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University of Washington, Seattle

JSIS 595 / LAW B 554 RESEARCH TUTORIAL

Autumn 2015-Spring 2016

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

The 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.

All students are expected to attend all sessions on Tuesdays. Attendance by students in the Thursday sessions is left to the discretion of participating units in line with their own doctoral coursework. Jackson School doctoral students are required to attend all sessions on Thursdays as well. Students from other units should check in with the directors of their home programs about Thursday attendance policies. Students should also note that some Thursday class sessions are required for everyone, including the Data Analysis Labs in Quarter 3.

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 MATERIALS

There is a dedicated course site through the UW CATALYST system, called **Research Tutorial – MAIN**. Its contents are available to all registered students for the class. Readings marked with an * in the syllabus are available through this site. Students are strongly encouraged to use the supplemental readings to familiarize 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.

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.

Quarter 1: APPROACHES TO SOCIAL SCIENCE INQUIRY

- John Gerring. *Social Science Methodology: A Unified Framework*. New York, NY: Cambridge University Press, 2012.
- Donatella Della Porta and Michael Keating, eds. *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective*. New York, NY: Cambridge University Press, 2008.
- Charles C. Ragin and Lisa M. Amoroso. *Constructing Social Research: The Unity and Diversity of Method* (2nd Edition). Los Angeles: Sage/Pine Forge, 2011 (optional for background purposes).

Quarter 2: QUALITATIVE CASE-BASED RESEARCH METHODS

- John Gerring. *Case Study Research: Principles and Practices*. New York, NY: Cambridge University Press, 2007.
- Henry Brady and David Collier. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Maryland: Rowman & Littlefield Publishers, 2010.
- Daniel Ziblatt. *Structuring the State: The Formation of Italy and Germany and the Puzzle of Federalism*. Princeton, NJ: Princeton University Press, 2008.

Quarter 3: BASIC STATISTICS AND DATA ANALYSIS

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

COURSE GRADING

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 15%
		Final Exam 45%
		*The Bridge Lab 10%
		Individual tutorials 10%
		*Draft Dissertation Proposal – Research Design and Methods Section 20%
	Q2	Oral Participation 15%
		Three short papers 45%
		*The Bridge Lab 10%
		Individual tutorials 10%
		*Draft Dissertation Proposal – Research Design and Methods Section 20%
	Q3	Oral Participation 15%
		Exams 45%
		*The Bridge Lab 10%
		Individual tutorials 10%
		*Draft Dissertation Proposal – Research Design and Methods Section 20%
Law/NMES	Q1	Oral Participation 15%
		Final Exam 85%
	Q2	Oral Participation 15%
		Three Short Papers 85%
	Q3	Oral Participation 15%
		Exams 85%

COURSE POLICIES & REQUIREMENTS

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.

Exams and Papers: In quarter 1, there will be a final exam. In quarter 2 there will be three short critical papers. In quarter 3, there will be three exams throughout the quarter. Typically, the 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, hypothetical applications, solving problems, etc. A final exam schedule is available on CATALYST. Short critical papers are analytical reflections on course readings with applications to research issues.

*The QUAL sessions, and Grant Writing sessions: In line with the accelerated timelines in the doctoral coursework in the Jackson School, these sessions are required for JSIS students. All other students are strongly encouraged to attend, and should check their home department's policies. The QUAL sessions are open to students from the wider UW community.

*The Bridge Lab, QUAL sessions, Grant Writing sessions, Individual tutorials, and Draft Dissertation Proposals: In line with the accelerated 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.

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 advanced qualitative techniques, with an emphasis on the specifics of case studies, interviewing, and content analysis. The **third quarter** is focused largely on exposing students to quantitative concepts and techniques and their application.

For the QUAL sessions, as indicated in detail below and in the quarterly schedule, the general focus of the **first quarter** is largely on using qualitative software (ATLAS.ti) to build a research question. The **second quarter** focuses on hands-on applied case study examples.

Autumn 2015 Workshop Tutorials: Building a Research Question	Winter 2016 Workshop Tutorials: Applied Case Study Examples in ATLAS.ti
<i>Throughout this four-session tutorial, basic and advanced features of the ATLAS.ti software will be used to collect, code and analyze both theories and preliminary supporting data. Theories and data will inform each other to arrive at a research puzzle that can become part of a research proposal. The instructor will provide a sample project qualitative dataset for the workshop tutorials. JSIS Ph.D. students will be required to work on their own research question in parallel, in between the tutorial sessions.</i>	<i>In this series of workshop tutorials Ph.D. students will volunteer to present either their theory and preliminary evidence project from autumn quarter, or – if they are using a qualitative research method for their dissertation – to share their analysis of data beyond the research question exercise. The goal will be to demonstrate how to use QDA software for specific practical aspects of research design and data analysis.</i>

QUARTER 1, AUTUMN 2015
APPROACHES TO SOCIAL SCIENCE INQUIRY
S. Pekkanen

M	TU	W	TH	F
		9/30 First Day of Classes	10/1 Introduction to RT, Q&A Walking Through a Proposal *Michael Watts, "The Holy Grail: In Pursuit of the Dissertation Proposal." *sample proposals	10/2
10/5	10/6 Introduction "Preface" in John Gerring. "Introduction," by Donatella Della Porta and Michael Keating in Donatella Della Porta and Michael Keating.	10/7	10/8 Grant Writing Session 1: The Art of Writing Proposals for Funding *Introduction to graduate and postdoctoral funding (https://grad.ucla.edu/funding/) *Adam Prezworski and Frank Salomon, "On the Art of Writing Proposals." *UNC-Chapel Hill, The Writing Center, "Grant Proposals (or Give me the Money!)." *Sample proposals in the social sciences, and other disciplines, RT Students (by permission)	10/9
10/12	10/13 The Nature of Scientific Inquiry "A Unified Framework," in John Gerring. "How Many Approaches in the Social Sciences? An Epistemological Introduction," by Donatella della Porta and Michael Keating in Donatella della Porta and Michael Keating.	10/14	10/15 QUAL Session 1: Introduction to QDA Software (CSSCR Classroom Lab, Savery 121) *Valentina Petrova, "Intro to ATLAS.ti: Qualitative Data Analysis Software," Center for Social Science Computation and Research (CSSCR), University of Washington, June 2014. - Susanne Frieze, "Introduction," <i>Qualitative Data Analysis with ATLAS.ti</i>, 2012.	10/16
10/19	10/20 Dependent Variable "Beginnings," in John Gerring. "The Design of Social and Political Research," by Philippe Schmitter in Donatella della Porta and Michael Keating.	10/21	10/22 Individual Tutorials – JSIS students only *John Gerring et. al., "Good Advice on Social Science Writing."	10/23
10/26	10/27 Arguments & Hypotheses "Argument," in John Gerring. "Historical Institutionalism," by Sven Steinmo in Donatella della Porta and Michael Keating.	10/28	10/29 QUAL Session 2: Collecting and Analyzing Theories, Claims, and Hypotheses (CSSCR Classroom Lab, Savery 121) *University of Wisconsin-Madison, "Starting a Dissertation Project." - Steve Wright, "Literature Reviews on the Move: Using the ATLAS.ti App to Support and Enhance Your Literature Reviews," <i>The ATLAS.ti Research Blog</i>, 2014	10/30

11/2	11/3 Analyses • “Analyses,” in John Gerring. • “Comparative Analysis: Case-Oriented versus Variable-Oriented Research,” by Donatella della Porta Keating in Donatella della Porta and Michael Keating.	11/4	11/5 Individual Tutorials – JSIS students only • *University of Washington-Seattle, “Ph.D. Dissertation Proposal Guidelines.”	11/6
11/9	11/10 From Concepts to Operationalization • “Measurements,” in John Gerring. • “Concepts and Concept Formation,” by Peter Mair in Donatella della Porta and Michael Keating.	11/11 Veterans Day Holiday	11/12 QUAL Session 3: Collecting and Analyzing Evidence (CSSCR Classroom Lab, Savery 121) • *Hsiu-Fang Hsieh and Sarah E. Shannon, “Three Approaches to Qualitative Content Analysis,” <i>Qualitative Health Research</i> 15(9), November 2005, 1277-1288. • Susanne Frieze, “The NCT Model of Qualitative Data Analysis,” <i>Qualitative Data Analysis with ATLAS.ti</i>, 2012 (chapter 5 excerpt). • Susanne Frieze, “The Method of Computer-Assisted NCT Analysis,” <i>Qualitative Data Analysis with ATLAS.ti</i>, 2012 (Chapter 8 excerpt)	11/13
11/16	11/17 Causality I • “Causal Arguments,” in John Gerring. • “Causal Explanation,” by Adrienne Heritier in Donatella della Porta and Michael Keating.	11/18	11/19 Grant Writing Session 2: The Mechanics of Writing Proposals for Funding • *Walking through JSIS preliminary proposals (1 page circulation and discussion) • *University of California Berkley, Institute of International Studies (IIS), “Nuts & Bolts” and also “Sample Budget” • *Levine, “Guide for Writing a Funding Proposal.” • *Yale University, Graduate School Writing Center, Panter, “Writing a Grant Proposal.” • *Sample proposals in the social sciences, and other disciplines, RT Students (by permission)	11/20
11/23	11/24 Causality II • “Causal Analyses,” in John Gerring. • “Causal Strategies: <i>X</i> and <i>Y</i>,” in John Gerring	11/25	11/26 Thanksgiving Day Holiday	11/27 Holiday
11/30	12/1 Triangulation • “Unity and Plurality,” in John Gerring. • “Comparing Approaches, Methodologies and Methods,” by Donatella della Porta and Michael Keating in Donatella della Porta and Michael Keating.	12/2	12/3 QUAL Session 4: Pulling Together Your Research Question (CSSCR Classroom Lab, Savery 121) • *Yale University, Graduate School Writing Center, Panter, “Dissertation Writing Process.”	12/4

12/7	12/8 Discussion of Research Agendas & Proposals; Exam Review	12/9	12/10 Grant Writing Session 3: The Ethics of Writing Proposals for Funding *Walking through JSIS preliminary proposals (1 page circulation and discussion) *“The Ethics of Social Research,” in Ragin and Amoroso. *University of Washington, session on ethics and the practice of research, Human Subjects Division, http://www.washington.edu/research/hsd *Sample proposals in the social sciences, and other disciplines, RT Students (by permission)	12/11 Last Day of Classes
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QUARTER 2, WINTER 2016
QUALITATIVE CASE-BASED RESEARCH METHODS
S. Pfaff

M	TU	W	TH	F
1/4 First Day of Classes	1/5 Introduction to case-based research - pp. 1-15 in Gerring, <i>Case-Study Research</i> - pp. 1-10 in Brady and Collier, <i>Rethinking Social Inquiry</i>, - also review Gerring, <i>Social Science Methodology</i>, Introduction (pp. 1-25).	1/6	1/7 Session required of all students	1/8
1/11	1/12 What are cases and what do we do with them? - pp. 17-63 in Gerring, <i>Case-Study Research</i>, - pp. 161-99 in Brady and Collier, <i>Rethinking Social Inquiry</i>,	1/13	1/14 QUAL Session 5: What do you really do in a literature review? (CSSCR Classroom Lab, Savery 121)	1/15
1/18 Martin Luther King Day Holiday	1/19 Selecting and evaluating the validity of cases pp. 86-170 in Gerring, <i>Case-Study Research</i>,	1/20	1/21 Individual Tutorials - JSIS Students Only	1/22
1/25	1/26 Internal validity and causal assessment - pp. 172-210 in Gerring, <i>Case-Study Research</i>, - pp. 201-4; 207-19 in Brady and Collier, <i>Rethinking Social Inquiry</i>,	1/27	1/28 QUAL Session 6: What do you do with the data you have collected? (CSSCR Classroom Lab, Savery 121)	1/29

2/1	2/2 Theory-driven historical comparisons *Mahoney, James and Dietrich Rueschemeyer (eds). 2003. <i>Comparative Historical Analysis in the Social Sciences</i>. Read Chapter 1 (Introduction) and Section II, choice of either Section I or III.	2/3	2/4 Individual Tutorial—JSIS Students Only	2/5
2/8	2/9 Tools for case-based research: Qualitative Interviews I L. Mosley, <i>Interview Research in Political Science</i> - Read Mosley, Intro.; Lynch, Chapter 1; Bleich & Pekkanen, Chapter 4.	2/10	2/11 QUAL Session 7: How do you analyze the data you have collected? (CSSCR Classroom Lab, Savery 121)	2/12
2/15 Presidents Day Holiday	2/16 Tools for case-based research: Qualitative Interviews II - Mosley, <i>Interview Research in Political Science</i>. - Read Martin, Chapter 5; Cammet, Chapter 6; Gallagher, Chapter 8.	2/17	2/18 Individual Tutorial—JSIS Students Only	2/19
2/22	2/23 Tools for case-based research: Content Analysis *Krippendorff, <i>Content Analysis</i>, Chap. 2 (pdf); Schreier, <i>Qual. Content Analysis</i> Chaps. 1, 2 (pdfs); *Review, Hsieh & Shannon “Three approaches to qual. Content analysis” (pdf).	2/24	2/25 QUAL Session 8: Revisiting the Research Question (CSSCR Classroom Lab, Savery 121)	2/26
2/29	3/1 Dissecting a case-based study Daniel Ziblatt, <i>Structuring the State</i> .	3/2	3/3 Individual Tutorial—JSIS Students Only	3/4
3/7	3/8 Review and Discussion of Research Agendas & Proposals	3/9	3/10 Individual Tutorial—JSIS Students Only	3/11 Last Day of Classes

QUARTER 3, SPRING 2016

BASIC STATISTICS AND DATA ANALYSIS

N. Williams

M	TU	W	TH	F
3/28 First Day of Classes	3/29 Introduction to the course, data, measurement and statistics - Chapter 1, Levin et al.2014 - Hagopian A, Flaxman A, Takaro TK, Al Shatari SAE, Rajaratnam J, Becker S, et al. (2012) Mortality in Iraq Associated with the 2003– 2011 War and Occupation: Findings from a National Cluster Sample Survey. PLoS Med 10(10): e1001533. doi:10.1371/journal.pmed.1001533.	3/30	3/31 Individual Tutorials – JSIS students only	4/1
4/4	4/5 Graphical presentation of data - Chapter 2, Levin et al.2014 - Marmot, Michael. "Social determinants of health inequalities." <i>The Lancet</i> 365.9464 (2005): 1099-1104. - Check out available data at ICPSR.umich.edu http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/22626/terms (Sign up for ICPSR account) - Familiarize yourself with India Human Development Survey: - IHDS Documentation (pdf on course website) - IHDS individual codebook (pdf on course website) - Terms of use:	4/6	4/7 Data Analysis Lab Session required of all students Some Thursday tutorial sessions will be hands on, working with example data in a computer lab	4/8
4/11	4/12 Numerical presentation of data - Chapters 3-4, Levin et al.2014 - Rosen, Sydney, et al. "Cost to patients of obtaining treatment for HIV/AIDS in South Africa." <i>South African Medical Journal</i> 97.7 (2007): 524-529.	4/13	4/14 Individual Tutorials – JSIS students only	4/15
4/18	4/19 Probability and the Normal Curve Chapter 5, Levin et al.2014	4/20	4/21 Data Analysis Lab EXAM 1 Session required of all students	4/22
4/25	4/26 Sampling Distributions and Confidence Intervals Chapter 6, Levin et al.2014	4/27	4/28 Individual Tutorials – JSIS students only	4/29

5/2	5/3 Hypothesis Testing, Testing Sample Means - Chapter 7, Levin et al.2014 - Kerr, William C., and Thomas K. Greenfield. "Racial/ethnic disparities in the self-reported number of drinks in 2 hours before driving becomes impaired." <i>American journal of public health</i> 0 (2015): e1-e6.	5/4	5/5 Individual Tutorials – JSIS students only	5/6
5/9	5/10 Measuring Association- Correlation Chapter 10, Levin et al.2014	5/11	5/12 EXAM 2 Session required of all students	5/13
5/16	5/17 Measuring Association- Regression Chapter 11 (pages 400-417), Levin et al.2014	5/18	5/19 Data Analysis Lab Session required of all students	5/20
5/23	5/24 Measuring Association- Multiple and Logistic Regression Chapter 11 (pgs 418-443), Levin et al.2014	5/25	5/26 Individual Tutorials – JSIS students only FINAL COPY OF DRAFT DISSERTATION PROSPECTUS DUE FOR CIRCULATION TO JSIS FACULTY	5/27
5/30 Memorial Day Holiday	5/31 Mixing and Integrating Quantitative and Qualitative Approaches *Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. <i>Journal of Mixed Methods Research</i>, 1(2), 112-133. *Axinn, W. G., & Pearce, L. D. (2006). Motivation for Mixed Method Social Research. Pp 1-27 in Axinn and Pearce, Mixed Method Data Collection Strategies. Cambridge: Cambridge University Press. (PDF on course website.) - Additional reading, 1-2 journal articles selected by students- (TBD)	6/1	6/2 EXAM 3 Session required of all students FINAL COPY OF POWERPOINT PRESENTATION DUE FOR THE ANNUAL JACKSON SCHOOL PH.D. CAPSTONE WORKSHOP (scheduled for 6 June 2015, 10-5 pm, Smith Room, Suzzallo Library)	6/3 Last Day of Classes

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. They have prime responsibility for seeking out and consulting with their FAs/JSIS faculty members on the substantive portion of their research ideas. They also have prime responsibility for identifying a funding agency to which they will eventually submit their proposal.

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 RT 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 the individual tutorial sessions in the Research Tutorial, as well as more substantive/methods sessions with their individual FAs.

To ensure that the student, the FAs, and the RT professors are all on the same page, students are required to summarize (e.g. in bullet form) the take-away points from their individual RT tutorials and/or their FA meetings. They are then required to put them in an email, CCing both the RT professors and the FA. This process of updating and communication across all involved parties ensures that everyone is concentrated on helping the student advance in his/her research agendas as rapidly as possible.

For the purposes of grading in the Research Tutorial, the research proposal will be evaluated primarily on how clearly, concretely, and extensively students reflect on, use, and apply etc. the fundamental research design and methods concepts, principles, and techniques learned in the Research Tutorial to advancing their own research agendas.

SPECIFICS ON THE ELEMENTS OF THE RESEARCH PROPOSAL

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.

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 each RT professor will read the whole proposal at the end of each quarter, students are advised that the primary emphasis of the grade in the RT class is on section 6 laid out below, which concentrates on 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.
3. A clear discussion of the intellectual background and the significance of the proposed research;
4. A clear statement of the novel contribution of the study;
5. Clear theoretical frameworks and hypotheses;
6. 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)
7. A concluding section that teases out the implications, suggestions, consequences etc. for the distinct body of scholarly work and/or the real world;
8. A fully developed and (annotated) bibliography (not included in word count);

Students should note that circulation and presentation of the research proposal at The Annual Jackson School Ph.D. Capstone Workshop is required of all first-year students.

The template for the presentation is given below, and students should follow it in structuring their presentations to the faculty.

REQUIRED ELEMENTS IN ALL CAPSTONE PRESENTATIONS

6/9/15

THIS IS A 5-8 MINUTE PRESENTATION ONLY.

The final draft of your draft dissertation proposal is due 1 June 2015.
The final draft of your presentation is due 3 June, 2015

Provisional Title
(same as the one you circulated)

YOUR NAME

Draft Dissertation Prospectus Presentation
at the
The Annual Jackson School Ph.D. Capstone Workshop 2014-2015

DATE

Circulated by JSIS 595 Research Tutorial Professors:
Saadia Pekkanen, Nathalie Williams, and Steve Pfaff, 5 May 2015

What is the Concept-Driven Question?

- IE: what are we looking at?
- Make sure there is one clear central question.
- Make sure the focus/dependent variable of the study is clear, and has variation.
- If you need to, use a table or illustrations to nail down your focus for your audience

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6/9/15

Why is this question important?

Or

What is the puzzle?

- IE. Why do we care about what you are looking at?
- Make sure you have an answer to the “so what?” issue that might be raised about your question/topic

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What are the main elements of the research design?

- Make sure you assess some combination of issues below...

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6/9/15

What are the claims/hypotheses?

- IE. What are some of the possible answers to what you are looking at?
- Identify theories that relate to your topic, and discuss how they help you to explain the relationship of interest in your study
- Use theories to frame the way you shape answers or generate arguments about your relationship of interest

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How will you get evidence?

- IE. How will you convince us that you can find evidence for what you want to on the ground?
- Make sure you are clear on how you propose to answer the central concept-driven question.
- Make sure you lay out the ways you will collect evidence to shed light on your claims/hypotheses
- Make sure you are clear on the methods and techniques such as descriptive stats, case studies, interviews that will help you gather evidence

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6/9/15

Do you have any evidence?

- IE. Do you already have some preliminary evidence that you can share?
- Make sure that if you have already done some preliminary research and have gathered evidence, you can share that with your audience in a succinct manner.

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What are the implications?

- IE What might scholars, policymakers, and other decisionmakers learn from your study?

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PROPOSAL COVER PAGE [Available in Word Document on CATALYST]

[TITLE]

Draft Research Proposal

Submitted in Partial Fulfillment for
the Requirements of the JSIS Ph.D. Program in
JSIS 595 A Research Tutorial - Addendum

By

[NAME OF STUDENT]

University of Washington, Seattle

Autumn **[YEAR]** to Spring **[YEAR]**

Word count: **[#]**

[NAME]

JSIS First-Year Faculty Advisor (FA)

[ALL NAMES]

RT Professors for Academic Year