

POLS 390 Political Inquiry & Analysis
2014 Summer II (July 7 – August 14)

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 Class Hours: MTWRF 09:00 – 10:15am

Class Room: BUSAD D301
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 Office hours: TBA

What is a rebel? A man who says no – Albert Camus

Course Description

Methodology is the study and logic of research methods. This is a hands-on course designed to engage students in key process of ‘doing’ research in the context of political science and beyond. You will learn how to do research by actually conducting a manageable research project of your inquiry. You will eventually grasp what the UHM Department of Political Science describes of this course: *“Introductory survey and analysis of methods used in empirical research, policy analysis, and social criticism.”**

After the introductory week, a variety of basic methods commonly used in social sciences and policy analysis will be introduced in a practical manner. The primary focus of this course is in ‘qualitative’ approach, including semi-structured interviewing, ethnography and oral history, as well as case studies and mixed/multiple methods. You will also have the opportunity to familiarize yourself with basic concepts of ‘quantitative’ approach because, in the real world, statistics is everywhere in our daily lives (whether you like it or not). We will then spend one full week conducting content analysis of your own data. Content analysis is one of the very few research methods that can be employed qualitatively and quantitatively, opening up a wide array of methodological possibilities (*Hesse-Biber & Leavy, 2005). Steps to utilize content analysis can offer you the opportunity to think methodologically. Key concepts, theories and perspectives from critical standpoints will be incorporated in every aspect of inquiry.

Time given to the summer course is limited to complete any research project. Yet, throughout the course, we will take full advantage of the small class size of summer session. Students and the instructor will closely work individually and collectively in each step of the process of your data collection and analysis. In the first half of the course, you will make different kinds of practical assignments. The second half of the course will be used for analyzing your data and crafting a draft. We will also have a couple of guest speakers from different methodological fields. Some video clips will also be shared to help you think politically as a citizen of the world at large. At the end of this class, all students will produce an efficient research paper. Economy of writing is crucial for your career and future studies.

*<http://www.politicalscience.hawaii.edu/courses/list.html>

**Hesse-Biber, S. & Leavy, P. (2005). *The Practice of Qualitative Research*. Thousand Oaks, CA: Sage Publications.

Course Requirement

You are expected to complete assigned readings so that you can fully participate in class discussion and activities. In addition to assigned readings, you will ground your thinking for a research topic, and complete related mini-assignments on time. You will also create a simple survey questionnaire and conduct interviews into experimental and achievable research projects of your own (with the assistance of the instructor). You will then write a two-page proposal of your project. You will also serve as peer reviewers of your peer groups' proposals to help them in clarifying and shaping their questions and thoughts. Peer groups will be assigned by instructor. During the process of analysis, you are required to actively participate in analyzing your peer groups' data to enhance reliability. Finally, you will compile your data and analysis into a research paper that demonstrates your understandings of methodology, and give a presentation of your project. Note that, given the intensive nature of the summer course, missing class means missing the tips and detailed information for each assignment you would like to know, as well as missing the in-class activities that could affect other students. This is the reason that the class attendance is mandatory in this course as written in *Course Policies below*.

Course Policies

Due to the summer course schedule, we will most unlikely find a way to make up class time. Therefore, class attendance is **mandatory** for this course. If there are unforeseen emergency events and you are not able to attend class, it is important that you contact me. Missing a class without notice will result in an automatic deduction of 5 points (with prior notice, a deduction of 2 points) from your attendance points of 20. This means if you miss 4 classes without notice, you will earn a "0" for your attendance points. No late papers are accepted except in an indisputable emergency case.

Student Learning Objectives

You will learn the following in this course.

1. Formulate research question, collect data (to answer your questions), code (if needed), analyze the collected data, and compile them into a research paper
2. Understand the current worldview and justification of 'quantitative' and 'qualitative' approach
3. Identify the strengths and weaknesses of various methodological approaches
4. Understand the importance of choosing the appropriate methods in order to produce results that meet accepted standards in academia
5. Apply knowledge and skills you learned in this class into actual practice or career and future studies as tools
6. Most importantly, you will find that research is actually interesting!

Diversity

Methodological issues and problems pertaining to the study of different ethnocultural and diverse populations that includes immigrants, indigenous people, women and the have-nots will be incorporated throughout the sessions. The instructor treat these elements, which are particularly relevant in Hawai'i, seriously.

UH Student Conduct Code

The University of Hawai`i explicitly prohibits cheating or plagiarism (Acts of dishonesty) of any kind in the academic environment. Any student determined to be in violation of the code below will receive an automatic “F” in this course. Detailed will be discussed in Week 1.

Disability Access

University of Hawai`i KOKUA program is available for students with disability. Call 956-7511 if needed.

Texts

Required textbook (will be available at the UHM bookstore).

Rozakis, L. (2007). *Writing great research papers*. (2nd ed.). New York, NY: McGraw-Hill.

- All other reading materials will be provided on Laulima, or handed in class.

Course Assignments

Type of Assignment	%	Deadline	Note
Attendance (see <i>Course Policies</i> on p. 2)	20	n/a	mandatory
Experiment I: Creating a questionnaire (draft & final)	10	7/10 & 7/14	
Experiment II: Conducting interviews	10	by 7/28	
A two-page proposal of your research project (draft & final)	10	7/14 & 7/21	
Peer group’s review of your proposals	10	7/23	in-class
Participation in your peer group’s data analysis	10	7/29 – 8/1	in-class
Research paper (draft & final)	25	8/6 & 8/14	
Presentation	5	8/14	
Total	100		

Note: As you may notice above, the key focus of this class is learning by doing. It is critical to go through each process first-hand to grasp what methods really mean. Thus, the amount of readings will be reduced in the last half of the course as we will shift to ‘doing’ analysis and drafting in-class. When you actively engage in each process, your draft will likely follow, which means you will most likely earn full points by participating in each process. Learning “process” and recording the process is critical aspects of methodology. Details on each assignment is provided on time and as needed during class hours. Grading will be based strictly on your serious engagement in all of these processes above.

Class Schedule and Readings

WEEK 1 (July 7 – 11): What is Research? What is Methodology?

- Power of wonder
- Quantitative vs. Qualitative debate – different position or worldview?
- Protection of Human Subjects – discussion of IRB (UH Committee on Human Studies)
- Designing a research project
- Univariate/bivariate/multivariate analysis

Readings

- Agresti, A. & Finlay, B. (1999). Sampling and measurement (pp.12-29); Descriptive statistics (pp. 35-67); Comparison of two groups (excerpts). In *Statistical methods for the social sciences*. Upper Saddle River, NJ: Prentice Hall.
- Asberg, R., Hummerdal, D. & Dekker, S. (2011). There are no qualitative methods – nor quantitative for that matter: the misleading rhetoric of the qualitative-quantitative argument. *Theoretical Issues in Ergonomics Science*, 12(5), 408-415.
- Chenoweth, E. & Stephan, M. (2011). *Why civil resistance works. The strategic logic of nonviolent conflict*. New York, NY: Columbia University Press. (excerpts).
- Ellsberg, D. (2002). *Secrets: A memoir of Vietnam and the pentagon papers*. New York, NY: Penguin Books. (excerpts).
- Gelo, O., Braakmann, D., & Benetka, G. (2008). Quantitative and qualitative research: Beyond the debate. *Integrative Psychological and Behavioral Science*, 42, 266-290.
- Rozakis, L.** (2007). *Writing great research papers*. Part I. Getting started. (pp. 1-34).

mini-assignments

- Ground your thinking for a research topic from Day 1 (email me whenever you need help on it)
- Email your tentative topic to the instructor by 7/9 (TR)
- Academic honesty: go to “Student conduct code” at <http://www.hawaii.edu/apis/ep/e7/e7208.pdf>

Assignment

- Experiment I: Creating a simple questionnaire with consultation with the instructor (details and sample forms will be provided in class)
 - First draft **DUE: July 10 (TR)** → I will return the draft to you next day (7/11) with comments
 - Revised draft **DUE: July 14 (M)**

WEEK 2 (July 14 – 18): Challenging the Dominant Discourse

- Making different assumptions about the world
- Discussion on basic techniques upon interviewing people
- Discussion on mixed/multiple methods
- Some discussion on literature review

Readings

- Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative Research*, 6(1), 97-113.
- Enloe, C. (1993). Feminism, nationalism, and militarism after the Cold War. In *The morning after. Sexual politics at the end of the Cold War*. Berkeley and Los Angeles, CA: University of California Press. (pp. 228-251).
- Enloe, C. (2007). Crafting a global “feminist curiosity” to make sense of globalized militarism: tallying impacts, exposing causes (pp. 1-18); Demilitarising a society in a globalized world: or, do you wear “camo”? (excerpts). In *Globalization & militarism: feminists make the link*. Lanham, MD: Rowman & Littlefield Publications, Inc.
- Hesse-Biber, S. & Leavy, P. (2007). Feminist empiricism: Challenging gender bias and “setting the record straight.” In *Feminist research practice*. New York: Oxford University Press. (excerpts).
- Kelle, U. (2006). Combining qualitative and quantitative methods in research practice: purposes and advantages. *Qualitative Research in Psychology*, 3(4), 293-311.
- Kvale, S. & Brinkman, S. (2009). Introduction to interview research. In *Interviews: Learning the craft of qualitative research*. Thousand Oaks, CA: Sage Publications. (pp.1-22).
- Tickner, A. (1997). You just don’t understand: Troubled engagement between feminists and IR theorists. *International Studies Quarterly*, 41, 4, 611-632.
- Tickner, A. (2005). What is your research program? Some feminist answers to international relations methodological questions. *International Studies Quarterly*, 49, 1-21.

mini-assignment

- In-class ‘mock’ interviews

Assignments

- Tentative proposal of your research project (1page: what you will study, how and why)
DUE: July 14 (M) → submit along with your final survey questionnaire
- Experiment II: Interviewing → upon approval of the instructor, you can start “semi-structured” interviewing (with your questionnaire in hand. At least 3 interviewees, but no more than 5)
DUE: July 28 (M) → all the interviews must be finished by this date, meaning, you need to plan ahead of the time for scheduling with your interviewees

WEEK 3 (July 21 – 25): Ethnography, Oral History, Case Studies and Historical Analysis

Final goal of the ethnography is to grasp the native’s point of view, his relation to life, to realize his vision of his world. (Malinowski, 1922)

Readings

- Ash, T. (2009). A century of civil resistance: some lessons to learn and questions. In Roberts, A. & Ash,

- T. (Eds.). *Civil resistance & power politics. The Experience of non-violent action from Gandhi to the present*. New York, NY: Oxford University Press. (pp. 371-390).
- Chenoweth, E. & Stephan, M. (2011). Case studies. In *Why civil resistance works. The strategic logic of Nonviolent conflict*. (excerpts).
- Ellsberg, D. (2002). *Secrets: A memoir of Vietnam and the Pentagon Papers* (excerpts).
- Ferguson, James (1994). Bovine mystique. In *The Anti-Politics Machine: "Development," depoliticization, and bureaucratic power in Lesotho*. Minneapolis, MN: University of Minnesota Press
- Rozakis, L.** (2007). Part II. Doing research. (pp.69-91).
- Skocpol, T. (2003). Doubly engaged social science. The promise of comparative historical analysis. In Mahoney, J. & Rueschemeyer, D. (Eds.), *Comparative historical analysis in the social sciences*. Cambridge University Press. (pp.407-428).
- Scott, J. (1990). Behind the official story. In *Domination and the arts of resistance. Hidden transcripts*. New Haven, CT: Yale University Press. (pp. 1-16).
- Yin, K. (2003). *Case study research. Design and methods*. Thousand Oaks, CA: Sage Publications. (excerpts).

Assignments

- Submit your revised proposal (2 pages) that includes some literature review
DUE: 7/21 (M)
- Peer review of your proposal
In-Class: 7/23 (W) → attendance is REQUIRED (you will earn "0" if you miss the day)

WEEK 4 (July 28 – August 1): Content Analysis (bring your laptop!)

- Introduction to content analysis
- Systematic data analysis
- Start analyzing your data in class
- Discuss on literature review

Readings

- Hart, C. (1998). *Doing literature review. Releasing the social science imagination*. Thousand Oak, CA: Sage Publications. (excerpts).
- Hesse-Biber, S. & Leavy, P. (2005). Content analysis and unobtrusive methods. In *Practice of qualitative research*. New York: Oxford University Press. (pp. 193-226).
- Silverman & Marvasti, Ch 11. Beginning data analysis (excerpts). In *Doing qualitative research. A comprehensive guide*. Thousand Oaks, CA: Sage Publications.

Assignments

- Participation in your peer group's data analysis
In-Class: 7/29 – 8/1 → attendance is REQUIRED (you will earn "0" if you miss any day)

WEEK 5 (August 4 – August 8): In-class Writing Workshop I (bring your laptop!)

- More discussion on literature review
- Crafting a draft: organization, style, and basic structure for a research paper
- Economy of expression (eliminate jargon, wordiness and redundancy)
- How to create and utilize Tables and Figures
- The importance of citation and bibliography

Readings

American Psychological Association. (2001). Expressing ideas and reducing bias in language (excerpts).
Booth, W., Colomb, G., & Williams, J. (1995). *The craft of research*. Chicago & London: University of Chicago Press. (excerpts).
Hart, C. (1998). *Doing literature review* (excerpts).
Rozakis, L. (2007). Part III. Drafting. (pp.93-152).

Assignments

- Research paper draft
DUE: 8/6 (W)

WEEK 6 (August 11 – August 14): In-class Writing Workshop II & Wrap-up (bring your laptop!)

- Consultation on each student's final draft
- Abstract & Summary

Readings

Bardach, E. (2005). Appendix C: Semantic tips. In *A practical guide for policy analysis: The eightfold path to more effective problem solving*. Washington, D.C.: A Division of Congressional Quarterly Inc.
Hesse-Biber, S. & Leavy, P. (2007). Putting it together: Feminist research praxis. In *Feminist research practice*. (pp. 329-349).
Rozakis, L. (2007). Part IV. Writing the final copy. (pp.153-167).

Assignments

- Student presentation
- Final research paper (10-15 pages, excluding the bibliography section).
DUE: 8/14 (TR) at the beginning of the class