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JSIS 595 / LAW B 554 RESEARCH TUTORIAL

Autumn 2014-Spring 2015

T (Th) 10:30-12:20, Room 441 William H. Gates Hall

The directed Research Tutorial, open only to first-year doctoral students at the Jackson School of International Studies (JSIS), the School of Law, and the Near and Middle Eastern Studies (NMES) units at the University of Washington (UW), is spread over one full academic year. It is an intensive doctoral-level training approach that exposes students to the approaches, issues, controversies, concepts, and techniques in social science research methodology. The goal of the course is to help orient students to research design and methods issues that go on to inform and advance their own research agendas. This course is a major component of Ph.D. training for students to become informed consumers of knowledge and skilled producers of knowledge.

The class runs as a Research Tutorial through all three quarters, meeting as a group on Tuesdays which all students attend. For the class session, students will read all the required readings for the week. Typically, these are chapters from the required texts, but it may also be a set of articles. These will be discussed in class. Successful graduate seminars require active discussion of the materials, and students are expected to be fully prepared for course meetings. Through the readings, the objective is to familiarize students with the basics of research design and methods in their area of substantive interest – from conceptualization of the central question in the context of a field (“why does the question arise?” “What is the puzzle?”) to the logic of social scientific inquiry (“How can we best answer it?”).

Students are expected (a) to gain a working knowledge of a wide range of methodological approaches, issues, controversies, concepts, techniques, and trends in the social sciences; (b) to concretely think about using qualitative and/or quantitative approaches, concepts, and techniques, they deem appropriate in crafting their own research proposals; and (c) use the knowledge gained to present and/or reflect on their own research proposals at the end of the year.

With the exception of the Data Analysis Lab on some Thursdays in Quarter 2 which is mandatory for all students, the group tutorials, individual tutorials, and/or other forums on the remaining Thursdays are the responsibility of the participating home units, and left to their discretion in line with their own doctoral coursework. Students are therefore advised to check the policies and procedures of their home units for additional guidance on Research Tutorial Addendum, and consult with the Directors of their own Ph.D. Programs as necessary and appropriate to advancing their individual research agendas.

COURSE MATERIALS

The following required books are available for purchase at the University Bookstore, and are also available on reserve at Gallagher Library. Over the course of the academic year, students are expected to read substantial chunks of each of these books and are advised to get their own copies.

John Gerring. *Social Science Methodology: A Unified Framework*. New York, NY: Cambridge University Press, 2012.

Marc Trachtenberg. *The Craft of International History: A Guide to Method*. Princeton, NJ: Princeton University Press, 2006.

William Sewell. *Logics of History: Social Theory and Social Transformation*. Chicago, IL: University of Chicago Press, 2005 (optional).

Jack Levin, James Alan Fox, and David R. Forde. *Elementary Statistics in Social Research* (Twelfth Edition). Boston, MA: Pearson, 2014.

John Gerring. *Case Study Research: Principles and Practices*. New York, NY: Cambridge University Press, 2007.

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

Robert Philip Weber. *Basic Content Analysis (Second Edition)*. Newbury Park, CA: Sage Publications 1990.

The Research Tutorial also makes heavy use of the dedicated coursesite through the UW CATALYST system, called **Research Tutorial – MAIN**. Here students can find a range of useful information related to the mechanics of research proposals – i.e. where to begin, how to craft and write them, what to do about presentations etc. The information includes PDFs, documents, and URLs providing students with additional guides, readings, and samples.

Specific readings are marked with an * in the syllabus (in the column titled Proposal Mechanics Lab and/or Data Analysis Lab), and these are available online at Research Tutorial – MAIN. Students are strongly encouraged to use these supplemental readings as a departure point for familiarizing themselves with the approaches and structures of research proposals more generally in the social sciences. Taken together, they serve as models for students in the social sciences to set up, structure, and design the parameters of their own research proposals.

Students are advised that parts of the course outline may be subject to change over the course of the academic year in order to accommodate additional topics, guest lectures, etc.

COURSE GRADING AND POLICIES

The grades for students from each of the participating units are distributed over the three quarters as indicated below:

Grade Distribution by Quarter			
JSIS	Q1	Oral Participation	25%
		Final Exam	45%
		*The Bridge Lab	10%
		*Draft Dissertation Proposal – Research Design and Methods Section	20%
	Q2	Oral Participation	25%
		Final Exam	45%
		*The Bridge Lab	10%
		*Draft Dissertation Proposal – Research Design and Methods Section	20%
	Q3	Oral Participation	25%
		Final Exam	45%
		*The Bridge Lab	10%
		*Draft Dissertation Proposal – Research Design and Methods Section	20%
Law	Q1	Oral Participation	25%
		Final Exam	75%
	Q2	Oral Participation	25%
		Final Exam	75%
	Q3	Oral Participation	25%
		Final Exam	75%
NMES	Q1	Oral Participation	25%
		Final Exam	75%
	Q2	Oral Participation	25%
		Final Exam	75%
	Q3	Oral Participation	25%
		Final Exam	75%

On Oral Participation: There is a heavy focus on in-class discussion in the Research Tutorial. Students are expected to actively dissect and clarify the research method approaches, issues, controversies, concepts, and techniques they encounter, and to share their views with their peers as they relate to both their own and their peers' research ideas. As a focal point for class sessions in some quarters, individual students will be designated to serve as discussion organizers and leaders prior to the weekly meeting. **They should use summaries of the readings as a basis for organizing/leading the discussion, and bring hard copies for all participants on the day of the class.** Students should also be prepared to answer specific questions about the readings. The goal in the discussions is not only to learn to discern the use/limitations of appropriate methodologies but to also learn to use that knowledge to advance one's own research and provide feedback on others' research.

On the Final Exam: There will be final exams at the end of each quarter. Typically, these exams will consist of materials covered in the weekly readings and classes. The formats may vary but will consist, for example, of identification terms, essays, problems, hypothetical applications etc.

*The Bridge Lab and Draft Dissertation Proposal—Research Design and Methods section requirements: In line with timelines in the doctoral coursework in the Jackson School, these requirements are for **JSIS students only**. JSIS students are required also to follow the schedule and guidelines in JSIS 595 Research Tutorial – Addendum, set out at the end of this syllabus.

WEEKLY TOPICS AND READINGS

In terms of contents, the **first quarter** is focused largely on exposing students to basic approaches, issues, and controversies in social science research design and methods. The **second quarter** is focused largely on exposing students to quantitative concepts and techniques and their application. The **third quarter** is focused largely on exposing students to advanced qualitative techniques, with an emphasis on the specifics of case studies, interviewing, and content analysis.

Students are required to do all readings ahead of the class session. To get a better understanding of issues related to the design, construction, presentation, and funding of research proposals in the social sciences, all students are also encouraged to read articles identified in the Proposal Mechanics Lab or the Data Analysis Lab. Sample models of the latest scholarship from diverse disciplines may be added to illustrate specific approaches and techniques for some weeks, and these articles etc. will be available via **Research Tutorial – MAIN**. Students are advised that parts of the weekly topics and readings may be subject to change over the course of the academic year.

QUARTER 1 APPROACHES TO SOCIAL SCIENCE INQUIRY S. Pekkanen

Week 1 Introduction	Readings “Preface” in John Gerring. “Preface,” in Marc Trachtenberg. Orientation to the Research Tutorial, Q&A	Proposal Mechanics Lab* Session required of all students *Michael Watts, “The Holy Grail: In Pursuit of the Dissertation Proposal.” Understanding Parts of the Research Proposal
Week 2 The Nature of Scientific Inquiry	Readings “A Unified Framework,” in John Gerring. “The Theory of Historical Inquiry,” in Trachtenberg.	Proposal Mechanics Lab Group Tutorial – JSIS students only *University of Wisconsin-Madison, “Starting a Dissertation Project.” Guest Session (pending availability): Roundtable on process and progress from previous Research Tutorial students (sample proposals available by permission)
Week 3 Dependent Variable	Readings “Beginnings,” in John Gerring. “The Critical Analysis of Historical Text,” in Marc Trachtenberg.	Proposal Mechanics Lab Group Tutorial – JSIS students only *University of Washington-Seattle,

		“Ph.D. Dissertation Proposal Guidelines.” Guest Session (pending availability): Roundtable on process and progress from previous Research Tutorial students (sample proposals available by permission)
Week 4 Arguments & Hypotheses	Readings “Argument,” in John Gerring. “Diplomatic History and International Relations Theory,” in Marc Trachtenberg.	Proposal Mechanics lab Individual Tutorials – JSIS students only *Penn State, Program in Writing and Rhetoric, “Writing Thesis and Dissertation Proposals”
Week 5 Analyses	Readings “Analyses,” in John Gerring. “Writing it Up,” in Marc Trachtenberg.	Proposal Mechanics Lab Individual Tutorials – JSIS students only *Sample Proposals in the Social Sciences, Other Disciplines, and Previous Research Tutorial Students (by permission)
Week 6 From Concepts to Operationalization	Readings “Measurements,” in John Gerring. “Working with Documents,” in Marc Trachtenberg.	Proposal Mechanics Lab Group Tutorial – JSIS students only *University of California Berkley, Institute of International Studies (IIS), “Nuts & Bolts.”
Week 7 Causality I	Readings “Causal Arguments,” in John Gerring. “Developing an Interpretation Through Textual Analysis,” in Marc Trachtenberg.	Proposal Mechanics Lab Group Tutorial – JSIS students only *John Gerring et. al., “Good Advice on Social Science Writing.”
Week 8 Causality II	Readings “Causal Analyses,” in John Gerring. “Causal Strategies: <i>X</i> and <i>Y</i>,” in John Gerring	Proposal Mechanics Lab Individual Tutorials – JSIS students only *University of California Berkley, Institute of International Studies (IIS), “Style.”
Week 9 Triangulation	Readings “Unity and Plurality,” in John Gerring. “Starting a Project,” in Marc Trachtenberg.	Proposal Mechanics Lab Individual Tutorials – JSIS students only *Yale University, Graduate School

		Writing Center, “Dissertation Writing Process.”
Week 10	Discussion of Research Agendas & Proposals	

QUARTER 2

BASIC STATISTICS AND DATA ANALYSIS

N. Williams

Week 1 Data, measurement, and the nature of statistics	Readings Chapter 1 in Levin, Fox, and Ford (LFF) Reading on data, surveys, and measurement (TBD) Orientation to the Research Tutorial, Q&A	Proposal Mechanics Lab Individual Tutorials – JSIS students only
Week 2 Descriptive Statistics- Graphical Presentations of Data	Readings Chapter 2 LFF Additional reading (TBD)	Data Analysis Lab Session required of all students Some Thursday tutorial sessions will be hands on, working with example data in a computer lab.
Week 3 Descriptive Statistics- Numerical Presentations of Data	Readings Chapters 3 and 4 LFF Additional reading (TBD)	Proposal Mechanics Lab Individual Tutorials – JSIS students only
Week 4 Probability and the Normal Curve	Readings Chapter 5 LFF Additional reading (TBD)	Data Analysis Lab Session required of all students
Week 5 Sampling Distributions and Confidence Intervals	Readings Chapter 6 LFF Additional reading (TBD)	Proposal Mechanics Lab Individual Tutorials – JSIS students only
Week 6 Hypothesis Testing, Testing Sample Means	Readings Chapter 7 LFF Additional reading (TBD)	Data Analysis Lab Session required of all students
Week 7 Measuring Association- Correlation	Readings Chapter 10 LFF Additional reading (TBD)	Proposal Mechanics Lab Individual Tutorials – JSIS students only

Week 8	Readings	Data Analysis Lab
Measuring Association-Regression	Chapter 11 (pgs 400-417) LFF Additional reading (TBD)	Session required of all students
Week 9	Readings	Proposal Mechanics Lab
Measuring Association-Multiple and Logistic Regression	Chapter 11 (pgs 418-443) LFF Additional reading (TBD)	Individual Tutorials – JSIS students only
Week 10	Readings	Data Analysis Lab
Mixing and Integrating Quantitative and Qualitative Approaches	TBD	Session required of all students

QUARTER 3

QUALITATIVE CASE-BASED RESEARCH METHODS

S. Pfaff

Week 1	Readings	Proposal Mechanics Lab
Introduction to Case Studies	“The Conundrum of the Case Study,” in John Gerring. “What is a Case Study? The Problem of Definition,” in John Gerring. Orientation to the Research Tutorial, Q&A	Session required of all students *University of Washington, session on ethics and the practice of research, Human Subjects Division, http://www.washington.edu/research/hsd
Week 2	Readings	Proposal Mechanics Lab
Case Studies I	*“The Method of Structured, Focused Comparison,” in George and Bennett. *“Phase One: Designing Case Study Research,” in George and Bennett. *“Phase Two: Carrying Out the Case Studies,” in George and Bennett. Chapters from Alexander L. George and Andrew Bennett, <i>Case Studies and Theory Development in the Social Sciences</i> (Cambridge, MA: The MIT Press, 2005).	Individual Tutorials – JSIS students only *Adam Prezowski and Frank Salomon, “On the Art of Writing Proposals.”
Week 3	Readings	Proposal Mechanics Lab
Case Studies II	“What is a Case Study Good For? Case Study versus Large-N Cross-Case Analysis,” in John Gerring. “Preliminaries,” in John Gerring.	Individual Tutorials – JSIS students only *UNC-Chapel Hill, The Writing

		Center, “Grant Proposals (or Give me the Money!).”
Week 4 Case Studies III	Readings “Techniques for Choosing Cases,” in John Gerring. “Internal Validity: Process Tracing,” in John Gerring.	Proposal Mechanics Lab Individual Tutorials – JSIS students only *Yale University, Graduate School Writing Center, Kallestinova, “How to Write a Winning Abstract for Grant Applications.”
Week 5 Case Studies IV	Readings “Epilogue: Single-Outcome Studies,” in John Gerring.	Proposal Mechanics Lab Individual Tutorials – JSIS students only *Yale University, Graduate School Writing Center, Panter, “Writing a Grant Proposal.”
Week 6 Interviewing I	Readings “Just Talk to People?” Interviews in Contemporary Political Science,” Layna Mosely in Layna Mosley. “Aligning Sampling Strategies with Analytics Goals,” in Mosley.” Julia F. Lynch in Layna Mosley. “Crafting Interviews to Capture Cause and Effect,” Cathie Jo Martin in Layna Mosley.	Proposal Mechanics Lab Mock Presentations – JSIS students only *Levine, “Guide for Writing a Funding Proposal.”
Week 7 Interviewing II	Readings “Capturing Meaning and Confronting Measurement,” Mary Gallagher in Layna Mosley. “Using Proxy Interviewing to Address Sensitive Topics,” Melani Cammett in Layna Mosley. “How to Report Interview Data,” Erik Bleich and Robert Pekkanen in Layna Mosley.	Proposal Mechanics Lab Mock Presentations – JSIS students only *Robinson, “Techniques for Giving a Great Seminar [Presentation].”
Week 8 Content Analysis	Readings “Introduction,” in Robert Weber. “Content Classification and Interpretation,” in Robert Weber. “Techniques of Content Analysis,” in Robert Weber. “Issues in Content Analysis,” in Robert Weber.	Proposal Mechanics Lab Mock Presentations – JSIS students only *Raspe, “Theory and Design of Scientific Posters.” *Sample Poster Presentations in the Social Sciences
Weeks 9-10	JSIS Ph.D. students only: Prospectus Revisions & Tutorials with FAs and RT Instructors (as appropriate) in preparation for The Annual Jackson School Ph.D. Capstone Workshop (scheduled 8 June 2014). Final Draft Dissertation Prospectus (no more than 3500 words total, see Addendum below; both electronic and hard copy formats to point person) due 9:00 AM Monday of the last week of classes in the Spring Quarter.	

JSIS 595 A

RESEARCH TUTORIAL - ADDENDUM

FOR JACKSON SCHOOL PH.D. STUDENTS ONLY

A draft dissertation prospectus, as well as its public presentation at The Annual Jackson School Ph.D. Capstone Workshop, is required for all JSIS students by the end of their first year. The requirements of the Research Tutorial, in conjunction specifically with those of the Research Tutorial – Addendum that are spelled out below, are designed to make JSIS students take concrete steps toward these goals.

Students will begin with a simple statement of research and, over the course of three quarters, learn about and practice the mechanics of turning the intellectual agenda expressed in their statements into a polished research proposal. Such a proposal is a necessary foundation for successfully writing a dissertation in a timely manner, publishing in scholarly venues, presenting in professional forums, and also winning funding and/or fellowship competitions. JSIS students are expected to think about their own professional developments in all these directions from the start.

In order to craft such a proposal, students are required **to produce iterated drafts of the same** written work typically every two weeks in every quarter until the last and final quarter. Students build on (i) their prior graduate training, (ii) independent studies with their FAs or other JSIS Faculty who provide intellectual guidance, (iii) interactions with their peers in the class and The Bridge Lab, and (iv) group and individual sessions concentrating on research design and methods with the professors in the Research Tutorial in order to construct and improve a draft dissertation prospectus. As and when appropriate, the in-progress drafts will be circulated to their JSIS Ph.D. cohort, and become the basis for discussions related primarily to the mechanics of research design and methods in both the group and individual tutorial sessions in the Research Tutorial, as well as more substantive/methods sessions with their individual FAs. As appropriate also, the RT professors, the student, and the FAs will get together at least once every quarter to make sure everyone is on the same page.

The mechanics of the Research Tutorial – Addendum are designed to use group interactions and individual sessions to substantially advance JSIS doctoral students' dissertation proposals. For all incoming first-year Ph.D. students the course objective is to ensure that they understand and can use the key methodological approaches, issues, concepts, and techniques in the social sciences. Through the prism of their own research agenda, students are expected to assess the logic of social scientific inquiry and methods presented in the readings; from there, they are expected to use them, as appropriate, to conceptualize, design, and refine their written work by the end of the three quarters. For the purposes of grading in the Research Tutorial, the research proposal will be evaluated primarily on how clearly, concretely, and to what extent students reflect on, use, and apply etc. the fundamental research design and methods concepts, principles, and techniques learned in the Research Tutorial as well as the Research Tutorial – Addendum.

All JSIS Ph.D. students are strongly encouraged to use the group and individual tutorial sessions to actively discuss their thoughts/visions on how they want to shape the substantive, and particularly the methodological, contents, design, and directions of their own research agendas. All doctoral students are expected to be active shapers of the contents and design of their own research agendas, using the tutorial to move themselves toward the goal of completing as close to a formal and defensible research proposal as possible. They have prime responsibility for seeking out and consulting with their FAs/JSIS faculty members on the substantive portion of their research ideas. They should also actively reflect on and bring up any research design and methods issues related to their proposals and be prepared to read more extensively about methods/techniques more directly relevant to carrying out their own research.

SPECIFICS ON THE ELEMENTS OF THE RESEARCH PROPOSAL

In line with the general practices and samples posted in **Research Tutorial – MAIN**, students should strive to make each of the following elements progressively clearer in their own research proposals over the course of the academic year. That is, starting in Quarter 1, students should continue refining, integrating, and polishing the various elements below in ONE research proposal until the end of Quarter 3 when the FINAL version of that same research proposal is due.

The final draft dissertation prospectus will be circulated beyond the class members to all Jackson School faculty and graduate students, and will be presented and discussed at The Annual Jackson School Ph.D. Capstone Workshop. **The final version of the draft dissertation proposal due at the end of Quarter 3 has a maximum allowable final word count of 3500 words (excluding annotated bibliography).** This word length is in line with many grant application requirements at major funding agencies in the United States and abroad. The word length in the research proposal is therefore enforced strictly, and a word count is required at the end of each proposal. Fonts should be set at 12-points. All margins should be 1 inch.

Although the Research Tutorial professors will read the whole proposal at the end of each quarter, students are advised that the primary emphasis of the grade in the Research Tutorial class is on section 4 laid out below, which concentrates on the concreteness and sophistication of the research design and methods in the study overall.

REQUIRED ELEMENTS IN ALL RESEARCH PROPOSALS

(maximum allowable final word count: **3500 words**)

1. a title, title page, table of contents, and analytical abstract (150-200 words);
2. a clear and compelling central research question situated in a distinct body of scholarly work that shows both the intellectual background and the significance of the proposed research;
3. clear theoretical frameworks and hypotheses, as well as an argument that marks the scholarly and novel contribution to that distinct body of work;
4. a basic research design and methods approach in place that lays out the ways and means of carrying out the research, and gathering evidence and/or information in the real world; (approx. **1000 words** for grade in Research Tutorial)
5. a concluding section that teases out the implications, suggestions, consequences etc. for the distinct body of scholarly work and/or the real world;
6. a fully developed and (annotated) bibliography (not included in word count);
7. Circulation and presentation of the research proposal at The Annual Jackson School Ph.D. Capstone Workshop

GENERAL GUIDELINES FOR WRITING DRAFT DISSERTATION PROSPECTUS

There are many points of departure and many ways to construct a prospectus. The following represent some guidelines for building on and continuously improving your prospectus in a concrete manner. Please remember that the writing process is always iterative and does not necessarily proceed in a straight linear fashion! But it helps to start early, to keep writing and, most important, to persevere in rewriting all the way through. The final draft prospectus is due near the end of Quarter 3. The maximum word limit for the final version of the draft dissertation prospectus is 3500 words, excluding annotated bibliography.

Week 1	Statement of research interests, and potential research question(s); begin weekly single entry for annotated bibliography in relevant scholarly substantive literature in consultation with FA
Week 2	Description and statement of academic literature with which the student wishes to engage; begin identification of driving question; motivation and situation of proposed research; weekly single entry for annotated bibliography
Week 3	Integration and refinement of work from previous weeks; attention to preliminary outline of Table of Contents; attention to driving question; attention to explanations and arguments; continued consideration of relevant literatures; consideration of appropriate research design and methods; weekly single entry for annotated bibliography
Week 4	Integration and refinement of work from previous weeks; continued adjustment of Table of Contents; continued specification of driving question, analytical focus and explanations; continued consideration of relevant literatures; consideration of argument; continued consideration of appropriate research design and methods; single entry for annotated bibliography
Week 5	Integration and refinement of work from previous weeks; continued adjustment of Table of Contents; continued specification of analytical focus; continued consideration of relevant literatures; continued attention to explanations and hypotheses; continued consideration of argument; continued consideration of appropriate research design and methods; continued consideration of strengths and weaknesses; single entry for annotated bibliography
Weeks 6-30	As above, and as appropriate, but increasing gradually toward a maximum word count of 3500.