author says. The thesis of your book review will respond to questions 2 and 3 above: Is the argument of the book compelling? Did the author convince you of his point, and how significant is this point?

In considering your thesis, and in presenting your argument, you will need criteria for judging the book. Here are some suggestions of criteria to think about while reading the book and while formulating your argument:

- How important is the subject to the study of politics and government?
- How complete and thorough is the author's coverage of the subject?
- Does the author include sufficient evidence or neglect necessary evidence?
- How carefully is the author's analysis conducted?
- What are the strengths and limitations of the author's methodology?
- What is the quality of the writing? Is it clear, precise, and interesting?
- How does this book compare with others on the subject?
- What contribution does this book make to political science?
- Who will enjoy or benefit from this book?

Organization of a book review:

- *Introduction.* In this paragraph you should briefly introduce the work under discussion and state your thesis.
- *Summary.* Following your introduction, you should **concisely** restate the central claims of the author. In this section, be particularly sure to remain faithful to the ideas of the author as he or she states them. At the same time, aim for the essence of the book: What is the author's main point? What are the significant subpoints? Make sure that your summary is short and to the point.
- *Body of the paper.* The largest portion of your review should be devoted to elaborating and expanding on your thesis. In this section, you will move step-by-step through the criteria you have selected to assess the book; for each criterion, you will show how the author's effort holds up.
- *Conclusion.* Wrap up your paper with a statement about the significance of the book. This statement may concern the extent of its contribution to the discipline of political science or explain how it changed your understanding of a certain phenomenon.