

Research Methods in International Studies
INST 301
Colorado State University

Spring 2019

Clark A 007

MW 1:30-2:45pm

Dr. Allison C. White

Office Hours: Mondays 11:30am-12:30pm and Wednesdays 9:30-10:30am

Clark A 74

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I. Course Description

This course introduces students to the diverse palette of research methods used in International Studies. We will examine the building blocks of research design and then explore different methods that bring research to life, including interviews, ethnographic field research, surveys, and geographic methods. These methods will be showcased in course readings on a variety of international topics, such as the Russian mafia, FIFA soccer, human trafficking and contemporary slavery, and the Sinaloa drug cartel. Through a series of skills development modules accompanying each method, students will assemble a practical toolbox that can be leveraged throughout their time in college and after they graduate. A central objective of this course is to give students the conceptual and methodological tools that they need in order to understand research and conduct original, interdisciplinary, and multi-method research of their own.

II. Course Aims and Objectives

In this course you will:

1. learn about how to develop research topics and questions, and write a literature review
2. gain exposure to correlation, causality, and causal inference
3. acquire knowledge about research with human subjects and associated ethical guidelines
4. learn about a variety of methods used in interdisciplinary research, including ethnographic field research, interviews, surveys, and geographic methods
5. expand your repertoire of useful, real-world knowledge and skills

After successfully completing this course you will:

1. write with concision about topics related to research design and methods
2. communicate more effectively in a group setting

3. analyze research thoughtfully and rigorously

III. Course Requirements

Course Credits:

This is a 3-credit course.

Materials (Required):

- I. All course readings will be posted on Canvas.
- II. Top 5 CliftonStrengths Access Assessment. This is an online talent assessment tool that can help guide your decision making when you begin exploring potential career paths. You can also leverage your “strengths profile” in cover letters and job interviews. To complete your assessment, go to <http://www.strengthsquest.com> and click “purchase” at the top. You will be able to purchase an access code for the “Clifton Strengths for Students Top 5” assessment at a discounted rate of \$11.99 (normally \$19.99) with your .edu email address. Note that you must enter your .edu email address in the order to get this rate or the system will not reflect the discount in the final page of the checkout system. The assessment takes approximately 30-45 minutes to complete.

Class Format and Expectations:

This is not a class where you only come each day, listen, watch, and take notes! The primary method for learning about research methods will be by completing assigned readings before class, participating in class activities and discussions, and completing homework assignments. This course makes extensive use of small and large group activities and discussions to introduce ideas and content, as well as to deepen your understanding of material encountered in the reading. Your learning experience is thus dependent—to some extent—on your classmates and vice versa. Because of this, it is essential not only that you attend class each day and participate in the activities and discussions, but also that you show up prepared, having completed the homework and assigned reading. Completing the assigned reading before each Monday is essential for interesting and informed discussions. Expectations for work outside of class include reading course materials, taking notes on the reading, reviewing notes from class, writing assignments, and attending office hours. Learning about research methods requires active participation and questioning both in and out of the classroom. The professor will provide you with many opportunities to learn the material through class activities, readings, and homework assignments, but in the end, you will have to do all of the hard work of actually learning that material. The format of the course will include lectures, extensive discussions, and class activities. Questions and comments are welcomed during class. Discussions will be based around weekly topics and course readings. Films or video clips shown in class are an integral part of the course and will provide testable material.

Students are expected to behave professionally and to be respectful of differences in opinion and political perspectives among the class. In addition, students must consult and abide by the Colorado State University General Catalog Academic Integrity Policy and Student Conduct Code (discussed below).

Classroom Conduct:

Cell phones are to be silenced during class. Computer use is permitted only for note taking purposes. The professor reserves the right to limit or ban the use of laptops for individual students or the entire class if they become a distraction or are used inappropriately. Please do not come late to class, as it distracts your peers and the professor, and do not leave during class, unless it is an emergency. Also see Class Format above for guidelines on classroom conduct during lecture, discussions and class activities. The professor reserves the rights to adjust students' grades based on class participation and behavior, such as leaving during class without providing documentation of an emergency within 24 hours or acting in a way that impedes other students' learning, such as talking during lecture or videos. If you have any questions about what constitutes inappropriate classroom conduct, please ask the professor. Warnings will not be granted to students whose participation grades may be negatively affected by classroom conduct. You are welcome to come to office hours at any time during the semester to discuss your classroom conduct or participation.

Assignments and Evaluation:

Participation (15%)

Participation will be assessed based on students' contributions to various in-class activities, such as discussions and Skills Development Modules (see below). Class participation will be assessed solely on the quality and frequency of your contributions to in-class discussions and activities, i.e. *not* on attendance. However, attendance is clearly necessary to be able to contribute actively to class. Students who participate actively and constructively in class during (nearly) every class period will receive an A for course participation. This means that students engage with the course readings, push class discussions forward in relevant and interesting directions, and consider other students' thoughts and opinions fully and respectfully.

Keep in mind that students may also do poorly in the course participation component of the class if they do not regularly contribute, speak over other students (or the professor), talk among themselves during lectures or movies, dominate class discussions and activities in a way that does not allow other students to contribute, leave during class, use their cell phones or headphones during class, or use their laptops for purposes other than note-taking. Cell phones are to be silenced during class. Computer use is permitted only for note taking purposes. The professor reserves the right to limit or ban the use of laptops for individual students or the entire class if they become a distraction or are used inappropriately. Please do not come late to class, as it distracts your peers and the professor, and do not leave during class, unless it is an emergency. If you have any questions about what constitutes negative participation or inappropriate classroom conduct, please ask the professor. Notices or warnings will not be provided with regard to negative forms of participation or inappropriate classroom conduct.

Course participation will be assessed using the full point scale, from 0 to 100.

Each student is strongly encouraged to check in with the professor during office hours about his or her individual participation throughout the course of the semester.

Skills Development Modules cannot be made up due to absence. Please let the professor know in advance if you plan to be absent. If you must miss class due to an athletic competition or observance of religious holy days, notify the professor at least two weeks in advance so we can make the necessary arrangements. If you are suffering distress that interferes with your ability to attend class and complete your work, notify the professor immediately so that we can determine the best means of support for your wellbeing and your success in the course.

Skills Development Modules

Over the course of the semester, we will have a series of Skills Development Modules, which will allow you to learn and hone theoretical, methodological, and vocational skills through hands-on experience. For example, we will be dissecting causal arguments, practicing participant observation at a crowded location on campus, crafting survey questions, and designing posters at the end of the semester. Students are expected to participate actively and productively during these Modules, which count toward their participation grade.

We will meet in our usual classroom for our Skills Development Modules, except for the following dates:

- 1) Week 2: Library Research Tools: Wednesday, January 30, Meet in Library Room 175 (with Naomi Lederer, Librarian for the College of Liberal Arts)
- 2) Week 11: Geographical Methods: Wednesday, April 3, Meet in Library Room 175 (with personnel from CSU's Geospatial Centroid)
- 3) Week 14: Poster Development and Design: Wednesday, April 24, Meet in Library Room 175
- 4) Week 15: Poster Development and Design: Monday, April 29, Meet in Library Room 175

Discussion Leading (5%)

Each student will be expected to act as a discussion leader several times throughout the semester. Students acting as discussion leaders for the week must read the course materials carefully and help lead their classmates in small-group discussions about the readings during class. Discussion leaders should be prepared to discuss what each reading was about, the methods and approach used, the argument and main findings, and the strengths and weaknesses (theoretical and/or methodological). Discussion leaders will guide their classmates through discussion questions provided by the professor in class, i.e. leaders do not need to create their own discussion questions. Discussion leaders are also expected to participate actively in class during activities that are not focused on the course readings. Students will sign up for discussion leading at the beginning of the semester. The number of times that students will lead discussion will be determined by the total class enrollment divided by the number of weeks that are suitable for discussion. We will have discussion leaders for seven weeks during the semester—Weeks 2, 3, 4, 7, 8, 10 and 11.

Research Design (50%)

There will be one writing assignment for this course: a multi-part research design consisting of your chosen research topic, research question, literature review, argument, expectations, methods, potential findings and conclusion, and poster presentation that will be shared with the class in the final two weeks of the semester. If all the constituent parts were put together, the final research design would be 20 double-spaced pages in length, including citations, a bibliography, and any tables, figures, or other appendices. Instructions for each component of the research design will be distributed in class and posted on Canvas. Late papers will not be accepted except under the circumstances described in the Late Assignments section below. All papers must be emailed to me at allisonchristinewhite@gmail.com and submitted in hard copy form in class on the dates that they are due.

Part I: Research Topic and Question (5%): Wednesday, February 6

Part II: Literature Review, Argument, and Expectations (15%): Wednesday, March 13

Part III: Methods, Discussion, and Conclusion (15%): Wednesday, April 24

Part IV: Poster and Presentation (15%): Wednesday, May 1

Exams (30%)

There will be two in-class exams that cover material from both class and course readings. The exams will consist of multiple-choice and true-false questions.

Exam 1 (15%): Wednesday, February 27

Exam 2 (15%): Wednesday, April 10

There will be no exam during finals' week.

Grading Scheme:

This course will use plus/minus grading for all required assignments and the final grades according to the CSU grade scale below:

| | |
|--------|----|
| 93-100 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 70-76 | C |
| 60-69 | D |
| 0-59 | F |

In the intervals between grades, the final grades will be calculated according to the following rounding formula: .00-.49 will be rounded down and .50-.99 will be rounded up. For example, a

student with a 79.50 as a final grade would receive a B- but a student with a 79.49 as a final grade would receive a C+. Grades are non-negotiable.

Late Assignment and Make-Up Exam Policies:

Submission of written assignments is required by the due dates listed in the syllabus and assignment sheets. Students will not be permitted to submit late assignments except under the most extreme and dire circumstances preventing the student from submitting their assignment on time, such as a severe illness requiring hospitalization or a death in the family. Routine illness, attendance at weddings, family reunions, leaving for Spring Break early, or returning from Spring Break late do not constitute extreme or dire circumstances and extensions will not be granted.

All written assignments must be submitted in 1) hard copy (paper) form and 2) via email when class begins (1:30pm) on the date that the assignment is due or the assignment will receive a zero. Failure to submit written assignments in both forms (paper and email) by the time they are due will result in a zero for the assignment.

If the student believes that they are facing extreme or dire circumstances, the student must contact Student Case Management (SCM) about their situation and SCM will fully and comprehensively verify the situation. SCM will then send an email to the Professor regarding the results of their investigation. Please note that SCM does not provide “excused absences” for injury, illness, or other personal circumstances. However, in the event of extenuating circumstances, with verifiable documentation, students can request a notification to be sent to their instructors. The Professor reserves the right to not grant an extension, even with SCM’s involvement, if she believes the circumstances are not extreme or dire (see examples above).

Please note the assignment due dates above.

Attendance is required at regularly scheduled exams. There will be one make-up exam offered at the end of the semester. This exam will be cumulative. Students will be permitted to take this exam only under the most extreme and dire circumstances preventing the student from taking the regularly scheduled exam, such as a severe illness requiring hospitalization or a death in the family. Routine illness, attendance at weddings, family reunions, leaving for Spring Break early, or returning from Spring Break late do not constitute extreme or dire circumstances and extensions will not be granted.

Students will not be permitted to take the make-up exam without prior documentation and approval by the professor. The make-up exam is not an optional exam. For severe, non-routine illnesses and hospitalizations, written documentation from a doctor must be provided. A form letter from CSU Health Network or another doctor does not suffice to be granted an extension. Documentation will also be required for other non-health related circumstances. The Professor reserves the right to not grant an extension, even with SCM’s involvement, if she believes the circumstances are not extreme or dire (see examples above).

Students have one week to notify the professor following missing an exam. Notifications later than this will not be granted a make-up exam. Students may make up only one exam with no exceptions. Note that this means failure to take both exams results in a grade of zero for one of the missed exams.

Please note the date of the exams above.

Information regarding Student Case Management at Colorado State University can be found at: <http://www.studentcasemanagement.colostate.edu/>

Academic Integrity:

Colorado State University trusts students to be honest seekers of truth and knowledge. This trust is extended to all students by other students and by professors, and manifests in a variety of forms. Giving or receiving aid inappropriately on assignments and tests, or plagiarizing by using another person's words or ideas without credit (or self-plagiarizing), constitutes a serious breach of our trust in one another and in the integrity of the search for truth. This course will adhere to the Colorado State University General Catalog Academic Integrity Policy and Student Conduct Code.

Learning to think for yourself, assess information judiciously, and speak and write effectively in your own voice is at the heart of a college education and global citizenship. Treasure and cultivate these skills. Papers downloaded or copied from other sources, papers that contain words or ideas belonging to others have been deliberately misrepresented as your own, papers that contain self-plagiarized material, and other instances of cheating will be severely penalized.

Depending on the severity of the violation of academic integrity, the penalty will range from receiving a zero on the assignment to receiving a zero (F) in the course, as well as other possible disciplinary actions allowed under University rules. Violations will be treated seriously and ignorance of what constitutes an academic violation will not result in exoneration.

If you have questions about how to find, integrate, and properly cite sources, never hesitate to ask for help. Each student is individually responsible for understanding the University's policy on academic integrity. The University's policy on academic infractions can be found at:

http://www.ssw.chhs.colostate.edu/field/files/Field_Manuals/Policies/CSU_Policy_on_Academic_Dishonesty.pdf

<http://www.catalog.colostate.edu/Content/files/2012/FrontPDF/1.6POLICIES.pdf>

In short, seek and produce knowledge honestly.

Use of E-Mail for Correspondence to Students:

Email will be used as a method of correspondence during this course; therefore, you are responsible for reading your email for University and course-related information and announcements. You are responsible for keeping the University informed about changes to your email address. You must

check your e-mail daily to stay current with University- and course-related communications, some of which may be time-critical.

Use of Canvas in Class:

In this class, we will use Canvas (as well as email) to post the syllabus, additional readings, grades, and class announcements. Students are responsible for checking Canvas on a daily basis.

Disability Accommodation:

Students with a documented disability (e.g., physical, learning, psychiatric, visual, hearing, etc.) who need to arrange reasonable classroom accommodations must request accommodation memos from the Resources for Disabled Students office and contact their professors each semester. For greater success, students are strongly encouraged to visit the Resources for Disabled Students office within the first two weeks of each semester to begin the process. Please see the link below for more information about the accommodation process. Students will not be able to receive accommodation for a disability that is undocumented.

<http://rds.colostate.edu/accommodation-process>

Religious Holy Days:

Please notify the professor of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you miss a class or an examination in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence. To receive religious accommodation, you will need to fill out the form provided in the link below. The form will be sent to the Dean of Students, who will review the request and let the professor know if it is approved. Students who do not receive approval from the Dean of Students will not be allowed an accommodation.

<http://www.studentaffairs.colostate.edu/religious-holidays>

Useful Resources:

The Colorado State University Writing Center

The Colorado State University Writing Center is dedicated to providing CSU students with free advice and resources about writing. Students will meet one-on-one (or online) with trained consultants who will contribute feedback to writers at any stage of the writing process: brainstorming, drafting, researching, revising, and polishing. Consultants will begin with the writers' needs and concerns. Please go prepared with questions and specific concerns associated with your writing – have an idea of what you would like to focus on with writing that you bring in. They will use their knowledge and expertise to teach you how to recognize strengths and weakness so you may effectively improve your own work. To see the Writing Center's hours or to make an appointment, please visit:

<http://writingcenter.colostate.edu/>

Week 1 (January 23): What is Research and How Do We Do It?

* Galeotti, M. 2018. "Thief Life" and "Glossary of Commonly Used Terms) *The Vory: Russia's Super Mafia*. (New Haven: Yale University Press). 61-77 and 273-275.

* Extra Credit: Come to my office hours to introduce yourself (or stop by to say hello if I already know you)! Must be completed within the first three weeks of the semester. (1% added to final course grade)

Week 2 (January 28 and 30): Research Design: Research Questions and Literature Reviews

* Leavy, P. 2017. "Getting Started Designing a Project." *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. (New York: Guilford Press). 54-62 and 71.

* Galvan, J. 2016. "General Guidelines for Analyzing Literature." *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences* (Taylor & Francis Group). 1-15. *Skim*.

* Weitzer, R. 2015. "Human Trafficking and Contemporary Slavery." *Annual Review of Sociology*. Vol. 4. 223-242.

Week 3 (February 4 and 6): Research Design Part II: Causal Relationships and Hypotheses

Research Design Part I: Research Topics and Questions due on Wednesday, February 6

* Leavy, P. 2017. "Getting Started Designing a Project." *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. (New York: Guilford Press). 67-71.

* Kuper, S. and S. Syzmanski. 2018. "Need Not Apply: Does Soccer Discriminate Against Black People?" and "The Curse of Poverty: Why Poor Countries are Poor at Sports." *Soccernomics*. (New York: Nation Books). 121-137 and 325-345.

Week 4 (February 11 and 13): Research with Human Subjects

* Perry, G. 2013. "Introduction," "Going All the Way," and "The Ethical Controversy." *Behind the Shock Machine: The Untold Story of the Notorious Milgram Psychology Experiments* (New York: The New Press). 7-17, 39-64, and 228-237.

* Slater, L. 2004. "Lost in the Mall: The False Memory Experiment." *Opening Skinner's Box: Great Psychological Experiments of the Twentieth Century* (New York: W. W. Norton & Company, Inc.). 182-204.

Week 5 (February 18 and 20): Ethical Guidelines

* Cronin-Furman, K. and M. Lake. 2018. "Ethics Abroad: Fieldwork in Fragile and Violent Contexts." *PS: Political Science and Politics*. 1-8.

* Extra Credit: Collaborative Institutional Training Initiative (CITI Program). "Social/ Humanistic/ Behavioral Research – Basic Course." Online research ethics and compliance course. 3-4 hours to complete. Training valid for three years. Submit Completion Certificate by the last day of class. See the professor for more information. (1% added to final course grade)

Week 6 (February 25 and 27): Review and Exam

Exam 1 on Wednesday, February 27

Week 7 (March 4 and 6): Qualitative Methods: Ethnographic Field Research

* Campbell, H. 2008. "Female Drug Smugglers on the U.S.-Mexico Border: Gender, Crime, and Empowerment." *Anthropological Quarterly*. Vol. 81, No. 1. 233-267.

* Guzman, J. 2014. "Drug Traffickers with Lipstick: An Ethnographic Trip to Sinaloa." *The European Review of Organised Crime*. Vol. 1, No. 1. 108-121.

Week 8 (March 11 and 13): Qualitative Methods: Interviews

Research Design Part II: Literature Review, Argument, and Expectations due on Wednesday March 13

* Demick, B. 2010. "Author's Note", "Two Beer Bottles for Your IV," "The Good Die First," and "Sweet Disorder." *Nothing to Envy: Ordinary Lives in North Korea*. (New York: Spiegel & Grau Trade Paperbacks). Xi-xii, 103-116, 133-146, and 174-184.

Week 9 (March 18 and 20): Spring Break

Week 10 (March 25 and 27): Quantitative Methods: Surveys and More

* Fish, M. S. 2011. "How to Read the Tables in this Book," "Introduction" and "Social Capital and Tolerance." *Are Muslims Distinctive? A Look at the Evidence*. (New York: Oxford University Press). xi-xvi, 3-18, 69, and 85-108.

* Miguel, E., S. Saiegh, and S. Satyanath. 2011. "Civil War Exposure and Violence." *Economics & Politics*. Vol. 23, No. 1. 59-73.

Week 11 (April 1 and 3): Geographical Methods

* Marshall, T. 2015. "Introduction," "Africa," and "The Middle East." *Prisoners of Geography: Ten Maps that Explain Everything About the World* (New York: Scribner). 1-7, and 116-179.

* Nisbett, R. 2003. "'The Bad Seed' or 'The Other Boys Made Him Do It?'" Causal Attribution and Causal Modeling" *The Geography of Thought: How Asians and Westerners Think Differently...and Why* (New York: Free Press). 111-135.

Week 12 (April 8 and 10): Review and Exam

Exam 2 on Wednesday, April 10

Week 13 (April 15 and 17): Individual Development Plans and Internships

* Cressey, L., B. Helmer, and J. Steffensen (Eds). 2014. "Preparing for Your Career" and "Marketing Yourself." *Careers in International Affairs* (Ninth Edition) (Washington, D.C.: Georgetown University Press). 3-60.

* Top 5 CliftonStrengths Access Assessment. The assessment takes approximately 30-45 minutes. Please bring the following to class on Monday, April 15 after completing your assessment online: 1) your individual Strengths Insight Report, and 2) your Signature Themes Report. Please see instructions on page 2 (above).

Week 14 (April 22 and 24): Career Research and Poster Design

Research Design Part III: Methods, Discussion, and Conclusion due on Wednesday, April 24

* Kopp, H. W., and J. K. Naland. 2017. "What is the Foreign Service?," "Form and Content," and "Getting In". *Career Diplomacy: Life and Work in the U.S. Foreign Service* (Third Edition) (Washington, D.C.: Georgetown University Press). 3-9, 73-119, and 165-184.

* Cressey, L., B. Helmer, and J. Steffensen (Eds). 2014. "Directory of Organizations." *Careers in International Affairs* (Ninth Edition) (Washington, D.C.: Georgetown University Press). 263-346.

Week 15 (April 29 and May 1): Poster Development and Presentations

Posters due on Wednesday, May 1

Week 16 (May 6 and 8): Poster Presentations

* Extra Credit: CITI Program Training Due –Submit Certificate of Completion by Tuesday, December 4