

Professor Matthew Bergman

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Office Hours: T 5-6; Th 11-12; and by appointment (SSB445)

INTL 190H: Senior Honors Seminar
International Studies Program, UCSD
Spring 2019; Th 1230-320
RBC (Robinson Complex) 1201

Course Description:

This seminar helps students to formulate empirical research questions and introduces basic research strategies to answer them. Students learn to develop theories and to test them using basic research designs. In the end, students should be able to conduct and to critically evaluate basic research in the field. During the seminar, our focus will be on discussion and critique of the research process. Assignments are structured to enable you to complete your honors project in a timely manner. Your adviser can help you engage more deeply in the intellectual debates of your chosen research topic.

Course Objectives

1. Students will become critical consumers of academic research, learning the jargon and terminology used by scholars of international studies
2. Students will learn what types of questions are asked in international studies research and explore a topic of their interest
3. Students will explore the variety of research designs and the comparative benefits of each
4. Students will engage with academic literature and learn the key causal relationships postulated by leading theories of the field
5. Students will develop and test their own hypotheses in a research design of their choosing
6. Students will present their work to classmates and engage in academic discussion appropriate for beginning specialists in the field of international studies

Note: *The final copy of your final thesis (~100 pages) to Erin Morey on the Monday of finals week in winter March 16th. They are due by 4PM sharp, electronically (isp@ucsd.edu) and one hard copy to Erin. There are no exceptions to this due date. For each day the thesis is late, it is docked. It is possible to get an A in fall and an A in winter and not be eligible for honors because it is turned in late. Your thesis will be submitted to two (blind) readers to determine Honors qualification.*

Course Requirements/Grading (adds to 100 points); Assignments Due Friday at Midnight:

- 10pts: Annotated Summaries of Existing Research (2), each worth 5 points: 11 Oct, 18 Oct
- 10pts: Literature Review (~5 pages): 1 Nov; {1st draft due 27 Oct}
- 10pts: 2-page Research Proposal: 8 Nov
- 10pts: Research Project Outline (for winter): 22 Nov; {1st draft due 15 Nov}
- 35pts: Sample Chapter (~20-5 pages): Dec 5th *by class time*
- 5pts: Final Presentation of Chapter + Next Steps: Dec 5th *in class*
- 10pts: Active participation + Timely Submission of Assignments (late 1-point deduction)
- 10pts: Peer Review of Literature Review (3pts) 29 Oct;
Research Project Outline (3pts) 19 Nov; Sample Chapter (4pts) 1 Dec

In order to proceed to winter quarter, you **must** earn a B+ (86 pts) or greater.

Drafts are to be submitted to the course google drive, which will include peer-review guidelines; final submissions will use TurnItIn on TritonED and rubrics will be provided.

Plagiarism: A digital copy of the final must be uploaded to TritonED and Turnitin.com; I reserve the right to use the service in cases of suspected plagiarism. Changes in policy give instructors little choice but to report plagiarism to the Academic Integrity Coordinator. You should know the university's policies on academic misconduct by now (<http://www-senate.ucsd.edu/manual/appendices/app2.htm>). If you have any questions about the applicability of them to your particular case, consult with the instructor before you submit the paper Academic Integrity.

Final Grades will be assigned by the following formula; You are responsible for ensuring your grades are accurately reported. Grades for participation will be posted within a day of submission. I reserve the right to up-grade to account for either exceptionally high or low performance on an assignment:

A+	100-97
A	96.9-93
A-	92.9-90
B+	89.9-87
B	86.9-83
B-	82.9-80
C+	79.9-77
C	76.9-73
C-	72.9-70
D+	69.9-67
D	66.9-63
D-	62.9-60
F	Below 60

Grading/Regrading

If you believe that you have been graded incorrectly, there are two paths forward:

- (i) Submit for complete regrade, could result in increase or decrease
- (ii) Find a credible source that supports your claim AS IT IS WRITTEN (not what you “meant” to say); write a few sentences how what you wrote answers the question/assignment in light of your source; attend office hours and/or make an appointment

Grading Peeves

“Will I pass this class? I want to pass this class”

The points add to 100, which are translated into letter grades. To figure out what grade you will get at any time, estimate the amount of points you will get on future assignments, sum them up. You can e-mail me your calculations if you are unsure of adding correctly.

Incomplete (I) Grade

The Incomplete is intended for use when circumstances beyond a student's control prohibit taking the final exam or completing course work. An Incomplete may not be used simply to allow a bit more time for an undergraduate student who has fallen behind for no good reason. An Incomplete may be granted only to students who have a legitimate excuse currently with a **non-failing grade**. Examples of unacceptable reasons for approving an Incomplete include the need to rewrite a paper; the demands of a time-consuming job; the desire to leave town for a vacation, family gathering, or athletic contest; the desire to do well on GRE tests; and the like.

Required text; *Note these are limited for this course to allow you to focus on your own research

<http://www.socialresearchmethods.net/kb/index.php>

(COR) Booth, Wayne C., et al. *The craft of research*. University of Chicago press, 2003. {non-technical}

Baglione, Lisa A. *Writing a research paper in political science: A practical guide to inquiry, structure, and methods*. Cq Press, 2018. {many examples, checklists, etc}

All additional materials are available on TritonED at <https://tritonEd.ucsd.edu>

You will find all course materials in that folder as well as places to upload assignments.

There will also be a shared course google drive with similar materials and places to upload drafts

As part of your research you will be readings academic articles of your choosing that help you establish what is known about your topic of interest

How To Read an Academic Paper; https://www.youtube.com/watch?v=SKxm2HF_-k0

skim the methodological presentations (tables and equations) of research articles; the focus is on argument and whether data supports their argument, which is presented after the data

First Pass:

Determine Framework by reading Abstract, Introduction, Conclusion, Section Headings, Tables/Diagrams w/captions

Identify Unfamiliar Concepts (for deeper read in subsequent passes)

What is point/thesis of paper?

What is main argument(s) of paper?

Why is this important?

How does it contribute to the field of study?

Annotate any questions you may have

Summarize in your own words in two sentences

Second Pass: Focus on beginnings and endings of major sections, look up unfamiliar concepts/terms, try to answer questions you wrote down earlier

Third Pass: Reflection, Analysis, Critique;

Do arguments, evidence, & conclusion fit together?

Did authors do what they set out to do?

Are the arguments logical?

Are the methods used sound?

What assumptions were made?

Other Resources:

Student Counseling, Health, and Well-Being Central Office & Urgent Care: 858-534-3755

Writing Center: 127 Mandeville Telephone: 858-534-4911

E-Mail/Course TritonEd Discussion Forum:

1. Before e-mailing Professor about any assignment, course expectation, or general question, please check the TritonEd Discussion Forum.
2. I encourage such questions to be posted in the forum, they will be answered within 24 hours (excluding weekends)
3. You can post questions anonymously to TritonED and suggest topics for discussion/review
4. If a question is inappropriate for the forum, e-mail the professor directly indicating that you are a INTL190H student. Be sure to use your @**ucsd.edu** e-mail for official course correspondence. I pay post this on the discussion board if it is helpful to the whole class

Course Calendar; Topics; Readings

*Note these are tentative and subject to change given the directions that students take on their projects

I – Sept 26: Introduction to Course, Terminology, Identifying Research Questions; Validity

- 1) Bennett, Andrew. "Case study methods: Design, use, and comparative advantages." *Models, numbers, and cases: Methods for studying international relations* (2004): 19-55.
- 2) Baglione: Chapter 1, 2
- 3) CoR: Chapter 1 - 4

II – Oct 3: Engaging with Literature

- 1) Baglione: Chapter 3
- 2) CoR: Chapter 5, 6

III – Oct 10: Crafting an Argument

- 1) Baglione: Chapter 5
- 2) CoR: Chapter 7-11

IV – Oct 17: Writing the Literature Review

- 1) Baglione: Chapter 4
- 2) CoR: Chapter 14

V – Oct 24: Construct Validity; Measurement

- 1) Links from KRB website
- 2) Seva Gunitzky. 2015. "Lost in The Gray Zone: Competing Measures of Democracy in the Former Soviet Republics." In *Ranking the World: Grading States as a Tool of Global Governance*, p.112-50, edited by Alexander Cooley and Jack Snyder. New York: Cambridge University Press.

VI – Oct 31: Internal Validity; Research Design Types

- 1) Links from KRB website
- 2) Baglione: Chapter 8
- 3) Skim readings that use different research design types

VII – Nov 7: Writing a Research Plan/Design

- 1) Baglione: Chapter 7
- 2) CoR: Chapter 12

VIII – Nov 14: Assessing your research; making conclusions

- 1) Baglione: Chapter 9
- 2) CoR: Chapter 15-16

IX – Nov 21: Eye Towards the Final

- 1) Skim sample full mixed-methods paper: "Transformative Relationships: The State and Private Interests in Economic Upgrading" by Charles R. Hankla
- 2) Baglione: Chapter 6
- 3) CoR: Chapter 13, 17

X – Dec 5: **Final Paper Upload; Final Presentation Upload**

FORMULATING THE QUESTION

AOC	
Main Focus of Study? (unit of analysis)	
What are Some Theories? (Lit Review)	
What's Your Theory? (Independent or Explanatory Variable)	
How are you Using the Literature? (Lit Review Continued) Examples: Theory A is wrong and should have considered L; Theory B is right, but they forgot to look at C; Theories X, Y, and Z tell us quite a bit but fail to consider M	
Why Should People Care About this Topic? (Big Picture + Your Contribution)	
Effect or Outcome of Interest? (Dependent Variable)	
When and Where Are You Looking? (Case Study or Studies)	
What Information Will You Gather and How Will You Use It? (Your Data Collection)	
What Is Your Research Question?	

The Chain of Research

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(1) state ONE of your claims – (end of lit review or theory section; introduction)

(2) who in lit agrees/disagrees – (lit review)

(3) how will show that your claim is right – (methodology)

(4) what does chart/graph/table/list of this data look like – (data)

(5) analyze it (is your claim right or wrong) – (analysis)

(6) what does that teach us about your topic – (conclusion)