

Submit original with signatures + 1 copy + electronic copy to UAF Governance.  
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

### TRIAL COURSE OR NEW COURSE PROPOSAL

**SUBMITTED BY:**

Department	Political Science	College/School	CLA
Prepared by	Jonathan Rosenberg	Phone	6502
Email Contact	jrosenberg@alaska.edu	Faculty Contact	Jonathan Rosenberg

**1. ACTION DESIRED**

(CHECK ONE):

 Trial Course ☐

 New Course ☒
**2. COURSE IDENTIFICATION:**

Dept

PS

Course #

622

No. of Credits

3

Justify upper/lower division status &amp; number of credits:

Course provides training in qualitative research methods and research ethics needed for students in the proposed MA in political science program.

**3. PROPOSED COURSE TITLE:**

Political Science Research Design and Methods

**4. To be CROSS LISTED?**

YES/NO

no

If yes, Dept:

Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

**5. To be STACKED?**

YES/NO

no

If yes, Dept:

Course #

**6. FREQUENCY OF OFFERING:**

Spring semester

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING (if approved)**

Spring 2012

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

**COURSE FORMAT:**

(check all that apply)

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☒ 6

6 weeks to full semester

**OTHER FORMAT**

(specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Seminar and lecture

**9. CONTACT HOURS PER WEEK:**

3

LECTURE

hours/weeks

☐ LAB

hours /week

☐ PRACTICUM

hours /week

 Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):**

PS622: Political Science Research Design and Methods (3 credits)

Graduate course to prepare students for independent research projects, with an emphasis on qualitative research

methods. Topics covered include research planning and design, ethics in research, case selection, interviewing, participant observation, content analysis and process tracing. Prerequisite: Graduate standing or permission of instructor. (3+0)

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐

S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core? YES ☐ NO ☐

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, ☐  
Format 6 ☐

W = Writing Intensive, ☐  
Format 7 ☐

Natural Science, ☐  
Format 8 ☐

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES ☐ NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

13. **GRADING SYSTEM:** Specify only one.

LETTER: ☒

PASS/FAIL: ☐

**RESTRICTIONS ON ENROLLMENT (if any)**

14. **PREREQUISITES**

Graduate standing or permission of instructor

These will be required before the student is allowed to enroll in the course.

**RECOMMENDED**

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

\$0

Has a memo been submitted through your dean to the Provost & VCAS for fee approval?

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

no

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None, course will be regular part of workload of existing PS faculty.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☐

Yes ☒

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

none

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.


Positive impact will be to provide needed training for students in a new MA program. No negative impacts are anticipated. Department has the necessary faculty resources to make this a regular offering.

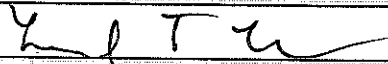

**JUSTIFICATION FOR ACTION REQUESTED**


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Course will provide the necessary training in research methods, design and ethics for MA students in political science preparing to do course-related and professional research. Currently PS only offers research methods coursework at the 200-level.

**APPROVALS:**

	Date	9/28/2010
Signature, Chair, Program/Department of: Jonathan Rosenberg		

	Date	10/18/10
Signature, Chair, College/School Curriculum Council for: 		


	Date	10-19-10
Signature, Dean, College/School of: College of Liberal Arts		

	Date	
Signature of Provost (if applicable)		
Offerings above the level of approved programs must be approved in advance by the Provost.		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

		Date	10/13/10
Signature, Chair, Program/Department of:		Curriculum	
 		Date	
Signature, Chair, College/School Curriculum Council for:			
 		Date	
Signature, Dean, College/School of:			

**ATTACH COMPLETE SYLLABUS (as part of this application).**

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>  
The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

**3. Course readings/materials:**

☐ Course textbook title, ☐ author, ☐ edition/publisher.  
☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and  
☐ any supplies required.

**4. Course description:**

☐ Content of the course and how it fits into the broader curriculum;  
☐ Expected proficiencies required to undertake the course, if applicable.  
☐ Inclusion of catalog description is *strongly* recommended, and  
☐ Description in syllabus must be consistent with catalog course description.

**5. ☐ Course Goals (general), and (see #6)**

**6. ☐ Student Learning Outcomes (more specific)**

**7. Instructional methods:**

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and  
☐ how they will be tabulated into grades (on a curve, absolute scores, etc.)

**11. Support Services:**

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:**

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

## **PS622: Political Science Research Design and Methods**

**3 Credits**

**Instructor: Pia M. Kohler**

### **Course Scope, Objectives and Organization**

This course is for graduate students enrolled in the MA in political science with concentrations in environmental politics and policy and in arctic policy. This course is also suitable to graduate students conducting social science research with an emphasis on qualitative methods. Students planning to also rely on quantitative analysis in their research method are encouraged to meet with the instructor to discuss options for supplementing this course as necessary. Such options may include identifying a suitable quantitative methods course being offered at UAF and/or tailored independent study. The aim of this course is not only to familiarize students with the application of a broad range of research methodologies but also to build skills in planning, designing and carrying out research. Emphasis will also be placed on ethics in conducting research, and as part of the course you will be expected to complete relevant training for human subject research.

Class will meet once a week for a three-hour session. This course will be conducted as an advanced seminar. As such, the success of the course relies on prepared and active participation by all students. As the semester progresses, students will also be leading discussion on selected readings.

### **Course Materials**

The following books are required for this course:

Garry King, Robert O. Keohane, and Sidney Verba. 1994. Designing Social Inquiry: Scientific Inference in Qualitative Research. Princeton University Press [KKV]

Alexander L. George and Andrew Bennett. 2005. Case Studies and Theory Development in the Social Sciences. MIT Press [G&B]

Robert K. Yin. 2008. Case Study Research: Design and Methods. 4<sup>th</sup> Edition. Sage Publications [Yin]

Bruce L. Berg. 2009. Qualitative Research Methods for the Social Sciences. 7<sup>th</sup> Edition. Allyn & Bacon [Berg]

Henry E. Brady and David Collier. 2010. Rethinking Social Inquiry: Diverse Tools, Shared Standards. 2<sup>nd</sup> Edition. Rowman and Littlefield [B&C]

*These readings will be supplemented by other book excerpts and articles. Efforts will be made to tailor assigned articles to research interests of students enrolled in the class. Additional readings will be available online through the UAF Libraries Website or E-Reserves.*

## **Assessment**

1. **Attendance and Participation** (10%) : The success of this seminar relies on your attentive, thoughtful and active participation in all sessions. Your participation will constitute 10% of your final grade in the course.
2. **Reading Response Memos** (15%) : In order to facilitate your preparation for seminar sessions each week you will be submitting a brief memo (~750 words) outlining your reaction to the assigned readings and highlighting those topics which you would like to discuss more extensively in class. These memos will be due by 9am on class day. These memos will count for 15% towards your final grade in the course.

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3. **Discussion leading** (10%): On several occasions, you will be assigned to lead your peers in discussion on some of the assigned readings. This discussion leading will count for 10% towards your final grade in the course.
4. **Assignments** (20%): Over the course of the semester, you will be completing several assignments allowing you to gain practical experience in applying some of the methods covered in this course. These brief assignments will count for 20% towards your final grade in the course.
5. **Research Prospectus** (45%): The main output of your work in this course will be the completion of a research prospectus laying out a design for independent research related to your concentration area. This assignment will be broken down into several components, including a topic outline, a literature review, a draft and a final proposal. You will also be presenting your research prospectus to the class at the end of the semester. These components leading to a final research prospectus will account for 45% of your final grade in the course. Peer-feedback on these assignments will also be emphasized throughout the semester.

## **Grading Scale:**

You will receive a percentage score for each component of the course above, that can be translated into a letter grade according to the scale below. Plusses and minuses will be used in assigning term grades for this class, which will be calculated according to the relative weight of the different components of the course.

➤ A+: 98-100%	A: 93-97%	A-: 90-92%
➤ B+: 87-89%	B: 83-86%	B-: 80-82%
➤ C+: 77-79%	C: 73-76%	C-: 70-72%
➤ D+: 67-69%	D: 63-66%	D-: 60-62%
➤ F: below 60%		

## **Course Policies**

1. Successful completion of this course depends on your punctual, active and engaged participation in all seminar sessions. This requires you to have completed the readings in advance of class sessions. Throughout the semester you will also be sharing discussion leading responsibilities on some of the assigned readings. Please note that any unexcused absence is likely to affect your final grade in the course. If you must miss class for an official UAF activity, please provide documentation and discuss this with me as soon as possible so that we can determine ways in which you can make up your absence. As a general rule, late work will not be accepted. However, I do understand that in some cases extraordinary circumstances may prevent you from submitting your work in a timely manner. If you think you have grounds for an extension, it is your responsibility to contact the instructor as early as possible to discuss whether an extension may be arranged.

2. This class falls under the provision of the Student Code of Conduct, UAF 2010-2011 Catalog, p. 49-50.

**In particular, academic dishonesty will not be tolerated and will lead to an F for the course.** This includes plagiarism, cheating, collusion or fabrication. If you are unsure as to whether your approach for any given assignment may constitute academic dishonesty, please be sure to double check with the instructor prior to handing in your assignment!

3. I am available to answer any questions you may have about course assignments, requirements or content. I generally answer e-mails within 12 hrs on weekdays, and would be happy to schedule an appointment to meet with you if you are unavailable during my posted office hours.

4. You are strongly encouraged to take advantage of the many resources available at UAF to help you succeed in this and other classes. Where appropriate, I am available to work with these services to help you get the most out of this class.

These services include:

- a. the Writing Center  
8<sup>th</sup> floor Gruening, 474-5314.  
[www.alaska.edu/english/studentresources/writing/](http://www.alaska.edu/english/studentresources/writing/)
- b. the Speaking Center  
5<sup>th</sup> floor Gruening, 474-5470, [www.uaf.edu/comm/](http://www.uaf.edu/comm/)
- c. the Office of Student Support Services  
5<sup>th</sup> floor Gruening, 474-6844, [www.uaf.edu/sssp/](http://www.uaf.edu/sssp/)
- d. the Office of Disability Services  
612 N. Chandalar, 474-5655, TTY: 474-1827  
[www.uaf.edu/apache/disability/](http://www.uaf.edu/apache/disability/)



**Tentative Course Schedule:**

Please note that this is a tentative course schedule and it may be adjusted over the course of the semester. In particular, those articles noted as TBA will be selected to reflect research interests of those enrolled in the class each semester while also addressing the topic of focus any given week. Detailed reading assignments will be posted on Blackboard, so do check blackboard regularly for updates!

<u>WEEK</u>	<u>TOPIC</u>	<u>READINGS</u>
Week 1	Introduction to the course Ethics in Research	<ul style="list-style-type: none"> <li>• Berg, Chapter 12</li> <li>• Almond, Gabriel, and Stephen Genco. "Clouds, Clocks, and the Study of Politics." <u>World Politics</u> 29, no. 4 (July 1977): 489-522.</li> </ul>
Week 2	Approaches to Social Science Research	<ul style="list-style-type: none"> <li>• Selected excerpts from Kuhn's <u>Structure of Scientific Revolutions</u> [Blackboard]</li> <li>• Berg, Chapter 1</li> <li>• KKV, Chapter 1</li> <li>• Selection from B&amp;C</li> </ul>
Week 3	Research Design	<ul style="list-style-type: none"> <li>• Berg Chapter 2, 3</li> <li>• Yin Chapter 1</li> <li>• Case example article TBA</li> </ul>
Week 4	Inference and Causality	<ul style="list-style-type: none"> <li>• KKV Chapter 2, 3</li> <li>• Selection from B&amp;C</li> <li>• Yin, Chapter 2</li> <li>• Case example articles TBA</li> </ul>
Week 5	Case Studies	<ul style="list-style-type: none"> <li>• Berg Chapter 10</li> <li>• Selection from G&amp;B</li> <li>• Selection from B&amp;C</li> <li>• Case example article sTBA</li> </ul>
Week 6	Validity and Reliability	<ul style="list-style-type: none"> <li>• Yin, Chapter 2</li> <li>• Selection from G&amp;B</li> <li>• Selection from B&amp;C</li> <li>• Case example articles TBA</li> </ul>
Week 7	Proposal Workshop I	<ul style="list-style-type: none"> <li>• Selected readings/resources on proposal writing</li> <li>• Review groups will be assigned for peer-to-peer feedback</li> </ul>
Week 8	Case selection	<ul style="list-style-type: none"> <li>• KKV Chapter 4, 5, 6</li> <li>• Selection from B&amp;C</li> <li>• Selection from G&amp;B</li> <li>• Case example articles TBA</li> </ul>
Week 9	Data collection techniques Part I	<ul style="list-style-type: none"> <li>• Yin, Chapter 3, 4</li> <li>• Berg, Chapter 4, 5, 6</li> <li>• Selection from G&amp;B</li> <li>• Case example articles TBA</li> </ul>

Week 10	Data collection techniques Part II	<ul style="list-style-type: none"> <li>• Berg, Chapter 7, 8, 9, 11</li> <li>• Selection from G&amp;B</li> <li>• Case example articles TBA</li> </ul>
Week 11	Analyzing results	<ul style="list-style-type: none"> <li>• Yin, Chapter 5, 6</li> <li>• Case example articles TBA</li> </ul>
Week 12	Presenting (and assessing) research results	<ul style="list-style-type: none"> <li>• Berg, Chapter 12</li> <li>• Case example articles TBA</li> </ul>
Week 13	Proposal Workshop II	<ul style="list-style-type: none"> <li>• Selected readings/resources on proposal writing</li> <li>• Review groups will be assigned for peer-to-peer feedback</li> </ul>
Week 14	Enduring debates in political science research	<ul style="list-style-type: none"> <li>• Selection from B&amp;C</li> <li>• Case example article TBA</li> </ul>
Final Exam Session	Student Presentations of Research Prospectus	<ul style="list-style-type: none"> <li>• Final proposal due at start of final exam session</li> </ul>