

**POLS 390-003 Political Inquiry and Analysis (O-focus)**  
Spring 2012

*Tuesday/Thursday 9:00am – 10:15am*

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*BUSAD D101*

Office Hours: Tues, 10:30 – 12:30pm

**Course Description:**

POLS 390 provides an introductory survey and analysis of methods used in empirical research related to politics. This section focuses on qualitative research methods, with an emphasis on ethnography, oral history and social criticism. Students conduct original research using these methods as part of the requirements for this course.

As a course on political inquiry and analysis, our focus will be on *how* one goes about conducting social and political research. The purpose of this course is not so much to equip students with a single methodology to take out into the world, but rather to familiarize students with a diversity of approaches; to encourage students to read and write critically and reflexively; to think about how we come to know what we think we know; and to make students more aware of the simple fact that the answers you get depend critically on how you frame the question, and where you look for the answers. Thus, in addition to studying and practicing the practical side of how to do research, we will examine the relationship between epistemology (what we know) and methodology (the means by which we produce what we know) within the field of Political Science and the social sciences more generally. Knowledge claims (what counts as legitimate knowledge) are deeply political. They have to do with power. In this course we not only consider how to go about doing research and producing academic knowledge, but we also consider the stakes of such work.

This course fulfills the Oral Communication, or “O” focus, core requirements. Effective oral communication skills are a critical component of successful social science research. Through various in-class activities, students will have an opportunity to practice different communication styles, such as research interviews, explaining their project to others, and asking librarians or other specialists for guidance. As an oral communication course, each student will present their research findings to the class in both group and individual formats. Oral communication also includes effective listening, and this course will also provide opportunities to hone their listening skills, which is a crucial part of qualitative social science research. Students who do not complete a majority of the oral communication assignments will not earn O Focus credit.

**Course Readings:**

The schedule of assigned readings is on the course schedule. **You are expected to do the readings prior to class for which it is assigned.** The required books can be purchased at the UHM bookstore, or through online vendors.

Wayne Booth, Gregory Colomb, and Joseph Williams. *The craft of research, 3<sup>rd</sup> edition*. (Chicago: University of Chicago Press, 2008).

Bagele Chilisa. *Indigenous Research Methodologies*. (Los Angeles: SAGE, 2012).

Ty Kawika Tengan. *Native Men Remade: Gender and nation in Contemporary Hawai'i*. (Durham: Duke University Press, 2008).

In addition, a number of articles will be available on the *Laulima* website as part of your required reading. You are expected to download, read and **bring articles to class** in hard or soft copy.

Supplemental (non-required) texts:

Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples*, (New York: Zed Books, 1999).

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> Edition, (Chicago: University of Chicago Press, 2007).

### **Assignments and Grading**

#### **20% Oral Exercises in-class on readings**

#### **(3 pts for 10 class sessions = 30 pts possible)**

If you want to pass the class and make the most of your learning experience, you must do all the readings and come to class prepared to discuss them. The in-class exercises are designed to help you process the readings, as well as to demonstrate that you have done them prior to arriving at class. Activities will generally be done right at the beginning of the class. Sometimes they will be group activities. ***You need to be in class in order to earn the points, which will be determined based on the following scale:***

- 3 – Shows you understood the reading and put in strong effort. Actively worked to include contributions from all group members in group work.
- 2 – Some effort. Shows only partial reading. For group work, draws only on contributions from some group members.
- 1 – Made an attempt but didn't show any understanding of the reading. Group work relies only on one individual.
- 0 – No attempt.

#### **60% Group Research Project and Presentation (90 pts possible)**

The largest chunk of your grade for this course will be based on one major research project conducted with a small group of your colleagues. The objective of this assignment is to provide you with opportunities try out different research techniques while also thinking about how knowledge is produced, the ethics and political stakes involved, and the contribution research can make to academic debates and broader communities. The assignment is broken down into several parts, as follows.

- 1. The Pitch (5 pts):** Each student will come up with an individual research topic and present it to the class. You will “pitch”

your idea for a research topic to the class. We will use these presentations to sort the class into research clusters. **Pitch presentation dates: Feb 14 & 16**

2. **Preliminary Research proposal (10 pts):** With groups assigned, each group will complete a preliminary research proposal that lays out your research questions, approach, and research plan. This paper should be 2-3 pages in length. **Due: March 15**
3. **Proposal presentation in pre-data collection or early in collection phase (10 pts)** Each group will prepare a 10 minute presentation that summarizes the research question and approach, as well as the rationale, significance, anticipated challenges, political stakes, ethical issues, and the steps you have taken to account for those issues. **Presentation Dates: March 13 & 15**
4. **Primary Research/Data Collection (20 pts):** Each group will be expected to conduct original research including:
  - At least two interviews
  - At least two observations of a setting
  - An analysis of at least one popular media text related to your research question (Groups may also but are not required to utilize other data gathering techniques such as surveys, archival research, etc).Your grade will be based on the raw data you compile (fieldnotes, interview transcriptions and recording, etc.)
5. **Secondary Research/Literature Review (20 pts):** Each group will conduct a review of relevant, existing academic literature related to your topic and will produce a master bibliography with 15 annotations. **Due:**
6. **Group Presentation of Research (25 pts):** Each group will prepare a 20-minute presentation that synthesizes the research they conducted over the semester. The presentation of research can be in any number of formats such as a play, film, poster, or slide show presentation (such as PowerPoint), but it must include an oral presentation of your question and argument, your findings and how they relate to existing literature, and a conclusion. **Presentation Dates:**

### **20% Final Product (30 pts possible)**

**DUE: May 1 (last day of class)**

For the final project, you may choose one of the following options.

*Option A, Research prospectus:* This is a good option if you like to work independently and/or if you plan to pursue a Master's degree or PhD, which will require you to do a full-blown, research project. You will write an individual research proposal that builds on lessons learned in the preliminary research you and your group completed. How would you extend or modify the initial proposal into a full-blown research project? Given what you now know about the existing literature and community needs, what would be a valuable project? Having experimented with multiple qualitative methods, what research plan and methods would best suit the questions you are asking? The final proposal will be 7-10 pages, in the format provided.

Option B, Research-based portrait (written or video): This is a good option if you like to work with others and/or if you want to use the research your group did to have immediate value to an audience by producing something that people can read or watch. You will take the raw data you collected in the research phase of this course and turn it into either a written portrait or a short video. Whichever format you chose, the end product should have the following elements: 1) a clear statement of your research question; 2) a well-crafted argument based on analysis of the information you gathered; 3) an indication of further questions, actions or research that your work opens. Papers should be roughly 8-10 pages, double-spaced. Videos should be 4-8 minutes long. Remember that your aim is not just to describe but to present an analysis of your findings. If you choose to tell a story (as in the counter-storytelling methods of Critical Race Theory & Methodologies), make clear in an introduction or opening what you are intending this story to do. Such a story can be at the level of an individual, a community, an ecosystem, or a family, but it must be compelling and meaningful. Make clear for yourself and for your audience how your written or video portrait is political and how it adds to existing knowledge on your topic.

**Grading scale for the course:**

97-100% = A+	80-83% = B-	64-66% = D
94-96% = A	77-79% = C+	60-63% = D-
90-93% = A-	74-76% = C	<60% = F
87-89% = B+	70-73% = C-	
84-86% = B	67-69% = D+	

**Policies**

**Attendance and Tardies:** I expect students to be in class, on-time. Points for in-class assignments can only be earned if you are present. Whether tardy or absent, you may only make-up in-class assignments or exams if you notify me ahead of time and get approval for alternate arrangements. Students with excessive tardies will receive a warning and subsequently may receive a deduction in points from the final grade.

**Late Work:** If students have special circumstances that prevent them from turning an assignment in on time **PRIOR** arrangements must be made. Otherwise, late work will be marked down by 10% for every day past the deadline. Assignments over a week late will not be accepted, unless we have made special arrangements ahead of time.

**Submission of work:** All assignments must be submitted in hard copy in class. You may not submit work by email unless I have given you specific instructions or approval to do so.

**Academic Integrity:** It is the student's responsibility to be aware of and in compliance with the university's policies regarding academic dishonesty. (see the UH catalog, link: <http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm>). Any academic dishonesty—such as plagiarism—will result in failure of the course.

**Plagiarism** is taking another person’s words or ideas without crediting them. Anything cut and pasted from a website without quotation marks and proper citation is plagiarism. Copying anything from a book or journal without quotation marks and proper citation is plagiarism. Plagiarism is academic theft, and there is no excuse for it. A student who submits a paper with plagiarized parts will receive an ‘F’ for the course, no discussion

Plagiarism usually occurs when students feel overwhelmed—by school, by finances, by illness, relationship problems, etc. If you are dealing with a situation like this, please let me know and we can work something out that will be much more positive than cheating. If you are unsure about how to properly use and credit sources, ask me for advice. You can also consult numerous online sources that provide tips on academic writing.

**Reasonable Accommodation Policy:** If you feel you need reasonable accommodations because of the impact of a disability, please 1) contact the KOKUA Program (V/T) at 956-7511 or 956-7612 in room 013 of QLCSS; 2) speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs.

### Schedule

	<b>Topics and learning objectives</b>	<b>Readings</b> (to be done <i>before</i> coming to class)	<b>Activities/Assignments</b>
1/10	Ho‘olauna: Getting to know one another. What is qualitative research?		Interviews and sketches
1/12	Ethnographic methods and the stakes of research: An example	<u>On Laulima:</u> Selected chapters from Goodyear-Kaopua’s <i>Sovereign Pedagogies</i> - Introduction and chapter 4, “Enlarging Hawaiian Worlds”	<b>In-Class exercise:</b> What methods are used to gather information? What is the author’s relationship to the researched community?
1/17	Different possible methods and formats: Considering end products	<u>Website:</u> Mo‘olelo Aloha ‘Āina (Read the introductory, “about the project,” and Kaho‘olawe pages. Check out as many video clips as you can.)	
1/19	Why research matters to us: Considering audiences and accountabilities	<u>In <i>The Craft</i>:</u> Part I, p. 3-26	<b>In-Class exercise:</b> Share an example of a research-based text (written, visual, aural, etc) that impacted you. How does it fit or exceed the definition of research in Booth & Colomb? How does it

			use research to make a powerful impact?
1/24	Research as colonization: “Othering” and authority-claims	<u>On Laulima:</u> 1. Keesing, “Creating the Past: Custom and Identity in the Contemporary Pacific” (1989); and 2. Trask, “Natives and Anthropologists: The Colonial Struggle” (1991)	
1/26	Decolonizing research: An introduction	<u>In <i>Indigenous Research Methods (IRM)</i>:</u> Ch 1 & 2, “Situating Knowledge Systems” & “Discovery and Recovery”	<b>In-Class exercise:</b> Defining key terms in common language.
1/31	Decolonizing research: Critical methods	<u>On Laulima:</u> 1. Kaomea, “A Curriculum of Aloha?” 2. Henderson, “Fleeting substantiality: The Samoan Giant in US Popular Discourse”	<b>In-Class exercise:</b> Identify central research question, argument, texts analyzed and methods.
2/2	Decolonizing research: Recovery and reconstructive methods	<u>On Laulima:</u> Silva and Basham, “I ka ‘ōlelo nō ke ola: Understanding Indigenous Hawaiian History and Politics Through Hawaiian Language Sources”  <u>In <i>Native Men Remade</i>:</u> “Introduction” and Chapter 1 “Engagements with modernity”	<b>In-Class exercise:</b> Identify central research question, argument, texts analyzed and methods.
2/7	Selecting a topic and framing the questions	<u>In <i>The Craft</i>:</u> p. 26 - 66	
2/9	“So what?”: Identifying the stakes and finding out what’s already known	<u>In <i>The Craft</i>:</u> p. 68 - 101	Workshop on using Zotero
2/14	The Pitch!		<b>Individual presentations</b>
2/16	The Pitch!		<b>Individual presentations</b>

2/21	Research ethics and IRBs	<p><u>In IRM</u>: Ch 4, “Postcolonial Indigenous Research Paradigms”</p> <p><u>On Laulima</u>: Nielson and Gould, “Non-native Scholars Doing research in Indigenous Communities” and/or Alfred, “Warrior Scholarship”</p>	
2/23	Critical Race Methods and Counter-Storytelling	<p><u>On Laulima</u>: 1) Solorzano and Yosso, “Critical Race Methodologies” 2) Lawrence-Lightfoot, “On Context,” from <i>The Art &amp; Science of Portraiture</i></p>	<b>In-Class exercise:</b> Context sketch
2/28	Participatory action research methods	<p><u>In IRM</u>: Ch 8, “Participatory Research Methods”</p> <p><u>On Laulima</u>: Guajardo et al, “Transformative Education: Chronicling a Pedagogy for Social Change”</p> <p><u>Online</u>: “16 Tenets of Participatory Action Research” <u>Click on this link</u>: <a href="http://www.caledonia.org.uk/par.htm">http://www.caledonia.org.uk/par.htm</a></p>	<b>In-Class exercise:</b> How would your project be changed by making it a participatory action research project?
3/1	Activist ethnography	<p><u>On Laulima</u>: 1) Hale, “Activist Research v. Cultural Critique: Indigenous Land Rights and the Contradictions of Politically Engaged Anthropology” 2) Speed, “Forged in Dialogue: Toward a Critically Engaged Activist Research”</p>	
3/6	Doing a literature search and writing an annotated bibliography	<p><i>For guidance on writing an annotated bibliography, <a href="#">click here</a>.</i></p>	Meet in Hamilton library
3/8	Writing a proposal	<p><u>In IRM</u>: Ch 10, “Building partnerships”</p> <p>Handout on “Writing a Research Prospectus”</p>	
3/13	Preliminary research proposal presentations		<b>Group presentations</b>

3/15	Preliminary research proposal presentations		<b>Group presentations</b>
3/20	Interviewing	<u>In <i>IRM</i></u> : Ch 7, “Decolonizing the Interview Method”	Bring interview guide with you to class. We will be practicing interviews in class.
3/22	Observation and writing field notes	<u>On <i>Laulima</i></u> : “In the Field” and “Writing Up Fieldnotes I” from <i>Writing Ethnographic Field Notes</i>	Practice writing field notes
3/26–30		SPRING BREAK!	
4/3	Crafting an argument	<u>In <i>The Craft</i></u> : p. 103-127	<b>In-Class exercise:</b> Stating and refining your argument
4/5	Compiling the evidentiary basis for your argument	<u>In <i>The Craft</i></u> : p.130-169	
4/10	Writing up your research	<u>In <i>The Craft</i></u> : p.171-200	
4/12		<u>In <i>Native Men Remade</i></u> : Ch. “Pu’ukoholā: At the Mound of the Whale”	<b>In-Class exercise:</b>
4/17		<u>In <i>Native Men Remade</i></u> : Ch “Narrating Kānaka: Talk Story, Place and Identity”	
4/19		<u>On <i>Laulima</i></u> : Preface, Ch 1 & 2 from <i>Like a Hurricane</i>	
4/24	Group research presentations		<b>Group presentations</b>
4/26	Group research presentations		<b>Group presentations</b>
5/1 Last Day	De-brief and future visions		<b>Final Products due in class</b> No late submissions or make-up assignments will be accepted after this date.