

COM527: Global Communication Research Methods
Spring Quarter 2015, MW 1:30-3:20
Department of Communication
University of Washington

Prof. N. Rivenburgh, 329 Communications Building, nkriv@u.washington.edu

COURSE GOALS. Research that deals with or compares data from different countries, cultures, or sub-cultures confronts a special set of methodological issues and potential pitfalls due to variability in language, culture, geo-political orientation and more. Students should come away from this course with a firm grasp of specific issues to consider when designing or assessing research where the researcher is of a different culture than the object(s) of study.

COURSE REQUIREMENTS. This class is primarily a workshop format where students use class time to tackle various design problems and exercises assigned by the instructor. Students are expected to complete all readings prior to the assigned date. While most in-class work will be in teams, solutions will be submitted as individual short papers throughout the quarter. The primary requirement for the class is a final project that presents a methods design proposal for research involving more than one cultural group. This project may be done individually or in a team.

COURSE READINGS

Readings Packet. Available at Ram's Copy, 4144 Univ. Ave., 206-632-6630

COURSE SCHEDULE

Mon March 30:

Overview of Course

Conducting International Research

Pearce and Narula, ch 1 (1990): Practical Problems and Research Methods. In U. Narula and W.B. Pearce, Cultures, Politics, and Research Programs: An International Assessment of Practical Problems in Field Research. Hillsdale, NJ, Lawrence Erlbaum.

Gurevitch, M. and Blumler, J. (1990). Comparative Research: The Extending Frontier, in Swanson and Nimmo (Eds.) New Directions in Political Communication. (305-325). Newbury Park, CA: Sage Pub.

Wed. April 1 and Mon. April 6:

Dimensions of Cultural Variability

Gudykunst, W. & Kim, Y. (1992) Message Decoding. In Communicating with Strangers. New York: McGraw Hill, 135-150.

Marin & Marin ch. 1: Hispanics: Who are they? In Marin, G. & Marin, B. (1991). Research with Hispanic Populations (1-17) Newbury Park, CA: Sage Publications

Stewart, E. and Bennett, M. (1991). Cultural Patterns of Perception and Thinking. American Cultural Patterns. Yarmouth, ME: Intercultural Press.

Figure1: Some Dimensions of Cultural Variability
Figure2: Dynamics of an Intercultural Encounter

Wed. April 8

Cultural Mindsets of the Researcher

Wiarda, H.J. (1985). The Ethnocentrism of the Social Sciences: Implications for Research and Policy. Ethnocentrism in Foreign Policy: Can We Understand the Third World?.

Burrowes, C.P. (1989). Measuring Freedom of Expression Cross-Culturally: Some Methodological and Conceptual Problems. Mass Comm Review, 16, 1/2, 38-51.

Kincaid, D.L. (1987). Communication East and West: Points of Departure, in Kincaid (Ed.) Communication Theory: Eastern and Western Perspectives. San Diego: Academic Press, Inc., 331-340.

Positioning

Geertz, C. (1983). From the Native's Point of View: On the Nature of Anthropological Understanding. Local Knowledge, 55-70.

England, K. (1994). Getting Personal: Reflexivity, Positionality, and Feminist Research. Professional Geographer, 46(1), 80-89.

Nagata, D., Suzuki, L. and Kohn-Wood, L. (2012). Qualitative Research with Ethnocultural Populations: Addressing the Unique Challenges of Relationship, Role, and Context. In D. Nagata, L. Kohn-Wood, L. Suzuki (Eds.) Qualitative Strategies for Ethnocultural Research (9-18). Washington, D.C.: APA.

Decentering as methodology

Rivenburgh, N.K. & Manusov, V. (2010). Decentering as a Research Design Strategy for International and Intercultural Research. Journal of International Communication, 16(1), 23-40.

Mon. April 13

Making meaningful comparisons

Johnson, J.D. and Tuttle, F. (1989). Problems in Intercultural Research. In W. Gudykunst and M. Asante (Eds.) Handbook of International and Intercultural Communication. Newbury Park: Sage, 461-483.

Hanitzsch, T. ((2008). Comparing Journalism across Cultural Boundaries. In M. Loffelholz & D. Weaver (Eds.) Global Journalism Research: Theories, Methods, Findings, Future. Malden, MA: Blackwell Pub., 93-105.

Chang, T-K with others (2001). Comparing Nations in Mass Communication Research, 1970-97. Gazette 63(5): 415-434.

Wed. April 15

Issues of equivalence

Van de Vijver, F. and Leung, K. (2011). Equivalence and Bias: A Review of Concepts, Models, and Data Analytic Procedures. In D. Matsumoto and F. Van de Vijver Cross-Cultural Research Methods in Psychology (17-45). Cambridge: Cambridge University Press.

Harzing, A. (2006). Response Styles in Cross-national Survey Research. International Journal of Cross Cultural Management (6)2: 243-266.

Ito, Y. & Kohei, S. (1990). Practical Research Problems in Field Research in Japan. In U. Narula & W.B. Pearce (Eds) Cultures, Politics, and Research Programs. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc. Pub., 89-121

Mon. April 20

Samples and classifications

Lonner, W.J. & Berry, J.W. (1986). Sampling and Surveying. In Lonner and Berry (Eds.) Field Methods in Cross Cultural Research. Beverly Hills: Sage Pub., 85-110.

Marin and Marin ch. 2: Issues in Identifying Hispanics

Murphy, P. (1999). Doing Audience Ethnography: A Narrative Account of Establishing Ethnographic Identity and Locating Interpretive Communities in Fieldwork. Qualitative Inquiry, 5(4), 479-504.

Wed. April 22

Instrument selection

Undisclosed author (2000). Abstract and excerpt from dissertation manuscript, "The Communication Role of Influentials in Promoting Condom Use in Rural Tswana Settings."

Marin and Marin, ch. 4: Development and Adaptation of Instruments

Harkness, J., Van de Vijver, F.J.R., & Johnson, T. (2003). Questionnaire Design in Comparative Research. In J. Harkness, F.J.R. Van de Vijver, & P.P. Mohler (Eds.) Cross-Cultural Survey Methods. Hoboken, NJ: John Wiley & Sons, 19-34.

Smith, T. (2003). Developing Comparable Questions in Cross-National Surveys. In J. Harkness, F.J.R. Van de Vijver, & P.P. Mohler (Eds.) Cross-Cultural Survey Methods. Hoboken, NJ: John Wiley & Sons, 69-92.

Mon. April 27

Creative approaches to data collection

Marshall, C. and Rossman, G. (1999). Chapter 4: Data Collection Methods. Designing Qualitative Research, 3rd Edition. Thousand Oaks, CA: Sage Pub.

Brewer, J. & Hunter, A. (1989). The Multimethod Approach and Its Promise. Multimethod Research: A Synthesis of Styles. Newbury Park: Sage Pub., 13-28.

Wed. April 29 and Mon. May 4

Data Collection: interacting with respondents

Wax, R. (1986). Gender and Age in Fieldwork and Fieldwork Education: Not Any Good Thing is Done by One Man Alone. In T. Whitehead and M. Conaway (Eds.) Self, Sex, and Gender in Cross-Cultural Fieldwork. Urbana: University of Illinois Press, pp. 129-150.

Slim, H. & Thompson, Paul (1995). Chapter 4: Ways of Listening. Listening for a Change: Oral Testimony and Community Development. Philadelphia: New Society Publishers, pp. 61-94.

Johnson, T.P. & Van de Vijver, F.J.R. (2003). Social Desirability in Cross-Cultural Research. In J. Harkness, F.J.R. Van de Vijver, & P.P. Mohler (Eds.) Cross-Cultural Survey Methods. Hoboken, NJ: John Wiley & Sons, pp. 295-204.

What Does it Take to be a Global Communicator?

General Guidelines for using Interpreters

Wed. May 6 and Mon. May 11

Observation techniques and records

Bochner, S. (1986). Observational Methods. In W. Lonner and J. Berry Field Methods in Cross-Cultural Research (165-201). Newbury Park, CA: Sage Pub.

Wed. May 13

Working with Translation

Chu, Godwin C. (1990). Survey Research in Developing Countries in Asia: Some Personal Experiences from 25 Years of Research. In U. Narula & W.B. Pearce (Eds.) Cultures, Politics, and Research Programs. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc. Pub., 151-160.

Marin and Marin, ch. 5: Translation of Data Collection Instruments.

Hambleton, R.K. and Zenisky, A.L (2011). Translating and Adapting Tests for Cross-Cultural Assessments. In. D. Matsumoto and F. Van de Vijver Cross-Cultural Research Methods in Psychology (46-74). Cambridge: Cambridge University Press.

Mon. May 18

Administration and Access

Marin and Marin, ch. 3: Enhancing Research Participation

Vivoni-Remus, C.A. et al (1990). Problems in Conducting Survey Research on the Effects of Television in Argentina: A Case Study. In U. Narula & W.B. Pearce (Eds) Cultures, Politics, and Research Programs. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc. Pub., 197-212.

Jacob, B. & Jacob, P. (1979). The Diplomacy of Cross-National Collaborative Research. In K. Kumar (Ed) Bond without Bondage: Explorations in Transcultural Interactions. Honolulu: Univ. of Hawaii Press, 85-101.

Wed. May 20 and Mon. May 25

NO CLASS MEETINGS ICA / Memorial Day

Boafo, S. T. K & Aryeetey, E. (1990). Practical Constraints in Social Field Research in Ghana. Ch 3 in U. Narula & W.B. Pearce (Eds.) Cultures, Politics, and Research Programs. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc. Pub.

Narula, U. (1990). Practical Constraints in Social Field Research in India. In U. Narula & W.B. Pearce (Eds) Cultures, Politics, and Research Programs. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc. Pub., 123-149.

Wed. May 27

Ethics

Mertens, D. (2012). Ethics and Social Justice in Ethnocultural Qualitative Research. In D. Nagata, L. Kohn-Wood, L. Suzuki (Eds.) Qualitative Strategies for Ethnocultural Research (61-85). Washington, D.C.: APA.

Mon. June 1

Budgets and Logistics

Sample Budget Categories

Wed. June 3

Data Analysis

Marin and Marin ch. 6: Potential Problems in Interpreting Data

➔ FINAL PROJECT DUE: Tuesday, June 9

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Global Communications Research Methods
Spring Quarter 2015
Final Project Description
DUE DATE: Tuesday, June 9

For this class you will develop the *methods section* of a research proposal describing a project where the cultural and language context is different from your own. We will assume that your proposal already has a comprehensive literature review, well grounded conceptual approach, and compelling reason why this research is so important. So, you may start the methods section with a reminder of the purpose and importance of this research and an introduction of your research questions or hypotheses. For the purposes of this class, the goals of this project are: 1) to demonstrate your understanding of the potential pitfalls and challenges of research design, administration, data collection, and data analysis related to international/intercultural projects, and 2) to identify ways to minimize them.

Your proposal audience is a peer group of international communications researchers reviewing your proposal for possible funding. Given a stack of equally compelling projects, they are looking for clues that your project has the highest likelihood of succeeding because of your knowledge of international research methods. While brevity is typically an asset in proposals, in this case you have a little more room to explain your methods approach and rationale. More specifically, your proposal should include:

- a statement of the purpose, central focus, and importance of this research;
- your research question(s) or hypotheses, along with the operationalization of key concepts and units of comparison in each target culture;
- a description and rationale of the specific method(s) chosen;
- a description and rationale for your sample;
- a description of the step-by-step plan for data collection;
- a sample instrument;
- a summary of special issues and concerns unique to the cultural contexts involved;
- a statement regarding anticipated results and the potential problems with their interpretation;
- a schedule (using specific dates) and proposed budget

You may do this project as an individual or team up with others in the class. *All projects must involve at least one culture/country where the primary language is not your own.* Individual projects may either be comparative in nature (e.g., set in two cultures, one of which may be U.S.-based) or entirely based in a cultural context different from your own. Teams must deal with more than one culture – at least the same number as team members.

Important: As part of your proposal development, you should speak with someone from the culture(s) of interest -- and preferably more than one person. This need not be a researcher or even someone familiar with communications study. Rather, the person (whether student, neighbor, or consulate staff person) might simply be able to offer some insights into working and communicating within that culture.