

International Relations 91
Colloquium on International Research
Spring 2003
Associate Professor Richard Eichenberg
Associate Professor Jeanne Marie Penvenne
Mondays 9:25-10:15, Eaton 208

(This syllabus –with handy hyperlinks -- will also be posted on our Website under “Group Resources” – see below)

Faculty Contacts:

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Office hours:

Eichenberg, Eaton 314: Wed 11:30-1:00; Thurs 10-11:30

Penvenne, East 105: Tuesday & Thursdays 12:00 - 1:30 and by appt.

Requirements and Evaluation

This course is offered as a half credit Pass / Fail option. Students must complete **all assignments** to pass the course. All of the assignments listed on the schedule below will be graded pass/fail.

Required Readings:

1. Louise G. White, Political Analysis: Technique and Practice. Belmont: Wadsworth Publishing Co (later: Harcourt Brace College Publishers) 1994 or 1998 editions will do. Available at the bookstore. Copies also available (some used) from www.amazon.com, www.bn.com, and www.half.com. 1998 Edition also available from the publisher's website www.hbcollege.com
Buy any edition after 1990. *Finally, there are copies on reserve in both Ginn and Tisch.*
2. Frederick Cooper, "What is the Concept of Globalization Good for? An African Historian's Perspective," African Affairs, Vol. 100 (April 2001): 189-213.

Victoria Bonnell and Lynn Hunt, eds. Beyond the Cultural Turn: New Directions in the Study of Society and Culture, Berkeley, Univ. of CA, 1999. Intro.

Frederick Cooper and Randall Packard, eds. International Development and the Social Sciences: Essays on the History and Politics of Knowledge, Berkeley, Univ. of CA, 1997.

Baz Lecocq, "Fieldwork Ain't Always Fun: Public and Hidden Discourse on Fieldwork," *History in Africa*, Vol. 29 (2002):273-282.

The above essays are posted on the course website under "Group Resources". More information on this website is provided below.

Weekly Syllabus

Class One: - Introduction to the Course
23 January

Assignment 1, due Sunday January 26 by 5pm (This sounds more complicated than it really is).

Course Website Questionnaire and Profile to be completed by Sun, Jan 26 at 5pm.

An exciting new Website has been created for this course and the broader IR community. To enroll in this Website, **you must first complete the questionnaire that is located at the address below** (everything after this depends on finishing this first step):

<http://jupiter.tccs.tufts.edu/ir/welcome/apply.cfm>

Once you have completed the questionnaire, some of the information about you will automatically be entered into your personal "profile" on the Website. To view your profile, do this:

- ✓ Go the Webpage at: <http://jupiter.tccs.tufts.edu/ir/index.cfm>
- ✓ Choose "My Backpack" at top right of the main page
- ✓ Choose "My Profile"
- ✓ You will see some headings in the top/middle of your screen; browse them
- ✓ Click the heading "Academic/Professional"
- ✓ In the box labeled "Research Foci" **we want you to add some information to what is already there, namely: My Research Topic** -- a one (1) paragraph summary of a research topic that you MIGHT someday pursue for a senior thesis, senior seminar paper, a research project while abroad, or a Fulbright or other scholarship program. This is the topic that you will use as we work through this class (you will be free to change it). What is the topic you are interested in? You are of course free to enter anything else in this profile that you like. Indeed, the more we know about you, the better. Just to review: you will be adding this to what already appears under "Research foci".
- ✓ Complete any remaining sections in your profile that are blank or that you want to edit. Note: you must update each section before moving on to the next one. You can also change your password in the profile to something more easily remembered.
- ✓ Voila! You are done with Assignment 1.

Website contacts: If you experience any technical problems with the Website, please contact the following: Melissa.dodd@tufts.edu and David.grogan@tufts.edu Copies to both would be best. Finally, please cut and paste any error message that you receive into email that you send to Melissa and David. (This will help them address any problem more quickly).

Class Two: I. Translating a “Topic” into Research Questions

27 January

White, ch 14 (first !), chs 1, 2 (pp. 1-60). This reading covers next week as well.
See below for Assignment 2 on this topic that will be due Feb 6 –you should be thinking about it here.

Class Three: II. Translating a “Topic” into Research Questions: What is Theory? What is a Paradigm?

3 Feb

Assignment 2, Research Questions, due on Wednesday 6 Feb at 5pm. Details for posting this assignment on the course Webpage will be provided. Write a one (1) page memo (single-spaced, font size no smaller than 10). In this memo, lay out a research question (or more likely: questions) that you either MIGHT pursue or ACTUALLY WILL pursue at some point in the future. This (these) may be a refinement of the questions in Assignment 1, or they may derive from a new “topic”. Pay some attention to what we have covered during the last two weeks. Review White, 27-34 plus our class/lecture material on “types of research” question. Keep in mind that we decided that all research projects usually end up asking more than one “type” of research questions.

Class Four: Defining and *Evaluating* the Scholarly Literature I

10 February

Browse ALL FOUR of the guides prepared by the Tisch library staff that are listed under the heading

[How to use the Tisch Library Online Resources](#) on our course webpage.

Class Five: Finding Scholarly Literature: Some Tips from a Tufts Librarian

19 Feb (our guest: Ms. Laurie Sabol)

review link above for 10 February

*Assignment 3, Scholarly Literature, due February 23 at 5pm. Details for posting this assignment on the course Webpage will be provided. Provide a bibliography of scholarly literature that specifically address the research questions that you presented in Assignment 2. Consult the "Scholarly Literature Memo" on the course website. You will post a bibliography that includes no fewer than 10 and no more than 20 of the best references you can find related to your topic. To be sure you cite your bibliographic sources properly to be certain you cite the sources properly consult: "**Footnotes & Bibliographic Citations: Print and Electronic Formats**" on the Tisch Library website.*

**Class Six : What is Methodology?
24 February**

White, ch 5 + review pp. 35-45.\

[Baz Lecocq, "Fieldwork Ain't Always Fun: Public and Hidden Discourse on Fieldwork," History in Africa, Vol. 29 \(2002\):273-282. \(posted under "Group Resources" on our Website\).](#)

**Class Seven: Quantitative & Qualitative Methods
3 March**

White, chs 3, 8.

Assignment 4, Methodology, due no later than 5pm on March 9. Details for posting this assignment on the course Webpage will be provided. Based on the reading and lecture/discussion that we have covered since Assignment 2, write a two (2) page-memo that describes the most appropriate methodology(ies) for studying (answering) the questions in Assignment 2. What methods, exactly, would/should be used to answer your questions? Follow lecture/White closely if you wish.

**Class Eight: Tracking Down Money & "Expertise" on the Tufts Campus and Elsewhere
Expert Screeners / Readers & Proposal Development and Funding
10 March**

Assignment 5, Faculty Contact, due no later than 29 March at 5pm. Details for posting this assignment on the course Webpage will be provided. Imagine you are considering a senior thesis, other senior capstone project, a research project while abroad, or even a required senior seminar class. Based on our presentation and discussion, contact at least one faculty member or other university contact to discuss the possibility of mentoring the project and report your contacts. Obviously, we will provide guidance on this assignment as it draws near.

**Class Nine : Web Resources for Research
24 March**

Frederick Cooper, "What is the Concept of Globalization Good for? An African Historian's Perspective," *African Affairs*, Vol. 100 (April 2001): 189-213.

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Review this website: [Tips for Using the Web for Serious Research in Political Science and International Relations](#)

You will also find this link as a "Resource" in our group Webpage

Class Ten: Assessing Paradigms, Creating and Organizing Data

31 March – all of the following readings are posted under [“Group Resources”](#)

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Victoria Bonnell and Lynn Hunt, eds. *Beyond the Cultural Turn: New Directions in the Study of Society and Culture*, Berkeley, Univ. of CA, 1999. Intro.

Frederick Cooper and Randall Packard, eds. *International Development and the Social Sciences: Essays on the History and Politics of Knowledge*, Berkeley, Univ. of CA, 1997.

White, chs 6, 7, 9, 13.

Assignment 6: Knowing and Telling - Constructions of Knowledge and Narrative, to be completed by Sunday April 6 at 5 PM

Scholars regularly critique the paradigms they create. The three readings assigned for this week suggest new directions in the study of society and culture or they historicize influential theories and concepts like development and globalization. (Cooper, Bonnell & Hunt and Cooper and Packard)

Review all three essays, select one that is most closely related to your topic, and write a two page essay that raises the challenges it posed for the kinds of research questions and strategies we have developed in this course to date. How will these essays shape your research strategy? Will they?

Class Eleven: Interviewing / Oral Collection

7 April

White Chapter 8

[Laura Bohannon, "Shakespeare in the Bush" Natural History Aug/ Sept. 1966 \(access on our website\)](#)

Class Twelve Field Research: Practical and Ethical Considerations

14 April

Institutional Review Board / Guest visit, Peggy Newell, University Legal Office.
(to be confirmed)

"Bennish Principles" posted on our website.

Review:

[Baz Lecocq, "Fieldwork Ain't Always Fun: Public and Hidden Discourse on Fieldwork," History in Africa, Vol. 29 \(2002\):273-282.](#)

Assignment 7: A Research Precis/Design, Due (tentatively) April 27 by 5pm by posting on Course Website. Re-write your research questions; (max. 5 pages) briefly (really) evaluate one or two major scholarly works on your question; review the methodology appropriate to your research question; and anticipate the way you will organize and present the data/information that you gather in research.

The assignment will be discussed/refined in class as we become familiar with your projects.

Class Thirteen: **28 April**

Discussion of our Research Designs / Strategies for International Research / Discussion of your future plans and IR 92