

Research Methods in International Relations
IR 6601
Term I, 2017-2018
Weekend Format, Misawa Air Base
Course Syllabus

Instructor: Dr. Joel R. Campbell

Meeting dates: September 16-17, October 14-15, 2017 (0900-1800)

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Advising: Before or after Weekend class sessions,
or at a mutually convenient time during the time I am at Misawa.

COURSE DESCRIPTION: An investigation of the research methodologies employed in the study of International Relations including research design, variables and hypotheses, citations and reference, qualitative analysis and quantitative techniques. Note: MSIR candidates must achieve a grade of “B” or better in IR 6601 to complete degree program requirements.

COURSE OBJECTIVES: After taking this course, the student should understand the principles of scholastic research in political science. Students should be able to explain the strengths and weaknesses associated with different methods of study. Students should gain a basic understanding of regression analysis so as to interpret tables using various regression models in scholastic IR journals. Students should be able to create a sound research design, including formulating testable hypotheses, operationalizing concepts into measurable variables, and deriving defensible conclusions based on empirical data.

COURSE REQUIREMENTS: Students are expected to keep up with the readings and to participate materially in all assignments. Students should obtain a TROY e-mail account and check it regularly, as this will be the means of providing notice of assignment changes, class cancellations, or other matters concerning class.

All dates and time provided in this syllabus refer to Japan time (GMT + 09:00).

NATURE OF GRADUATE WORK: “Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects” (2015-16 Troy University Graduate Catalog, p. 4).

TEXTBOOKS

Pollock, Philip H., III. 2015. *The Essentials of Political Analysis*, 5th ed. (also listed as 1st ed. For CQ). Los Angeles: CQ Press. ISBN 1506305830, 978-1506305837

Sprinz, Detlef, and Yael Wolinsky, eds. 2004. *Models, Numbers and Cases: Methods for Studying International Relations*. Ann Arbor, MI.: University of Michigan Press. ISBN 978-0472068616, 047206861X <Available at [http://www.sscnet.ucla.edu/polisci/faculty/trachtenberg/syllabi,lists/harvard/moravcsik%20\(sprinz%20wolinsky\).pdf](http://www.sscnet.ucla.edu/polisci/faculty/trachtenberg/syllabi,lists/harvard/moravcsik%20(sprinz%20wolinsky).pdf)>

SUPPLEMENTAL READINGS (mostly available through Troy Library, or as noted)

1. Lisa Baglione, “Doing Good and Doing Well: Teaching Research Paper Writing by Unpacking the Paper,” *PS: Political Science and Politics* 41, no. 3 (July 2008): 595-602. Available in ProQuest.
2. Andrew Bennett and Colin Elman, “Case Study Methods in the International Relations Subfield,” *Comparative Political Studies* 40, no. 2 (2007): 170-195. Available in Sage database.
3. Andrew Bennett and Colin Elman, “Complex Causal Relations and Case Study Methods: The Example of Path Dependence” *Political Analysis* 14, no. 3 (2006): 250-267. Available in JSTOR.

4. Trong R. Chai, "A Content Analysis of the Obituary Notices on Mao Tse-Tung," *Public Opinion Quarterly* 41, no. 4 (Winter, 1977-78): 475-87. Available in JSTOR
5. David Collier, "Understanding Process Tracing," *PS: Political Science and Politics* 44, No. 4 (2011), pp. 823-830.
6. John Gerring, "What Is a Case Study and What Is It Good For?" *American Political Science Review* 98, no. 2 (2004): 341-354. Available in JSTOR.
7. King, Keohane and Verba, "The Science in Social Science," Ch. 1 in *Designing Social Inquiry*. Available at <http://press.princeton.edu/chapters/s5458.pdf>
8. Rose McDermott, "Experimental Methods in Political Science," *Annual Review of Political Science* 5 (2002): 31-61.
9. John J. Mearsheimer and Stephen M. Walt, "Leaving Theory Behind: Why Hypothesis Testing Has Become Bad for IR," Faculty Research Working Paper, RW-13001 (January 2013). Available at <https://research.hks.harvard.edu/publications/>

COURSE GRADES

GRADE SCALE

Final Examination	30%	A: 90-100
Article Review	10%	B: 80-89
Research Design	35%	C: 70-79
Participation/small groups/ Discussion/WE Discussions	25%	D: 60-69 F: 0-59

A. FINAL EXAMINATION: The Final Examination will be conducted in class on the last Sunday of the course. The exam will cover key concepts and research methods. It will account for 30% of the term grade.

B. RESEARCH DESIGN: Students will be required to develop and draft a research design that will account for 35% of the term grade. The research design will include traditional elements of an academic research paper, including an introduction, a thorough literature review, a detailed explanation of hypotheses, and an explanation of the operationalization and measurement of variables. Draft paper sections will be turned in during the term according to a phased schedule provided in the paper instructions at the end of this syllabus (see the instructions at the end of the syllabus). Students will discuss their designs in class during the September class meeting. Final copies of research design papers will be due electronically by October 15, 2017. Late papers will result in lowering the paper grade by one full letter grade for each day it is late.

C. ARTICLE REVIEW: Students will submit a critical review of Chapters 12-15 in the Sprinz and Wolinsky textbook. This critical review will be due by September 20, 2017. Article reviews should be at least 5 pages in length; they should summarize the main ideas/themes, critique the articles and their contents, and provide your own critical analysis of the articles' topics.

WEB-ENHANCED PORTION: This is a Web-Enhanced (W-E) course that combines instruction inside and outside of the classroom. A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Canvas. To meet this 9 hour requirement, the course includes the following: Viewing of 3 one-hour videos (3 hours); discussion board posts (4 hours), and review of instructor slides/lectures posted on Canvas (2 hours).

Canvas: All assigned papers are to be submitted through the course's Canvas shell. Send me copies by e-mail, as well. I will give you further instructions in class and by e-mail.

METHODS OF INSTRUCTION

Lectures, Class Discussion/Questions/Small groups, Student research proposals

ATTENDANCE POLICY: Students are expected to attend ALL class sessions. Students should complete the assigned readings BEFORE the class session (see schedule below), so that you can discuss topics raised by them and answer questions about them. Any absences for TDY, military exercises, and family/medical/other emergencies must be verified with appropriate documentation. Failure to provide such documentation will result in a lower course grade. Per PACOM and Troy University instructions, the site coordinator must be notified of students who miss more than 25% of classes.

MAKEUP POLICY: In exceptional cases, such as medical or family emergencies, official duty requirements and military exercises, or TDY/TAD, an authorized absence may be permitted upon consultation with the instructor. TDY, official duty/military exercises, and family/medical/other emergencies must be verified with appropriate documentation. Failure to provide such documentation will result in a lower course grade. Unauthorized absences will require a mandatory review of missed material AND submit an additional assignment. Failure to do assigned makeup activities will negatively affect the course grade.

INCOMPLETES: If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a

student's request for an incomplete grade is at the discretion of the instructor using the following criteria: Student submits a completed "Incomplete Grade Request" form prior to assignment of a course grade, student's progress in the course is deemed satisfactory, student is passing the course when the request is made, circumstances that prevented the student's completion of course requirements are beyond the student's control, and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an "Incomplete Grade Request" form. This form can be found at trojan.troy.edu/graduateschool/forms.html.

TDY, official duty or military exercises, and family/medical/other emergencies must be verified with appropriate documentation. Failure to provide such documentation will result in lowered grades on late assignments. All other Incomplete work is considered late, and accordingly will receive reduced grades.

ACADEMIC ETHICS: Details on ethical standards for research papers can be found in Publications Manual of the American Psychological Association. The current "Standards of Conduct" of the Troy University Graduate Catalog should also be consulted.

The following will not be tolerated in this course:

1. **Cheating** on examinations or assignments, in any form. This includes submitting another's work as your own, providing answers to others, or using any unauthorized aids during an examination.
2. **Plagiarism** on research papers, in any form. This includes failure to give credit to the sources of your work, copying of someone else's work, or using an author's exact words without quotations.

Cheating or plagiarism will result in grades of zero on the assignment and F in the course. Such cases may be subject to further disciplinary action by Troy University up to and including expulsion from the MSIR program. The instructor uses on-line software to help detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

AMERICANS WITH DISABILITIES ACT: Troy University, under the guidelines of ADA and the Rehabilitation Act, makes reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, Troy University has designated Disability Services Coordinators and Human Resources representatives on each campus as responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services, individuals should contact a Disability Services Coordinator or Human Resources representative on

their campus of attendance. Specific information regarding the ADA, including contact information for responsible parties, can be found at the following link:

<http://trojan.troy.edu/employees/humanresources/documents/ADAPolicy2003.htm>

CELL PHONES, COMPUTERS, ELECTRONIC DEVICES: Use of any electronic device (cell phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cell phones and other communication devices may be used for emergencies, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.). In order to receive emergency messages from the University or family members, devices must be in a vibration, silent or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period. The instructor in this class has opted to permit use of tablets and/or laptops in class.

LIBRARY RESOURCES: Students can access online resources through the Troy University web site at www.troy.edu or www.library.troy.edu. These resources include a variety of text data bases that give complete articles from many journals, magazines and newspapers. The MSIR Journal List, for instance, has over 90 publications, including Foreign Affairs and World Politics.

Access to all of the data bases is through “remote services,” the university’s remote patron authentication system, which involves a three-step process (log on, select a service, and select an individual data base). The main full text information services are EBSCOhost, FirstSearch, InfoTrac and ProQuest. Tutorials and overviews are available on the library home page.

COURSE SCHEDULE

Textbooks for the course

P = Pollock, Philip H.

SW = Sprinz, Detlef, and Yael Wolinsky-Nahmias

See supplementary readings list above for articles

There are eight sets of readings below. You are expected to read them before the weekend classes. You should also consider them weekly readings, i.e., read “Concepts and Variables” for Week 1, and “Research Design and Hypotheses” for Week 2, etc.

WEEKEND #1 (Sept. 16-17)	TOPICS	READINGS
Sat. Morning (read on week 1)	Concepts and Variables	P, Intro., Chaps. 1-2 SW, Chap. 1 Supplements 1, 7
Sat. Afternoon (read on week 2)	Research Design and Hypotheses	P, Chaps. 3-4 Supplements 8, 9
Sun. Morning (also read on week 3)	Comparisons, Inference and Association	P, Chaps. 5-7
Sun. Afternoon (also read on week 4)	Significance, Statistics	P, Chaps. 8-10

WEEKEND #2 (October 14-15)

Sat. Morning (read on week 5)	Quantitative Methods	SW, Chaps. 6, 7, 9
Sat. Afternoon (read on week 6)	Case Studies	SW, Chaps. 2-5 Supplements 2-6
Sun. Morning (also read on week 7)	Formal Methods, Regression	SW, Chaps. 10-11
Sun. Afternoon (also read on week 8)	Discussion of your designs Application of research methods	

The Final Exam is on material up through Weekend #2. It will be conducted in class on the last SUNDAY AFTERNOON of the course.

RESEARCH DESIGN INSTRUCTIONS

Per catalog requirements, a research design is required in this course. This research design will account for 35% of the semester grade. Final copies of the paper will be due **NO LATER THAN** October 15, 2017. Papers turned in after class will be considered late. Late papers will result in lowering the paper grade by one full letter grade for each 24

hour period it is late. This policy will be strictly enforced in order to have sufficient time for design review and grading prior to the end of the term.

The primary purpose of this paper is to provide students with experience using scholastic conventions in research methodology and writing.

For the paper, students will select a topic dealing with some aspect of international relations. Students must obtain the approval of the instructor as to the topic. While broad discretion will be granted, students should take care to choose a topic about which appropriate data would be available. Data is often difficult to obtain, so think this through when choosing a topic.

Students will work on the papers over the entire course of the term. To that end, we will follow a phased schedule of assignments, as reflected below:

- Monday 8/21: Research topic due, stated as thesis sentence. (5 points)
- Monday 9/4: One-page research plan due. Identify specific research question; provide specific testable hypotheses. (5 points)
- Monday 9/18: Draft research design due, including theory, hypotheses, concepts of interest (variables), and how the variables will be operationalized and measured. (10 points)
- Monday 10/2: Draft literature review due. This should be in final, formal format. (10 points)
- Friday 10/15: Final proposal due. (70 points)

Content: This is a research proposal, not the actual research on the topic. Please follow the guidelines for research questions and hypotheses in the Pollock book. For the book review, follow the suggested format from the lectures. Remember that a book review must assess the strengths and weaknesses of academic literature on the subject you are proposing to research.

Format: The paper must be typed, double-spaced, in twelve-point Times New Roman font, with one inch margins. Do not place additional space between paragraphs. Use of headings and subheadings within the paper is recommended. Papers are anticipated to be approximately 10-12 pages in length, exclusive of title page, bibliography, and notes. Please note that quality is more important than volume. Different research designs will result in different lengths of paper.

Citation and Sources: You may use whichever citation format you are most familiar with; however, if I am not familiar with the system you choose, you must provide me with a system manual upon my request. Proper citation requires sufficient information for me to check your sources with ease. Internet sources may and should be used;

however, not all Internet sites are equal. Common sense should help tell you which websites are acceptable and which are not for academic work. If in doubt, it is best to avoid that site. Of course, you may always ask me for an opinion as to suitability. Citation of Internet sources requires more than simply listing the website. Include titles, authors, dates written, and dates accessed. Papers citing Wikipedia will be docked 5 points. Students should consult books, periodicals, newspapers, policy papers, and government documents as well as on-line sources to ensure proper breadth of research. A bibliography must be included with the paper.

Grading: Papers will be graded on demonstrated understanding, thoroughness, and integration of research into a coherent presentation. Poor spelling, grammar, punctuation or style will negatively affect the grade. Please note the specific points allocated to each phased assignment of the paper.

PLEASE PROOFREAD any assignments that you submit.