

DALHOUSIE UNIVERSITY

POLI 5100: Research Methods and Design

Fall and Winter Terms - 2021-2022

3 credit hours

*Dalhousie University is located in Mi'kma'ki,
the ancestral and unceded territory of the Mi'kmaq.
We are all Treaty people.*

Seminars Times (Seminar Run Through the Academic Year)

Fall Term: 8:35 a.m. to 11:25 a.m. in the McCain Arts and Social Science Building, Room 1170

Winter Term: 11:35 a.m. to 2:25 p.m. in the McCain Arts and Social Science Building, Room 1102

Instructor: Professor Kristin Good, Associate Professor and Graduate Coordinator, Department of Political Science (Cross-appointed with the Law, Justice and Society Program)

E-mail: Kristin.Good@Dal.Ca

Office: 301C Henry Hicks (located inside the Department of Political Science's main office because I am Graduate Coordinator)

Please note: The Political Science General Office on the third floor of the Henry Hicks Building will be open from 9.00-3.30, Monday to Friday, for the month of September (Hours for the rest of the term TBD)

Office Hours: By appointment. Office hours may be offered virtually depending on the volume of traffic in the main office. Please wear a mask at all times while in the main office and if meeting with the instructor in person.

Telephone: 902-494-1944 **Note:** My telephone is only answered when I'm in the office and I don't have voicemail. Email is my preferred mode of communication.

IMPORTANT INFORMATION ABOUT SAFETY DURING THE COVID-19 PANDEMIC

MASKS:

For the safety and comfort of your classmates, please wear your masks within the classroom.

CLASSROOM DISTANCING:

To the extent possible, please leave a seat between you and other classmates.

CONGESTION IN THE HALLWAY:

Try to avoid congesting within the hallways – where possible, consider travelling from class to class outdoors instead of through our various tunnels connecting university buildings. Where possible, please arrive for your class no sooner than 5 minutes before the start time.

STAY HOME IF YOU FEEL UNWELL:

If you are not feeling well, please remain home. If you experience symptoms of COVID-19, including a cough (new or worsening) or a fever, you should complete a COVID-19 self-assessment and schedule a COVID-19 test through the province. If you are ultimately diagnosed with COVID-19, follow all guidance you receive from Public Health.

SEEKING HELP:

We understand that everyone is experiencing an incredible amount of change this fall. If you are struggling, and are looking for mental health support, please make sure you reach out for help. There are a variety of mental health resources and supports available for students at www.dal.ca/mentalhealth.

If you wish to chat with a mental health professional, same-day counselling appointments are available at the Student Health and Wellness Centre on the 2nd floor of LeMarchant Place. Appointments can be made by calling 902-494-2171 or online at: www.dal.ca/studenthealth/bookonline

Students can also access free and confidential mental health counselling support 24 hours per day, 7 days a week, by calling Good2Talk at 1-833-292-3698 or by texting GOOD2TALKNS to 686868.

If you are in crisis, you can always call 902-429-8167 or 1-888-429-8167 to reach the Mental Health Mobile Crisis Team, 24 hours a day, 7 days a week.

DALHOUSIE UNIVERSITY'S SAFETY PLAN:

For more information on Dalhousie University's "Safety Plan", please consult Dalhousie University's "Safety Plan's" FAQ page:

<https://www.dal.ca/covid-19-information-and-updates/covid-19-resources/safety-plan-faqs.html>

PLEASE NOTE: CLASSROOM POLICIES AND ADVICE RELATED TO COVID-19 SAFETY CONCERNS MAY CHANGE AND WILL BE UPDATED REGULARLY IN LIGHT OF NEW INFORMATION.

Format: This class is offered in seminar format with extensive participation expected from students.

Learning Platform: The learning platform for this course is Brightspace, which can be accessed at the following address: <https://dal.brightspace.com>

Course Description and Objectives

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 development of specific skills including poster presentation, social media utilization and knowledge transfer as well as grant writing.

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

Assignments – Value and Deadlines

Assignment	Deadline	Submit to	Value
Intellectual Biography	September 13, 2021 (300-400 words)	Instructor via email	0 but required
Social Media 1 – Blogs on Stanfield Lecture + another one	September 27 (Stanfield Lecture short blog) Second blog can be written anytime before March and submitted to the instructor for discussion in the following class.	Brightspace	10% (Final drafts of Blogs are due on the March 7 th with reflection – see next item)
Social Media 2 – Twitter and Twitter reflection	Set up account and begin following scholars by second week of classes at the latest. Reflection is due on March 7 th .	Follow instructor and instructor will follow you; Submit reflection to Brightspace (to be discussed in class on March 16 th)	10%
Identify and Present Research Question	September 27 th (to instructor) and 28 th	Send to instructor via email and present in class (September 28 th)	0 but required
Research Matrix Presentations	October 26 th and November 16 th (send Matrix to instructor the Friday before presentation date)	Presentation in class for feedback before submission for evaluation	0 but required
Research Matrix Submission	December 7	Instructor and thesis supervisor	10%
Literature Review	January 12	Instructor and thesis supervisor	20%
Poster Presentation	Week of February 28th-March 4th (Presented to Department)		10%

PhD Course syllabus Presentation	PhD students will their present their course syllabi to the class and will be questioned about their pedagogical choices by their peers (January 26 th).		0 but required
Full MA Proposal/Course Outline Proposal	March 23rd	Instructor and Thesis Supervisor	30%
Participation	Ongoing (see Appendix A)		10%
Grant proposal	Grant proposal – research summary	TBD	0 but required
Tri-council research ethics certificate	Tri-council online certificate on research ethics: http://tcps2core.ca/content/user-guide	Provide a copy of the certificate to instructor in class on October 26th	0 but required

Note: Assignments that aren't marked are required to complete the course (as indicated). They will also influence the participation grade.

Textbooks

- Sandra Halperin and Oliver Heath. 2020. *Political Research: Methods and Practical Skills*. OUP (3rd edition)
- Arlene Stein and Jessie Daniels, *Going Public: A Guide for Social Scientists*. 2017. University of Chicago Press.

Note: The Halperin and Heath text is available to purchase at the University Bookstore.

The Stein and Daniels text is available as on online book through the library.

Description of Assignments

1. INTELLECTUAL BIOGRAPHY

As part of introducing ourselves to our peers and to begin our reflection about our roles as researchers and political scientists, students will write a short biography of their experience with research/education, thoughts on how their positionality might affect how they approach their research, and offer their thoughts on the role of the political scientist and social science researcher. We will revisit this question at the conclusion of the course (in winter 2022). Please submit it to the instructor via email on September 13th (it should be between 300-400 words in length).

2. IDENTIFY AND PRESENT RESEARCH QUESTION

Students should identify a research question (make a first attempt to formulate a research question that will be answered in their graduate research) and come to class prepared to answer why they think it is important, why it is feasible as a graduate project and offer initial thoughts on what literature could be relevant. Please submit your research question via email to professor on September 27th and be prepared to present it in class on September 28th).

3. RESEARCH MATRIX (see deadlines above)

Research matrixes (see Appendix B) will be completed and presented to the class on October 26th and November 16th. They should be submitted to the instructor via Brightspace the Friday before they will be presented.

Students will revise their research matrix in light of feedback from their peers and the instructor and will **submit them for evaluation on December 7th** (to the instructor via Brightspace and to their supervisor for evaluation). Students are encouraged to discuss their research matrix with their supervisors (or potential supervisors) as they develop them.

4. LITERATURE REVIEW

How has the problem/question 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 2000 words in length. It would be useful to discuss your literature selection with your supervisor before writing.

Please submit the assignment to the instructor via Brightspace and to your supervisor (via email).

5a. FULL THESIS PROPOSAL (MA students)

Pull together all of the previous elements (question, research matrix and literature review) in order to construct your formal thesis proposal, based on the template attached here as Appendix C. This is the formal proposal which you will be publicly presenting via poster format **the week of February 28th to March 4, 2022**.

The template for PhD dissertations is also attached here (for information purposes only since only MA students will produce a full proposal for this class – see PhD class outline assignment below).

5b. CLASS OUTLINE (PhD students)

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 standards and expectations for your students.

- 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)
- What kinds of difficulties you might anticipate in teaching this class
- How your positionality might affect course design and delivery.

Course syllabi will be presented in class for feedback before they are presented in the poster session to the department (on **January 26th**). PhD students can choose to present their research matrix at the poster session in lieu of the course syllabus.

6. POSTER SESSION (Final date TBD – see week above)

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 course syllabi, and to get feedback from faculty. These posters will be displayed publicly. More details on constructing posters (and on how they will be graded) will be given in class on January 26th.

If PhD students prefer to present their research matrix during the poster session they could do that with the permission of the instructor.

7. SOCIAL MEDIA COMPONENT (see deadlines above)

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 **15 individuals whom you believe are pertinent to your research**, and to post 15 tweets (these may simply be retweets of research-relevant information).

Please follow me on Twitter and I will follow you. Students will also be asked to write two blogs (of approximately 300 words), one on a theme related to the Stanfield Lecture and one related to a current event related to your research interests and expertise (you may also tweet either or both of these blogs). These blogs will be posted on the class website and discussed in class (each blog is worth 5% of the graded component). They will be discussed in class (peers will provide feedback) and their final iterations will be submitted for evaluation on March 7th. We will share our blogs in class and provide feedback/pointers about their effectiveness.

Students will then write an 800-word reflection document on what use social media was to them in relation to the discipline over the past academic year as well as more general thoughts about how social media is related to power within the discipline. The reflection piece is due on March 7th and will form the basis of the seminar discussion on **March 16th**.

8. PARTICIPATION

Students are expected to participate actively in all seminars. A detailed rubric regarding grading of participation in seminars is available in Appendix A. Please note that level of collegiality will factor into one's grade as well. Active engagement with your peers' assignments, research and observations is essential to demonstrate collegiality.

9. GRANT APPLICATION

Students will identify at least one funding opportunity that is relevant to them (eg., SSHRC, Vanier, Killam, NSGS, etc) and prepare the research description portion of the grant application for feedback from the instructor and peers. We will discuss these deadlines in the first couple of classes and identify an appropriate class or classes (in the fall term) to discuss how to write grant applications and, time permitting, to review our applications (based on student needs).

Course Agenda

1. September 7th, 2021: Departmental Orientation
2. September 14th, 2021: Introduction – Political Science as Vocation? What is the role of the political scientist in Canada? Why do a PhD? Whose discipline?

Assignment – Present an intellectual biography and reflection on your positionality and its effect on your research (a short 300-400-word piece is due to instructor on September 13th)

Required reading:

Halperin and Heath – Chapters 1-3

Danielzik, Chandra-Milena, Franziska Müller, and Daniel Bendix. “Tools Against the Masters: Decolonial Unsettling of the Social Science Classroom,” (Chapter 13) in Daniel Bendix, Franziska Müller, and Aram Ziai. 2020. *Beyond the Master’s Tools? Decolonizing Knowledge Orders, Research Methods and Teaching*. New York: Rowman & Little Field.

Stein and Daniel – *Going Public* – Introduction and Chapter 1 (also search for info on blogging).

Other optional resources:

Noël, Alain. 2014. “Studying Your Own Country: Social Scientific Knowledge for Our Times and Places” *Canadian Journal of Political Science*, 47, 4, December 2014, 647-66.

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.

3. **September 23rd, 2021: "Democracy on the Edge" – Stanfield Lecture and Masterclass with Charles Taylor and Simone Chambers** – Masterclass to be held on September 23rd from 12- 2 p.m. (required readings will be circulated by the organizers)

Stanfield Lecture to be held at 7 p.m.:

<https://www.dal.ca/faculty/arts/research/faculty-lectures-seminars/-stanfield-conversations/democracy-on-edge.html>

*****Note: The POLI 5100 class won't meet this week to make room in your schedules for this class. All incoming students should sign up for the Stanfield Lecture Masterclass with Charles Taylor and Simone Chambers – September 23rd, 2021 from 12- 2 p.m.**

A 300-word blog on a theme of the lecture/masterclass will be due on September 27th and discussed in class on September 28th

4. September 28th, 2021: Identifying your Research Question and Positioning Your Research: Conducting a Literature Review

Halperin and Heath – Chapter 4

Jonathan Kirshnew. 1996. "Alfred Hitchcock and the Art of Research," *PS: Political Science & Politics*. 29: 511-513.

Aaron Wildavsky. 2003. "Reading with a Purpose," in *Craftways: On the Organization of Scholarly Work*. New Brunswick, USA: Transaction Publishers, pp. 25-38.

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.

5. October 12, 2021: Answering your Research Question: The Role of Theory in Political Research

Halperin and Heath – Chapter 5

Giovanni Sartori. 1970. "Concept Misformation in Political Science," *American Political Science Review* 64:4: 1033-1053.

David Collier, and James E. Mahon. 1993. "Conceptual 'Stretching' Revisited: Alternative Views of Categories in Comparative Analysis," *American Political Science Review* 87:4 (December): pp. 845-55.

6. October 26th, 2021: Research Design I: Basic Principles, Data and Research Ethics

Halperin and Heath – Chapters 6 and 7

Tri-council online certificate on research ethics:
<http://tcps2core.ca/content/user-guide>

(complete the certificate before class)

***Research Matrix Presentations begin**

7. November 16th: Research Design II: Case Studies, Comparative Designs and Historical Research

Halperin and Heath – Chapter 9 and 10

Bent Flyvbjerg. 2006. “Five Misunderstandings about Case-Study Research,” *Qualitative Inquiry*. 12, 2: 219-245.

Kiera L. Ladner and Michael McCrossan. 2014. “Whose Shared History?,” *Labour/Le Travail* 73: 200-202.

Additional resources:

Arend Lijphart. 1972. “The Comparable Cases Strategy in Comparative Research,” *Comparative Political Studies* 8, 2: 158.

Carsten Anckar. 2008. “On the Applicability of the Most Similar Systems Design and the Most Different Systems Design in Comparative Research,” *Social Research Methodology*. 11, 5: 389-41.

Evan S. Lieberman. 2001. “Causal Inference in Historical Institutional Analysis,” *Comparative Political Studies*. 34, 9: 1011-1035.

Jack S. Levy. 2015. “Counterfactuals, Causal Inference, and Historical Analysis,” *Security Studies* 24, 3: 378-402.

Frank Harvey. 2015. ““What If” History Matters? Comparative Counterfactual Analysis and Policy Relevance,” *Security Studies* 24, 3: 413-24.

Giovanni Cappocia and R. Daniel Kelemen 2007. “The Study of Critical Junctures,” *World Politics*. 59, 3: 341-369.

***Research Matrix Presentations continued**

8. January 5th, 2022: Collecting and Analysing Data I: Content & Discourse Analysis

Halperin and Heath – Chapter 14

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

Jared J. Wesley. 2014. "Qualitative Document Analysis in Political Science," in Bertie Kaal, Isa Marks and AnneMarie van Elfrinkhof eds. *From Text to Political Positions: Text Analysis Across Disciplines*. Amsterdam, The Netherlands: John Benjamins Publishing Company, pp. 135-160.

9. January 12, 2022: Collecting and Analysing Data II: Interview Research

Halperin and Heath – Chapter 12

Beth L. Leech. Ed. 2002. Symposium on "Interview Methods in Political Science" *PS: Political Science and Politics* 35:4 (December): 663-688.

Additional optional resources:

Layna Mosley. Ed. 2013. *Interview Research in Political Science*. Ithaca, NY: Cornell University Press.

Layna Mosley - "Introduction: "Just Talk to People?" Interviews in Contemporary Political Science,"

Julia F. Lynch – Chapter 1 – "Aligning Sampling Strategies with Analytic Goals,"

Erik Bleich and Robert Pekkanen – Chapter 4 – "How to Report Interview Data,"
"Appendix: Sample Materials for Interview Research"

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

10. January 19th, 2022: Collecting and Analysing Data III: Participant Observation, Ethnographic Methods and Developing an “Ethnographic Sensibility”

Halperin and Heath – Chapter 13

Symposium on “Field Work in Political Science: Encountering Challenges and Crafting Solutions” *PS: Political Science* 47:2 (April 2014), pp.391-417.

James M. Glaser. 1996. “The Challenge of Campaign-Watching: Seven Lessons of Participant-Observation Research.” *PS: Political Science and Politics* 29:3, 533-37.

Other resources:

Edward Schatz. Ed. 2009. *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago and London: The University of Chicago Press. (Introduction and Chapter 1)

Edward Schatz- Introduction – “Ethnographic Immersion and the Study of Politics”;

Jan Kubik – Chapter 1 – “Ethnography of Politics: Foundations, Applications, Prospects,”

11. January 26th, 2022: Designing Course Syllabi

PhD students will present the course syllabi that they have developed for feedback from the class.

We will discuss the process of developing a course syllabus in this context.

MA students can raise research design challenges they are facing if they want additional feedback.

******Please note that additional reading material may be required for this class.**

12. February 2, 2022: Making Academic Presentations

We will discuss how to make an effective academic presentation including how to create an effective poster (reading materials may be provided a week before class). Please expect to read between 2 and 3 articles or book chapters for this week.

Note: Students should spend February writing their thesis proposals and preparing their poster presentations.

******Please note that additional reading material may be required for this class.**

13. Week of February 28th – March 4th, 2022: Poster presentations to department (Date TBD)

14. March 16th: Social Media and Research Dissemination - reflections on the potential and perils of “Going Public” (this class may be held virtually on Teams)

[the Stein and Daniels textbook should be read throughout the year and could be referenced in the reflection]

Appendix A: Grading Rubric for Graduate Students

A+ Assignments that earn the highest grade are exceptional. An A+ assignment chooses a theory or multiple bodies of theory that are appropriate to answering the research question, provide a top-rate and nuanced review of them, identifies at least one clear hypothesis/possible answer to the question and makes a sophisticated and convincing argument for why one ought to engage with the theories in a particular way. Such a review identifies a clear theoretical and/or empirical gap in how important theories in one's field address an important question and suggests an innovative way forward. With respect to the latter, **this could involve drawing upon a theory from another sub-field of political science or even discipline**. Such an exceptional assignment could be included without revision in the student's MA thesis or PhD dissertation proposal. For PhD students, such an exceptional piece would be publishable as a literature review/state of the field piece in an academic journal.

A Assignments that receive this grade ask a clear research question, evince a strong command of the theoretical literature and its strengths and weaknesses with respect to answering it, as well as make a very good case for a particular way forward. Assignments receiving this grade, meet the standard of rigorous analysis and original research but are not as theoretically innovative as assignments receiving an exceptional grade of "A+" and require some minor revisions in order to be included in the student's MA thesis or PhD dissertation proposal.

A- This grade is awarded for a literature review that is very good but that misses some nuances in the theoretical debate and/or overlooks an important theoretical contender. In order to be included in the student's MA thesis or PhD dissertation proposal, minor additional research and some further analytical work is required.

B+ This grade is for a literature review that surveys important work but is not sufficiently rigorous in its treatment of the theories and does not identify a significant and clear gap in the literature that the research aims to address. It may overlook serious theoretical contenders. This grade suggests that in order to be included in a MA thesis or PhD proposal, significant further research is necessary.

B This grade is awarded for an assignment that succeeds in identifying potential theories but offers only a superficial treatment of them and, because of this, also a significantly underdeveloped plan on how to move forward in the research in a way that makes significant theoretical and empirical contributions. It will need significant research and rethinking to become part of the student's MA thesis or PhD dissertation proposals. The question may also need to be rethought significantly.

B- This grade is awarded for a minimally passable treatment of the literature. It is a warning sign that the material is not being covered in a way that is acceptable at the graduate level. Significant revision or even a complete overhaul is necessary in order to include the piece in the student's MA thesis or PhD dissertation proposal.

Participation Grades Grading Rubric (adapted from document entitled “Graduate Student Grading Rubric: Department of Political Science)

F Absent.

A+ Demonstrates an exceptional level of preparation, analytical rigour and ability to synthesize the material: has analyzed case/subject exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.); offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further; contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.; demonstrates ongoing very active involvement.

A Demonstrates excellent preparation: has analyzed case/subject very well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.); offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further; contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.; demonstrates ongoing very active involvement.

A- Demonstrates good preparation: knows case or reading facts well, has thought through implications of them; offers interpretations and analysis of case material (more than just facts) to class; contributes well to discussion in an ongoing way; responds to other students' points, thinks through own points, questions others in a constructive way; offers and supports suggestions that may be counter to the majority opinion; demonstrates consistent ongoing involvement.

B+ Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them; offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class); does not offer to contribute to discussion, but contributes to a moderate degree when called on; demonstrates sporadic involvement.

B Present, not disruptive; tries to respond when called on but does not offer much; demonstrates very infrequent involvement in discussion.

APPENDIX B: 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	

Please note: This research matrix may be adapted to the particular research question in consultation with the Graduate Coordinator.

APPENDIX C: MA THESIS PROPOSAL TEMPLATE

MA proposals should be 18-25 pages + bibliography (double spaced; 1 inch margins; 12 pt font).

Most MA theses in the department range from 100-125 pages in length.

1. Thesis Statement and Research Objectives (2-3 pages):

The main purpose of the MA proposal is to convince your thesis committee that you have identified an ‘important’ question that demands a clear answer, and you are the right person, with the right approach, to provide that answer. You should begin with a very clear description of the problem(s) you intend to address in your thesis, and an explanation for why they are important. Try to be as precise as you can about your questions, puzzles, hypotheses, perspective or the debates you will engage (or resolve) through your research. With respect to specific questions to be answered in this section:

- what is the purpose of your study?
- what do you wish to prove or disprove?
- what is your thesis/hypothesis and how conventional or counterintuitive is this thesis?
- why do you want to undertake this particular project?
- why is it important/relevant and what do you hope to contribute?
- do you expect to uncover/reveal key policy recommendation?

2. Relation to Current Knowledge/Literature/Theoretical Perspectives (8-10 pages):

You will need to provide a detailed overview and assessment of the relevant literature. The only way to establish the originality and/or importance of your ‘contribution to knowledge’ is to situate your research within the literature. It is imperative in this section to clearly establish how your research will challenge, critique, reinterpret, build on or deconstruct conventional wisdom on the topic, puzzle or cases you’ve selected. With respect to key questions for this section:

- what is the received/accepted/conventional wisdom in the literature on the issue?
- what are the strengths and weaknesses of the current state of knowledge on the subject?

- what central puzzles will you be focusing on or attempting to resolve?
- how will your study, approach or case contribute to or challenge conventional wisdom?
- how will your research create new knowledge on the subject?
- why is your work original and important?

3. Methodology (3-5 pages):

This is perhaps the most important part of the proposal and thesis -- the quality of your conclusions depends heavily on the logical and empirical soundness of your methodology. It is imperative that you provide a crystal clear explanation of the methods you will use to collect the data, facts, evidence you need to support your theory, interpretations, conclusions or policy recommendations. It would help to provide in this section a brief (critical) review of the methods and approaches used by others to answer similar questions. Questions to consider:

- how have others attempted to address these or similar questions?
- what are the problems/impediments with these traditional approaches?
- how will your approach overcome these impediments?
- where will you go to find the information you need?
- what types of data are pertinent?
- what variables and concepts are relevant?
- how will you collect and process the data/information on these variables (interviews?);
- what are the limitations? How serious are they? And how will they be addressed?

4. Chapter Outline (1 page):

Include brief summary paragraphs describing each chapter, explain how the chapters are connected, and provide an outline of how the arguments will unfold:

- how will you structure your argument?
- how do you intend to break down the content of your study?
- what will the chapters include and how are they related to the main thesis?

5. Timetable and Research Strategy (1 page):

Briefly describe your schedule over the next several months with a monthly breakdown of research plans priorities and expectations.

6. Bibliography (3-5 pages):

Provide a list of references cited in the proposal, preliminary sources you think might be useful, and any other material you plan to review.

APPENDIX D - PhD Proposal Template

Dissertation proposals should be 31-37 pages (double spaced; 1 inch margins; 12 pt font).

1. Thesis Statement and Research Objectives (3-5 pages):

The main purpose of the PhD proposal is to convince your dissertation committee that you have identified an ‘important’ question that demands a clear answer, and you are the right person, with the right approach, to provide that answer. You should begin with a very clear description of the problem(s) you intend to address in your dissertation, and an explanation for why they are important. Avoid the impression that you already have clear answers to your central research questions. Try to be as precise as you can about your questions, puzzles, hypotheses, perspective or the debates you will engage (or resolve) through your research. With respect to specific questions to be answered in this section:

- what is the purpose of your study?
- what do you wish to prove or disprove?
- what is your thesis/hypothesis and how conventional or counterintuitive is this thesis?
- why do you want to undertake this particular project?
- why is it important/relevant and what do you hope to contribute?
- do you expect to uncover/reveal key policy recommendation?

2. Relation to Current Knowledge/Literature/Theoretical Perspectives (15 pages):

You will need to provide a detailed overview and assessment of the relevant literature. The only way to establish the originality and importance of your dissertation’s ‘contribution to knowledge’ is to situate your research within the literature. It is imperative in this section to clearly establish how your research will challenge, critique, reinterpret, build on or deconstruct conventional wisdom on the topic, puzzle or cases you’ve selected. With respect to key questions for this section:

- what is the received/accepted/conventional wisdom in the literature on the issue?
- what are the strengths and weaknesses of the current state of knowledge on the subject?
- what central puzzles will you be focussing on or attempting to resolve?

- how will your study, approach or case contribute to or challenge conventional wisdom?
- how will your research create new knowledge on the subject?
- why is your work original and important?

3. Methodology (5-8 pages):

This is perhaps the most important part of the proposal (and dissertation) -- the quality of your conclusions depends heavily on the logical and empirical soundness of your methodology. It is imperative that you provide a crystal clear explanation of the methods you will use to collect the data, facts, evidence you need to support your theory, interpretations, conclusions or policy recommendations. It would help to provide in this section a brief (critical) review of the methods and approaches used by others to answer similar questions. Questions to consider:

- how have others attempted to address these or similar questions?
- what are the problems/impediments with these traditional approaches?
- how will your approach overcome these impediments?
- where will you go to find the information you need?
- what types of data are pertinent?
- what variables and concepts are relevant?
- how will you collect and process the data/information on these variables (interviews?);
- what are the limitations? How serious are they? And how will they be addressed?

4. Chapter Outline (2 pages):

Include brief summary paragraphs describing each chapter, explain how the chapters are connected, and provide an outline of how the arguments will unfold:

- how will you structure your argument?
- how do you intend to break down the content of your study?
- what will the chapters include and how are they related to the main thesis?

5. Timetable and Research Strategy (1-2 pages):

Briefly describe your schedule over the next several months with a monthly breakdown of research plans priorities and expectations.

6. Bibliography (5 pages):

Provide a list of references cited in the proposal, preliminary sources you think might be useful, and any other material you plan to review.

UNIVERSITY STATEMENTS AND VALUES

- Internationalization

At Dalhousie, ‘thinking and acting globally’ enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.” <https://www.dal.ca/about-dal/internationalization.html>

- 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. 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. (read more: http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

- Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation.

If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:

- the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro.
- the Student Success Centre in Truro for courses offered by the Faculty of Agriculture (<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

- Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

- Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). (read more: <http://www.dal.ca/cultureofrespect.html>)

- Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Read more: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

- Fair Dealing policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. (read more: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

- Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. (Read more:

https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html)

- Student Use of Course Materials

These course materials are designed for use as part of the [course code] course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

UNIVERSITY POLICIES, GUIDELINES and RESOURCES for SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the University Calendar and the Senate. (<https://academiccalendar.dal.ca/catalog/viewcatalog.aspx>)

Important student information, services and resources are available as follows:

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
http://www.dal.ca/academics/important_dates.html
- Classroom Recording Protocol
https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Dalhousie Grading Practices Policy
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process
https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy
https://www.dal.ca/dept/university_secretariat/policies/health-and-safety/sexualized-violence-policy.html
- Scent-Free Program
<https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

- General Academic Support – Advising
https://www.dal.ca/campus_life/academic-support/advising.html (Halifax)
<https://www.dal.ca/about-dal/agricultural-campus/ssc/academic-support/advising.html> (Truro)
- Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond) https://www.dal.ca/campus_life/academic-support/On-track.html
- Indigenous Student Centre https://www.dal.ca/campus_life/communities/indigenous.html
See also: Indigenous Connection: <https://www.dal.ca/about-dal/indigenous-connection.html>

- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.)
<https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf>
- Black Student Advising Centre https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre <https://southhousehalifax.ca/about/>
- LGBTQ2SIA+ Collaborative - <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html>
- Dalhousie Libraries <http://libraries.dal.ca>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- Dalhousie Student Advocacy Services <https://www.dsu.ca/student-advocacy-service>
- Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Human Rights and Equity Services <https://www.dal.ca/dept/hres.html>
- Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring
http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Safety

- Biosafety <http://www.dal.ca/dept/safety/programs-services/biosafety.html>
- Chemical Safety <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>
- Radiation Safety <http://www.dal.ca/dept/safety/programs-services/radiation-safety.html>
- Laser Safety <https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html>