

# GRADUATE RESEARCH METHODS

EURO-UA 983

Fall 2022

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<b>Instructor:</b>	Hadas Aron	Emma Rosenberg	<b>Time:</b>	Thursdays, 12:30-2:30
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**Office Hours:** By appointment: <https://calendly.com/emma-rosenberg/30min> or email.

**Course Description:** This class is designed to teach you how to formulate a research question, design a research paper, and write it convincingly. First, you will identify a research question of interest to you, such as “Is the historical legacy of Nazism the same in Austria and Germany?” or “What do different state policies regarding the construction of mosques in France and Switzerland reveal about migrant integration?” We will then talk in class about how to narrow such broad questions down to *testable* questions and you will choose two cases, one outside of the countries studies in this course, to explore your question. Through a series of small assignments we will learn how to build a Masters Thesis together and acquire a skillset that will serve you in a variety of environments.

We will introduce you to a variety of research and methodological approaches to identifying and gathering your own data or evidence. We will discuss logistical feasibility, trade-offs, and applicability of skills learned in the broader professional world. There is also a professionalization component to this course that includes meeting with practitioners who have similar training and interests, as well as guidance for how to market yourselves after the completion of this degree.

**Learning Objectives:** By the end of this course, students will be able to:

- Form and structure a testable research question;
- Choose the appropriate data to test the research question;
- Comfortable with best research practices in a variety of humanities and social science disciplines;
- Embark on the data collection and writing portions of an individual and original research project.

**Grading Policy:** Learning requires focus. It is hard to focus if students are worrying about what grade they will get. We promise that my grades will never be punitive. The grades students get will reflect their efforts to engage the class content and their growth as critical

- Class Discussion= 20%
- 3 Response Papers OR 1 Response Paper and one IRB Protocol=30%
- Annotated Bibliography=20%
- 1st Draft Thesis Outline=10%
- 2nd Draft Thesis Outline=20%

**Important Dates:**

Research Question/Case Selection .....	February 1, 2023
Annotated Bibliography .....	February 27, 2023
1st Draft Expanded Thesis Outline .....	March 20 2023
3 Response Papers OR 1 Response Paper/IRB .....	BEFORE May 3, 2023
Second Draft Thesis Outline .....	May 13th, 2023

**Description of Assignments:** This class has several assignments to allow students a variety of ways and opportunities to excel and to take the pressure off of any single assignment.

- **Class Participation:** Strong class participation is integral to the success of the course. Active and respectful listening, and asking thoughtful questions, as well as articulating points, are incredibly important. Laptops and other devices can get in the way of this, so this course will be laptop free unless you need one for accessibility reasons or to accommodate a disability. Class readings will all be available via course reserve. You cannot participate if you are absent or late. Unexcused absences and lateness will lower your participation grade.
- **Readings:** The readings are sourced from a variety of disciplines, including history, sociology, and political science. They are a mixture of methodological guidance and good examples of specific research methods. Readings will be approximately 100 pages a week, **learn how to skim!**
- **Response Papers/IRB Application:** Pick 3 of the methods/approaches we discuss in class (these are marked with a “\*\*\*\*”) and write a two-page memo (double-spaced) about how you might use this research method in your thesis. Consider some of the following: who is your intended audience; how is the phenomenon you are studying observed; what evidence would confirm your hypothesis/what evidence would contradict it. For those of you doing fieldwork, we will accept a completed IRB application instead of two of the response papers.
- **Annotated Bibliography:** After you have identified your research question(s) or countries, put together a bibliography of 15-20 sources that contribute the sort of *evidence* with which you intend to make a case. **At least 10 of these sources need be academic.** State your research question at the top of your outline. Academic sources mean books or journal articles. Newspaper articles, documentaries, encyclopedias can provide important insights, but are not academic sources. We will discuss this thoroughly in class. This assignment should take approximately 3-4 hours. Put the research question at the top and itemize each entry. Each entry should be followed by 1-2 sentences explaining how the article will contribute to the paper/your understanding of the topic. **Example: ”Article X provides me with background on the Belgian far-right.”**
- **Outline:** State your research question at the top of your outline. Then create a detailed outline of your future paper including: what motivates this question? Why are the places you chose to study the right ones? What sort of *evidence* are you relying upon? What are your findings/What do you anticipate your findings to be? What are the larger implications? We will workshop first drafts together midway through the course (10% of grade) and you will revise and expand them for your final (20% of the grade).

**Class Policy:** The educational concept behind the seminar structure assumes a level of maturity and commitment on the part of all participants. Unlike a lecture class, everyone is responsible for the learning that takes place. Therefore, all students are expected to attend every class meeting and to come prepared. That said, if you need to miss class, please notify me in advance. Unexplained absences will negatively affect my assessment of your work in the course. The same applies to late assignments. The themes of this class are weighty and triggering due to the subject matter. Both the reading and discussions will naturally touch upon upsetting topics; this is unavoidable and not always predictable. If you feel that there are certain readings or discussions which would be detrimental to your health, please let me know in advance.

**Diversity and Inclusion:** The class will be an open learning environment that embraces a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know. If you feel like your participation in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. If something was said in class, by anyone, that made you feel uncomfortable, please talk to me about it.

**Extensions/Attendance/Mental Health:** We are living in unprecedented times and I understand that. However, I cannot read anyone's mind. Extensions must be requested *before* due dates. Similarly, absences must be excused. Mental and physical health trump everything and should be prioritized. We can always find workarounds as long as you communicate with us.

### Course Outline:

#### **Week 1: Introduction: Developing and Structuring a Research Question** (*Emma and Hadas*) *Thursday, January 26*

- Booth, Wayne C., William C. Booth, Gregory G. Colomb, Gregory G. Colomb, Joseph M. Williams, and Joseph M. Williams. *The Craft of Research*. University of Chicago press, 2003. Chapter 3 (20 pages).
- Przeworski, Adam and Frank Solomon. "On the Art of Writing Proposals." [https://s3.amazonaws.com/ssrc-cdn1/crmuploads/new\\_publication\\_3/the-art-of-writing-proposals.pdf](https://s3.amazonaws.com/ssrc-cdn1/crmuploads/new_publication_3/the-art-of-writing-proposals.pdf).
- Lamott, Anne. "Shitty First Drafts" and "Perfectionism" in *Bird by Bird*. pp. 21-32, New York: Anchor Book, 1995.
- Koesel, Karrie J. *Religion and Authoritarianism: Cooperation, Conflict, and the Consequences*. Cambridge University Press, 2014. Chapter 1.

#### **Week 2: Situating Your Question in the Literature and the History** (*Emma*)

- Hanson, Stephen E., and Jeffrey S. Kopstein. "Understanding the Global Patrimonial Wave." *Perspectives on Politics* 20, no. 1 (2022): 237-249.
- Zubrzycki, Geneviève. *The Crosses of Auschwitz*. University of Chicago Press, 2009. Chapter 2 (30 pages).

#### **Week 3: What is Data?\*\*\*** (*Emma*)

- Maxwell, Rahsaan. "Everyone Deserves Quiche: French School Lunch Programmes and National Culture in a Globalized World." *The British Journal of Sociology* 70, no. 4 (2019): 1424-1447.
- Braun, Robert. "Religious Minorities and Resistance to Genocide: The Collective Rescue of Jews in the Netherlands During the Holocaust." *American Political Science Review* 110, no. 1 (2016): 127-147.

#### **Week 4: Professionalization Panel, Part I** (*Emma and Hadas*) *Thursday, February 16*

- CVs, personal and professional websites of panel members.

#### **Week 5: Interviews and IRB, Presentation from NYU IRB's Liz Andersen** (*Emma and Hadas*) *Thursday, February 23*

- Read through sample IRB proposal
- Familiarize yourselves with the NYU IRB website: <https://www.nyu.edu/research/resources-and-support/getting-started-withyourresearch/human-subjects-research.html>.

**Week 6: Structuring the Thesis** (*Hadas*)*Thursday, March 2*

- Berman, Sheri. "Civil Society and the Collapse of the Weimar Republic." *World Politics* 49, no. 3 (1997): 401-429.
- Levitsky, Steven, and James Loxton. "Populism and Competitive Authoritarianism in the Andes." *Democratization* 20, no. 1 (2013): 107-136.
- Mazower, Mark. "The Strange Triumph of Human Rights, 1933-1950." *The Historical Journal* 47, no. 2 (2004): 379-398.
- **OPTIONAL:** George, Alexander L., and Andrew Bennett. *Case Studies and Theory Development in the Social Sciences*. MIT Press, 2005.
- **OPTIONAL:** Tilly, Charles. *Why?*. Princeton University Press, 2006. Chapter 3.

**Week 7: Textual Analysis\*\*\*** (*Hadas*)*Thursday, March 9*

- Jamal, Amaney A., Robert O. Keohane, David Romney, and Dustin Tingley. "Anti-Americanism and Anti-Interventionism in Arabic Twitter Discourses." *Perspectives on Politics* 13, no. 1 (2015): 55-73.
- Aron, Hadas. "Contesting the Nation: Negotiating National Narratives and the Jewish Settlements." *Nations and Nationalism* 25, no. 4 (2019): 1386-1411.

**Week 8: SPRING BREAK, NO CLASS***Thursday, March 16*

- NO CLASS

**Week 9: Historical Analysis\*\*\*** (*Emma*)*Thursday, March 23*

- Gould, Andy. "Religion and Critical Junctures." In *Critical Junctures and Historical Legacies: Insights and Methods for Comparative Social Science*. Collier, David, and Gerardo L. Munck, eds. Rowman & Littlefield, 2022. Chapter 10 (15 pages).
- Wittenberg, Jason. "Conceptualizing Historical Legacies." *East European Politics and Societies* 29, no. 2 (2015): 366-378.
- Soper, J. Christopher, and Joel S. Fetzer. *Religion and Nationalism in Global Perspective*. Cambridge: Cambridge University Press, 2018. Chapters 3 and 4, 73-132 (60 pages).

**Week 10: Hadas Policy Event/Outline 1:1s** (*Emma and Hadas*)*Thursday, March 30*

- Schedule meetings via google calendar <https://calendar.app.google/PSwR6XsLdCdVMN7s8> for 15 minute Outline Review w./Emma between 12:30-2:00.
- 2:00-3:30 Symposium on Critical Junctures in Russia-Ukraine-West Relations at Deutsches Haus

**Week 11: Archival Research\*\*\*** (*Hadas*)*Thursday, April 6*

- Klinenberg, Eric. *Heat Wave: A Social Autopsy of Disaster in Chicago*. University of Chicago Press, 2015. Prologue, Introduction, and Chapter 1 (1-78).
- Bergholz, Max. *Violence as a Generative Force*. Cornell University Press, 2016. Introduction (3-20).

**Week 12: Professionalization Panel, Part II**

Thursday, April 13 (Melissa and Stephen)

- CVs, personal and professional websites of panel members.

**Week 13: Ethnographic Research\*\*\* (Emma)**

Thursday, April 20

- Kapiszewski, Diana, Lauren M. MacLean, and Benjamin L. Read. *Field Research in Political Science: Practices and Principles*. Cambridge University Press, 2015. Chapter 6 Qualitative Interviewing: In-depth Interviews, Focus Groups and Oral Histories, 190-233. (40 pages).
- Cramer, Katherine J. *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. University of Chicago Press, 2016. Chapters 1 and 2, 1-44. (44 pges).
- Rosenberg, Emma. 2023. "Taking the 'Race' out of 'Master Race': The Evolving Role of the Jew in White Supremacist Discourse." *Nationalities Papers* 1-25.

**Week 14: Professionalization Workshop: Cover Letters, CVs, Interview Strategies, Personal Websites (Gabby Sanes, Wasserman Center for Career Development)**

Thursday, April 27

- Read sample cover letters, CVs, and browse through the personal websites circulated in advance.

**Week 15: LAST CLASS (Emma and Hadas)**

Thursday, May 4

- TBD