

## ***Research Methods for Area Studies 2017/2018***

### **Course Guide for the MSc/MPhil in Japanese Studies**

**This course is a Core-Course for the MSc/MPhil Programme in Japanese Studies.**

**Attendance of the Research Methods Lectures and Classes are compulsory for all students on the MSc and 1<sup>st</sup> Year MPhil in Japanese Studies.**

The Research Methods Course for Japanese Studies will be taught by Professor Hugh Whittaker, Professor Takehiko Kariya assisted by Dr Ekaterina Hertog.

There will be a Combined Introduction to the Research Methods Course in 0<sup>th</sup> week on **Thursday 5<sup>th</sup> October 2017 at 2.00 p.m. in the Nissan Institute Lecture Theatre, St. Antony's College**, followed by tea at 4.00 p.m. in the Hilda Besse Building.

**Please bring this course guide with you to the meeting on Thursday in 0<sup>th</sup> week.**

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## Introduction

### Statement of coverage

This handbook applies to students starting Research Methods Course for Area Studies in Michaelmas term 2017. The information in this handbook may be different for students starting in other years.

### Disclaimer

The information in this handbook is accurate as at (03 October 2017) however it may be necessary for changes to be made in certain circumstances, as explained at [www.graduate.ox.ac.uk/coursechanges](http://www.graduate.ox.ac.uk/coursechanges). If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

## Course Description

**This course runs over two terms and comprises two modules.**

**The first module runs during Michaelmas Term and covers principles of research design, approaches to collecting data, and approaches for managing and analysing qualitative data.** During the first weeks of the course students are introduced to finding primary and secondary sources and are invited to explore the relationship between the social science disciplines and the empirical study of an 'area' such as China, South Asia, Japan, Russia and Eurasia or Latin America and to reflect on strategies for integrating social science theory with the production of area-specific knowledge. Subsequent sessions will consider different approaches to obtaining and analysing qualitative data. Specifically these include the collection and analysis of talk and texts; interviewing and ethics, historical and contemporary research and ethnography.

**The second module runs during weeks 1-8 of Hilary Term and introduces students to field skills research methods and techniques in quantitative analysis.** Students will develop the skills to understand and evaluate the quantitative statistics and statistical tests commonly used by authors in academic papers and official reports. Students will also develop the skills to carry out basic statistical tests of research hypothesis, including t-tests and simple regression analysis.

Through class exercises and assessed written work students will be required to obtain and demonstrate a general understanding of approaches to research. At the same time, students will enjoy the opportunity and flexibility to specialize in accordance with individual disciplinary and research interests.

*There will be a Combined Introduction to the Research Methods Course and Oxford's IT services in Week 0 of Michaelmas Term (**Thursday 5<sup>th</sup> October 2017**) at 2.00 pm in the Nissan Institute Lecture Theatre, St. Antony's College followed by tea at 4.00 pm in the Hilda Besse Building.*

## Course Objectives

During the course students will:

- Gain an understanding of the inter-relationships between theory and research design and between theory and data collection and analysis.
- Gain a more informed and critical understanding of methodological approaches to the study of the region.
- Acquire a working, practical knowledge of key methodological tools
- Have a critical knowledge of social science debates on the relevance and utility of these methods to the study of the region.
- Improve the ability to critically evaluate academic scholarship and other texts produced from different disciplinary traditions or from inter-disciplinary approaches with reference to the region – so be able to better assess the robustness of the knowledge that others have produced.
- Improve skills in writing and in the presentation of information and argument.
- Develop awareness of the qualities of good research design and good research practice as preparation for MSc/MPhil thesis and for further advanced research on the region.

## Course Assessment

Assessment for this course comprises three parts, each weighted equally. Penalties will be applied for late submission at a rate of two marks deducted for each working day that the work is late.

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### 1. Qualitative Methods Assignment

- A practical exercise in the collection and analysis of qualitative data (word limit 2,500 words) to be submitted to the Examination Schools by **12.00 noon on Monday of Week 9 of Michaelmas Term (Monday 4<sup>th</sup> December 2017)**.

### 2. Quantitative Test

- A take-home test in quantitative analysis will be set on **Monday of Week 8 of Hilary Term, (Monday 5<sup>th</sup> March 2018) and the work is to be submitted to the Examination Schools by 12 noon on Monday of week 9 (12<sup>th</sup> March 2018)**. Further details will be given out during the course.

### 3. Research Proposal

- Individual research proposal for each student (word limit 2,500 words) to be submitted to the Examination Schools by **12.00 noon on Monday of Week 9 of Hilary Term (Monday 12<sup>th</sup> March 2018)**.
- Further information: → [Please see Appendix 2](#)

## Recommended Books

Martin Denscombe (2005) *The Good Research Guide: For Small Scale Social Research Projects*, Sage and Stephen Van Evera (1997) *Guide to Methods for Students of Political Science*, Cornell University Press.

## Module 1: Qualitative Lecture List

### Michaelmas Term 2017

Week	Lecture	Classes
	<ul style="list-style-type: none"> <li>• Open to all students</li> <li>• Mondays 10.00 am - 11.00 am</li> <li>• Nissan Institute Lecture Theatre, St. Antony's College</li> </ul>	<ul style="list-style-type: none"> <li>• Specific classes for each area unit</li> <li>• Classes require advance preparation (e.g. for group presentations)</li> </ul>
1	There is no lecture for Japanese Studies Students on Monday of week 1. Please attend your first class on Friday.	10.15 am - 11.15 am Syndicate Room, St. Antony's College Dr Ekaterina Hertog
2	Research Design in the Social Sciences - Professor Roger Goodman	10.15 am - 11.15 am Syndicate Room, St. Antony's College Professor Hugh Whittaker
3	Case Studies and Research Design - (Professor Rachel Murphy)	10.15 am - 11.15 am Syndicate Room, St. Antony's College Professor Hugh Whittaker
4	Finding Primary and Secondary Sources - (Joshua Seufert (HD Chung Chinese Studies Librarian) and Angela Carritt (Bodleian Information Skills Co-ordinator)	10.15 am - 11.15 am Syndicate Room, St. Antony's College Dr Ekaterina Hertog
5	Discourse Analysis - (Professor Rachel Murphy)	10.15 am - 11.15 am Syndicate Room, St. Antony's College Professor Takehiko Kariya
6	Oral History and Interviewing – (Professor Miles Tendi)	10.15 am - 11.15 am Syndicate Room, St. Antony's College Dr Ekaterina Hertog
7	Ethnography - (Professor Nayanika Mathur)	10.15 am - 11.15 am Syndicate Room, St. Antony's College Professor Hugh Whittaker
8	Mixed Methods - (Professor Kyle Jaros *This session will run from 10am-12.30pm and the lecture will be followed by a CUREC and fieldwork session.	10.15 am - 11.15 am Syndicate Room, St. Antony's College Dr Ekaterina Hertog
9	A practical exercise in the collection and analysis of qualitative data (word limit 2,500 words)	<b>To be handed in to the Examination Schools by 12.00 noon on Monday of Week 9 of Michaelmas Term (Monday 4<sup>th</sup> December 2017).</b>

## Module 1: Qualitative Lecture List

### Week 1: Introduction to Researching

#### **Lecture**

The session introduces the Research Methods lecture series. It sets out to clarify key concepts. What is the role of description, causality, and theory for social research?

#### **Class Activity**

Area specific lecture on researching your 'area' of the world.

#### **Required Reading to Prepare for Class**

1. Yoshio Sugimoto (2010) *An introduction to Japanese society*, Cambridge, Cambridge University Press. Chapter 1.
2. Brinton (2004) 'Fact-rich, data poor: Japan as Sociologists' heaven and hell' in *Doing Fieldwork in Japan* edited by Theodore C. Bestor, Patricia G. Steinhoff, and Victoria Lyon Bestor, University of California Press.
3. Toivonen, Tuukka (2011) "'Don't let your child become a NEET!': The strategic foundations of a Japanese youth scare', *Japan Forum* [Autumn 2011].
4. Freeman (2000) *Closing the Shop: Information Cartels and Japan's Mass Media*, Princeton University Press, Chapters 3 and 4

### Week 2: Research Design in the Social Sciences

#### **Lecture**

This lecture will examine some of the epistemological and theoretical assumptions that underlie all research in the social sciences and demonstrate how these assumptions dictate research strategies and methodologies. It will argue that social science is the study of the relationship between the person and society and that the way that this relationship is conceived can be broken down into three major approaches which are conventionally linked with the names of Emile Durkheim, Max Weber, and Karl Marx.

A number of examples will be given to demonstrate the different assumptions in these three traditions before examining why researchers in each tradition tend to favour certain methodologies. The lecture will emphasise the importance of researchers being reflexive about their own research assumptions and of making these assumptions clear to readers of their work.

#### **Class Activity**

- Form a group of three or four and prepare the following 15 minute presentation for the Week 2 class. Take a research topic (preferably a new topic but it is OK to use one which has already been done before) to do with contemporary Japanese, Chinese, Indian or Russian society (including the experience of Japanese, Chinese, Indian or Russian communities outside Japan, China, India and Russia) and describe and analyse what would be the different assumptions that a Marxist, Weberian and Durkheimian researcher would bring to such a topic – and how those assumptions might affect both their research questions and their research methodologies. The examples used in the class will help you

to understand the principles behind this exercise. The examples of other students' reflections on this exercise placed on WebLearn will also help you understand the nature of the exercise.

### **Required Reading to Prepare for Class**

1. Roger Goodman, 'Thoughts on the relationship between anthropological theory, methods, and the study of Japanese society', pp. 22-30 in Joy Hendry and Dixon Wong (eds.), *Dismantling the East-West Dichotomy: Views from Japanese Anthropology* (Routledge), 2009.
2. The literature on the philosophy of the social sciences is enormous and often confusing because different disciplines give different names to approaches which are often very similar in practice. A recently published good overview, however, can be found in Robert C. Bishop, *The Philosophy of the Social Sciences: An Introduction* (Continuum International Publishing Group Ltd. 2007).
3. Probably the most useful accounts for the exercise that you will do, however, can be found in any of the number of introductory sociology textbooks on the market. One which is highly recommended is: Fulcher and Scott, *Sociology*, Oxford University Press. Another is the introductory textbook by Anthony Giddens. Any of the introductory books available, however, should give you the tools you need.

## **Week 3: Research Design and Case Studies in Area Studies**

### **Lecture**

In this lecture we will consider what we can learn from case studies about research design for area studies projects. In the lecture we define a case study as the in-depth study of a relatively bounded phenomenon whereby the aim of the researcher is to either (1) elucidate the characteristics of a broader set of similar cases (2) and/or to extend upwards and outwards to understand the broader macro-level processes and structures in which the case is situated. There is much variety in the unit of case studies: a revolution, a political party, an election, a disaster, a ritual, an organisation, an NGO, a company, a policy, an individual etc. observed at a single point in time or over some designated time period. There is also considerable variety in the methods used: analysis of historical archives, textual analysis, interviews, critical review of secondary literature, quantitative analysis, and mixed methods.

In looking at how to design a case study, we will consider the properties of a case study, ways to select a case and units for study, and the role of theory in designing a case study and claiming wider relevance for the study of the case. We will reflect also on some key social science debates in case study research – in particular, we will consider the views of scholars who are embedded in different epistemological traditions and disciplines on how to design and conduct a case study that is valid and reliable.

Throughout our discussion we will consider examples of exemplary case studies conducted by area studies specialists. We will see that in both case study research and in area studies research, scholars face challenges in claiming wider relevance from their investigation of the particular. At the same time, we will also see that as the emphasis of a case study is to understand a phenomenon in its real life context, the in-depth and holistic understanding developed through an area specialism is well suited to a case study approach.

### **Readings for the Lecture**

1. John Gerring (2004) 'What is a Case Study and What is it Good For?' *American Political Science Review*, 98 (2) (May): 341-354.
2. Mario Luis Small (2009) 'How Many Cases Do I Need? On Science and the Logic of Case Selection in Field-Based Research', *Ethnography*, 10 (1): 5-38.
3. Michael Burawoy (1998) 'The Extended Case Method', *Sociological Theory*, 16 (1) (March): 4-33.

### **Other Recommended Readings**

Iddo Tavory and Stefan Timmermans (2009) 'Two Cases of Ethnography: Grounded Theory and the Extended Case Method', *Ethnography*, 10 (3): 243-263.

John Gerring (2007) *Case Study Research: Principles and Practices*, Cambridge University Press.

Alexander George and Andrew Bennett (2005) *Case Studies and Theory Development in the Social Sciences*, MIT Press (see esp. Chapter 5 on good research design)

Robert Bates et al (1998) *Analytic Narratives*, Princeton University Press

Robert K. Yin (2003) *Case Study Research: Design and Methods*, Sage.

Daniel Little (1991) 'Rational-Choice Models and Asian Studies', *Journal of Asian Studies*, 50 (1) (Feb): 32-52.

Arjun Appadurai (2001) 'Grassroots Globalisation and the Research Imagination' in *Globalisation* ed. by A. Appadurai, Duke University Press (also *Public Culture*, 12 (2) (Winter), 2000)

Duneier and Klinenberg Exchange:

Mitchell Duneier (2004) 'Scrutinizing the Heat: On Ethnic Myths and the Importance of Shoe Leather' *Contemporary Sociology*, 33 (5) (September): 139-150 and Eric Klinenberg (2004)

'Overheated', *Contemporary Sociology*, 33 (5) (September): 521-528. Mitchell Duneier (2006)

'Ethnography, the Ecological Fallacy and the 1995 Heat Wave', *American Sociological Review*, 71 (August): 679-688.

### **Class Activity**

Discuss the qualities of a good research proposal. Discuss the research designs and ethical considerations associated with the sample research proposals available on WebLearn in class, and whether or not they are adequately addressed. Could the researchers use the case study method to address their questions? If yes, suggest how the research might be designed. What would these be the cases of?

## **Week 4: Finding Primary and Secondary Sources**

### **Lecture**

A core transferable skill is the ability to search the literature effectively and efficiently. This lecture will consider the process of undertaking a literature review and will scope the latest and most useful online search tools and information resources for social sciences research.

Gaining an understanding of the systems and sources by which information is organised will contribute to the success of your research. In this lecture we will review a variety of information



sources and online tools for identifying, accessing, and managing the information and data you will need for your research. A range of search strategies will be applied to a number of bibliographic databases, from initial exploration to structured and systematic searching, as we go 'around the world in 80 databases'.

### ***Recommended Reading***

Social science research methods, including bibliographic skills, are supported by *SAGE Research Methods Online*. A short reading list of e-books which contain useful chapters on the literature search and review process can be accessed from this link: <http://ezproxy-prd.bodleian.ox.ac.uk:6534/reading-lists/literature-search-and-review/19965>

I also encourage you to explore *SAGE Research Methods Online* more generally. This resource comprises: full-text books and reference works on the subject of qualitative and quantitative research methods; a Methods Map to help you understand how method concepts relate to one another; and a number of videos with research methods scholars. The SOLO permalink is: [http://solo.bodleian.ox.ac.uk/OXVU1:LSCOP\\_OX:OXFORDOXF03985](http://solo.bodleian.ox.ac.uk/OXVU1:LSCOP_OX:OXFORDOXF03985)

### ***Class Activity***

Working in small groups set a research question and prepare a presentation (preferably PPT) as to how you will address the question using secondary sources. I handout with possible secondary sources will be made available via WebLearn at the end of week 3.

- Raise a research question that you think can be answered with use of secondary sources on Japan (see some examples of such sources listed below).
- Access the sources to collect appropriate data.
- Describe your research theme clearly and then provide an answer to your question.

Note: The main purpose of this exercise is for you to learn how to access and use the secondary sources. We do not expect you to conduct sophisticated quantitative analyses at this stage.

## **Week 5: Discourse Analysis**

### ***Lecture***

In this lecture we view discourse as a system of meaning that is contained within audible, written, and/or visual language. We define a discourse as a group of statements and/or images that provide an apparently natural and common sense way of representing knowledge about a topic. We see that a single text may draw on multiple competing discourses, while a single discourse (e.g. sexuality, environmentalism, nationalism) may operate across a range of texts (medical registers, school textbooks, consumer catalogues, women's magazines). While there is no single correct approach to conducting discourse analysis there are nevertheless several concerns/questions that scholars interested in analysing discourse engage with. In this lecture we use the example of 'development discourse' to review some of these concerns and questions. These include the link between discourse and the social practices that shape empirical reality; the social and historical context in which a discourse operates; the complex social and political processes that produce a discourse; the interpretive repertoires within a discourse that advance truth/authority claims; the silences within texts; and the limitations that researchers face as opinionated individuals who themselves participate in the production of texts/knowledge.

### **Readings for the Lecture**

1. Stuart Hall (2001) 'Foucault: Power, Knowledge and Discourse' in Margaret Wetherell, Stephanie Taylor and Simeon J. Yates, *Discourse Theory and Practice*, Open University Press, pp. 72-81.
2. Jean Carabine (2001) 'Unmarried Motherhood 1830-1990: A Genealogical Analysis' in *Discourse as Data: A Guide for Analysis*, ed. by Margaret Wetherell et al, Sage, pp.267-310
3. David Howarth and Yannis Stravrakakis 'Introducing Discourse Theory and Political Analysis' in David Howarth, Aletta J Norval and Yannis Stravakais, eds. (2000), *Discourse Theory and Political Analysis*, Manchester University Press, pp. 1-23.

### **Recommended Readings**

David Howarth (2000) *Discourse*, Open University Press.

Norman Fairclough (1992) *Discourse and Social Change*, Cambridge: Polity Press.

Michel Foucault (1980) *Power/Knowledge*, Harvester

Lois McNay (1994) *Foucault: A Critical Introduction*, Cambridge: Polity Press.

Jonathan Crush (1995) *The Power of Development*, Routledge

Arturo Escobar (1995) *Encountering Development: The Making and Unmaking of the Third World*, Duke University Press.

Ernesto Laclau and Chantal Mouffe (1985) *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics*, Verso.

Roland Barthes (1972), *Mythologies*, Hill and Wang

### **Class Activity:**

- Divide into small groups, each of which includes at least one Japanese native or its equivalent level speaker who can read and analyze Japanese texts, and prepare a presentation (preferably PPT for 10 minutes) following the guideline below:
- Choose articles in Japanese as well as in English on a similar theme or topic on Japan that relates to your research interests. To choose newspaper articles, use Kikuzo (<http://ezproxy.ouls.ox.ac.uk:3912/library2e/>) and English version of Asahi Shinbum database (<http://ajw.asahi.com/>) at the BJI, or other newspaper articles such as in Mainichi, Nikkei, Yomiuri, or Sankei newspapers.
- Summarize the contents of the articles briefly; describe what research question(s) you ask, and present how you use the articles as evidence or examples to support your arguments.
- Locate the messages of the articles in a wider context, in which you are making your arguments associated with your knowledge.

If you find any different nuances or tones of those articles in Japanese and in English, analyse them.

### **Recommended Readings**

David Howarth (2000) *Discourse*, Open University Press.

Norman Fairclough (1992) *Discourse and Social Change*, Cambridge: Polity Press.

Michel Foucault (1980) *Power/Knowledge*, Harvester

Lois McNay (1994) *Foucault: A Critical Introduction*, Cambridge: Polity Press.

Roland Barthes (1972), *Mythologies*, Hill and Wang.

Carol Bacchi (2000) "Policy as Discourse: What does it mean? Where does it get us?"  
(<http://dx.doi.org/10.1080/01596300050005493>)

\_\_\_\_\_ (2012) "Why Study Problematizations? Making Politics Visible",  
(<http://dx.doi.org/10.4236/ojps.2012.21001>)

## **Week 6: Oral History Interviewing**

### **Lecture**

The use of oral sources boomed in the 1960s but it led to heated debates over questions of objectivity, authenticity, reliability and power relations. This lecture will discuss these questions and some of the practical concerns raised by interviewing, as well as some strategies for analysing interview data.

### **Readings**

A three part debate: Kirk Hoppe, 'Whose Life Is It Anyway? Issues of Representation in Life Narrative Texts of African Women', *International Journal of African Historical Studies*, 26, 3, 1993, 623-36;

Heidi Gengenbach, 'Truth-Telling and the Politics of Women's Life History Research in Africa: A Reply to Kirk Hoppe', *International Journal of African Historical Studies*, 27, 3, 1994, 619-27;

Kirk Hoppe, 'Context and Further Questions: Response and Thanks to Heidi Gengenbach', *International Journal of African Historical Studies*, 28, 2, 1995, 359-62.

Gardini, G.L. 'In Defense of Oral History: Evidence from the Mercosur Case', *Journal of Politics in Latin America*, 4, 1, 2012, 107-133.

### **Required Readings**

1. Timothy J. Rapley (2001) 'The Art (fullness) of Open-Ended Interviewing: Some Considerations on Analysing Interviews', *Qualitative Research*, 1(3): 303-323.
2. Bruce Berg (2011) *Qualitative Research Methods for the Social Sciences*, 8<sup>th</sup> Edition. Boston, MA: Pearson.
3. Ann Lewis and Christina Silver (2007). *Using Software in Qualitative Research: A Step-by-Step Guide*: Thousand Oaks, CA: Sage. [For students who plan to use software to carry out their analysis]
4. Joseph A. Maxwell (2012) *Qualitative Research Design: An Interactive Approach*, 3<sup>rd</sup> Edition. Thousand Oaks, CA: Sage.
5. Matthew B. Miles and A. Michael Huberman (1994) *Qualitative Data Analysis*. Thousand Oaks, CA: Sage
6. David Silverman (2006) *Interpreting Qualitative Data: Methods for Analyzing Talk, Text, and Interaction*. 3<sup>rd</sup> Edition. Thousand Oaks, CA: Sage.

## ***Class Activity***

- Each student should prepare to present concisely their research question in preparation for the qualitative exercise and to explain their progress. In particular, each student needs to explain 1) what data he/she will use and why this data is suitable to answer his/her research question, 2) which research method do you plan to rely on and why is it appropriate for your research question, and 3) the relevance of his/her research in terms of the wider theoretical background.
- All are expected to offer critical comments on their peers' projects.

→ Please see Appendix 1

## **Week 7: Ethnography**

Ethnography remains remarkably resistant to a straightforward definition. Traditionally it was Anthropology that derived its disciplinary identity from ethnography, yet this method is increasingly being utilised by a range of other disciplines and professional practices. This lecture begins with outlining the Euro-American origins of ethnography and its evolution into a research method possessing a set of broadly-agreed upon guidelines. It then proceeds to critically interrogate some of the assumptions of ethnography that have been posed by feminist and postcolonial scholarship. We end with a brief discussion of the ethical quandaries posed by ethnography, even as we acknowledge its power and novelty as a way of understanding the world.

### ***Recommended Readings***

Mead, M. (2001). *Coming of age in Samoa: A psychological study of primitive youth for Western civilization*. New York: HarperCollins. (originally published 1928)

Malinowski, B. (1922). Introduction: The subject, method, and scope of this inquiry. In B. Malinowski, *Argonauts of the Western Pacific*. London: Routledge & Kegan Paul.

Jackson, M.J. (1989). On ethnographic truth. In M.J. Jackson, *Paths toward a clearing: Radical empiricism and ethnographic inquiry* (pp. 170-187). Bloomington: Indiana University Press.

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In C. Geertz, *The interpretation of cultures* (pp. 3-30). New York: Basic.

Geertz, C. (1988). Being here: Whose life is it anyway? In C. Geertz, *Works and lives: The anthropologist as author* (pp. 129-149) Stanford, CA: Stanford University Press.

Marcus, G.E. (1998). Ethnography in/of the world system: The emergence of multi-sited ethnography. In G.E. Marcus, *Ethnography through thick and thin* (pp. 79-104.) Princeton, NJ: Princeton University Press. (Originally published 1995)

Clifford, J. (1986). 'Introduction: Partial Truths'. In J. Clifford & G.E. Marcus (Eds.), *Writing culture: The poetics and politics of ethnography* (pp. 1-26). Berkeley, CA: University of California Press.

Said, E.W. (1989). Representing the colonized: Anthropology's interlocutors. *Critical Inquiry*, 15, 205-225.

Sanger, P.C. (2003). Living and writing feminist ethnographies: Threads in a quilt stitched from the heart. In R.P. Clair (Ed.), *Expressions of ethnography: Novel approaches to qualitative methods* (pp. 29-44). Albany, NY: State University of New York Press.

Narayan, K. (1993). How native is a "native" anthropologist? *American Anthropologist*, 95, 671-686.

Jacobs-Huey, L. (2002). The natives are gazing and talking back: Reviewing the problematics of positionality, voice, and accountability among "native" anthropologists. *American Anthropologist*, 104, 791-804.

Smith, L.T. (2011). Introduction. In L.T. Smith, *Decolonizing methodologies: Research and indigenous peoples* (2<sup>nd</sup> ed.) London: Zed.

Weinberg, M. (2002). Biting the hand that feeds you, and other feminist dilemmas in fieldwork. In W.C. vanden Honaard (Ed.), *Walking the tightrope: Ethical issues for qualitative researchers* (pp. 79-94.). Toronto, ON: University of Toronto Press.

## **PLEASE NOTE THAT THE CLASSES FOR WEEKS 7 AND 8 ARE REVERSED.**

### ***Class Activity for Mixed Methods Research***

Before coming to class please read the following, and be prepared to discuss in a group, and with reference to HRM:

- a) What kinds of information were obtained by survey, and what kinds of information by interviews?
- b) What are the strengths and limitations of both approaches?
- c) In this research, which mixed methods approach (as defined by Creswell and Plano Clark) is used, and how would the results have differed if a different approach were adopted?
- d) Were you surprised by the findings? Why, or why not? How can research be designed, implemented, and analysed to allow the possibility of surprise?

### ***Required Reading to Prepare for Class***

D. Hugh Whittaker et.al. (2009) *Comparative Entrepreneurship: The UK, Japan and the Shadow of Silicon Valley*, Oxford: Oxford University Press, Appendix 1 (pp.167-77), and Chapter 5 (pp.87-101).

### ***Recommended Reading***

Brady, Henry E., David Collier, and Jason Seawright, "Chapter 1: Refocusing the Discussion of Methodology," in Brady, Henry E. and David Collier, eds., (2004), *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Plymouth, UK: Rowman & Littlefield Publishers, Inc.

Coppedge, Michael (1999), "Thickening Thin Concepts and Theories: Combining Large N and Small in Comparative Politics," *Comparative Politics* 31 (4): 465.

Ahmed, Amel, and Rudra Sil (2012), "When Multi-Method Research Subverts Methodological Pluralism—or, Why We Still Need Single-Method Research." *Perspectives on Politics*, 10 (4): 935–53.

Mahoney, James, and Gary Goertz (2006), "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." *Political Analysis*, 14 (3): 227-249.

## Week 8: Mixed Methods Research

### **Lecture**

Even as a growing number of social scientists embrace “mixed-methods” research strategies, there is continued debate about what this label means. Focusing on approaches from political science, this lecture explores what mixed-methods research is, what it is good for, and what some of its potential pitfalls are. We will consider the distinctive strengths of qualitative and quantitative research, and discuss different ways of combining these strengths in systematic research designs.

### **Required Reading to Prepare for the lecture**

“Introduction: The Science in Social Science.” In King, Gary, Robert O. Keohane, and Sidney Verba (1994), *Designing Social Inquiry*. Princeton, NJ: Princeton University Press.

Tarrow, Sidney, “Chapter 6: Bridging the Quantitative-Qualitative Divide”; and Brady, Henry E., “Chapter 12: Data-set observations versus causal process observations: The 2000 U.S. Presidential Election,” in Brady, Henry E. and David Collier, eds., (2004), *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Plymouth, UK: Rowman & Littlefield Publishers, Inc.

Lieberman, Evan S (2005), “Nested Analysis as a Mixed-Method Strategy for Comparative Research,” *American Political Science Review* 99 (3): 435–52.

Rohlfing, Ingo (2008), “What You See and What You Get: Pitfalls and Principles of Nested Analysis in Comparative research,” *Comparative Political Studies* 41 (11): 1492-1514.

### **Recommended Readings**

Brady, Henry E., David Collier, and Jason Seawright, “Chapter 1: Refocusing the Discussion of Methodology,” in Brady, Henry E. and David Collier, eds., (2004), *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Plymouth, UK: Rowman & Littlefield Publishers, Inc.

Coppedge, Michael (1999), “Thickening Thin Concepts and Theories: Combining Large N and Small in Comparative Politics,” *Comparative Politics* 31 (4): 465.

Ahmed, Amel, and Rudra Sil (2012), “When Multi-Method Research Subverts Methodological Pluralism—or, Why We Still Need Single-Method Research.” *Perspectives on Politics*, 10 (4): 935–53.

Mahoney, James, and Gary Goertz (2006), “A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research.” *Political Analysis*, 14 (3): 227-249.

### **Class Activity on Ethnography**

- Divide into small groups, each focusing on one ethnographic study and prepare a presentation that critically assesses the chosen ethnography, and the strengths and weaknesses of the ethnographic method more broadly. Consider to what extent ethnography reflects the ethnographer’s own world view rather than the people it purports to represent. Each group should aim at 10 minutes presentation. Make sure the summary of the ethnography that you present is no longer than 2-3 minutes.

### **Possible Ethnographies for Evaluation**

- Kavedzija, I. (2016). The Age of Decline? Anxieties about Ageing in Japan. *Ethnos*, 81(2), 214-237.

- Lin, H. S. (2012). 'Playing Like Men': The Extramarital Experiences of Women in Contemporary Japan. *Ethnos*, 77(3), 321-343.
- Morisawa, T. (2015). Managing the unmanageable: Emotional labour and creative hierarchy in the Japanese animation industry. *Ethnography*, 16(2), 262-284.
- Rosenberger, N. (2016). Japanese Organic Farmers: Strategies of Uncertainty after the Fukushima
- Paul Green (2010) Generation, family and migration: Young Brazilian factory workers in Japan *Ethnography*; vol. 11, 4: pp. 515-532.
- Peter Cave (1998) "Bukatsudō": The Educational Role of Japanese School Clubs, *Journal of Japanese Studies* pp.383-415
- Ivry, Tsipy (2006) " At the Back Stage of Prenatal Care: Japanese Ob-gyns Negotiating Prenatal Diagnosis" *Medical Anthropology Quarterly* Vol. 20 No. 4 pp. 441-468.
- Ivry, Tsipy (2007) "Embodied Responsibilities: Pregnancy in the eyes of Japanese Ob-gyns" *Sociology of Health and Illness* Vol. 29 No.2 pp.251-274.

A useful reference list of Ethnographic monographs on Japan:

[https://webpace.yale.edu/wwkelly/Japan\\_anthropology/J\\_monograph-list.htm](https://webpace.yale.edu/wwkelly/Japan_anthropology/J_monograph-list.htm)

## Module 2: Quantitative Lecture List

### *About the* Module

#### About the Course

The course begins with two Fieldwork sessions in Week 1. The first, on Monday, will focus on the variety of research techniques used and will be presented by SIAS teaching staff from each unit, drawing on their own personal experiences in the regions that they represent. It will also alert students to the potential risks involved, such as researching politically sensitive issues. Following this presentation, there will be a short surgery for queries relating to fieldwork forms including risk assessment, travel insurance, and CUREC. The second session, on Friday, will cover practical safety advice and will be presented by a Field Skills Safety Expert.

In Weeks 2-8, the course concentrates on particular quantitative techniques and consists of a lecture, a computer lab, and a class specific to each area unit. All three modules are designed to enable students to understand empirical social science literature and to teach them the fundamentals of conducting their own statistical analysis. While there will be a few equations involved in the lectures, this course emphasizes how to take the statistical concepts from the lectures and readings and use computers to find solutions to real world problems. The respective classes for each area unit will cover issues regarding research design and the usage of statistics in research projects.

The objectives of this course are to:

1. Develop "statistical literacy," a working understanding of statistics that can help you to critically evaluate data-driven results in the social sciences.
2. Obtain a basic set of statistical tools for data analysis, with an understanding of how to choose which tool to use, how to implement them in statistical software, and how to interpret results.
3. Use Excel and R to manage datasets, make graphs, implement descriptive statistics, conduct hypothesis tests, and compute OLS regressions.

The course is accompanied by readings that repeat and broaden the understanding of the material covered. All readings specified for each week are from **Agresti, A., and Finlay, B. (2009): *Statistical Methods for the Social Sciences*, 4<sup>th</sup> ed., Upper Saddle River: Pearson Prentice Hall.**



## Module 2: Quantitative Lecture List

The core quantitative module will take place from weeks 2-8 of Hilary term with lectures, computer labs, and classes as outlined in the table below.

Hilary Term 2018			
Week	Lecture	Computer Labs: Weeks 2-7	Classes
	<ul style="list-style-type: none"> <li>Open to all students</li> <li>Mondays 10.00am - 11.30am Nissan Institute Lecture Theatre, St. Antony's</li> </ul>	<b>GROUP 1: REES</b> Thursdays 9.00am-10.00am  <b>GROUP 2: S ASIA</b> Fridays 9.00am-10.00am  <b>GROUP 3: CHINA</b> Fridays 10.00am-11.00am  <b>GROUP 4: JAPAN; LAC</b> Fridays 2.00 pm - 3.00 pm Isis Room, IT Services, 13 Banbury Road	<ul style="list-style-type: none"> <li>Specific classes for each area unit</li> </ul>
Wk 1 15 <sup>th</sup> Jan	SIAS Field Skills Lecture		External Field Skills Safety Lecture 1:30 pm - 3:30 pm Nissan Institute Lecture Theatre
Wk2 22 <sup>nd</sup> Jan	Introduction to statistics - Dr Janey Messina	Introduction to R; charts, graphs, descriptive statistics	10.15 am - 12.30 pm Research Methods Class Syndicate Room, St. Antony's College Professor Hugh Whittaker
Wk 3 29 <sup>th</sup> Jan	Probability - Dr Janey Messina	Normal distribution; z-scores	10.15 am - 12.30 pm Research Methods Class Syndicate Room, St. Antony's College Professor Hugh Whittaker
Wk 4 5 <sup>th</sup> Feb	Statistical inference - Dr Janey Messina	Confidence intervals; data transformation	10.15 am - 12.30 pm Research Methods Class on preparing and writing your Dissertation Syndicate Room, St. Antony's College
Wk 5 12 <sup>th</sup> Feb	Hypothesis testing - Dr Janey Messina	t-tests	10.15 am - 12.30 pm Research Methods Class Syndicate Room, St. Antony's College Professor Takehiko Kariya

Wk 6 19 <sup>th</sup> Feb	Comparing groups - Dr Janey Messina	ANOVA	10.15 am - 12.30 pm Research Methods Class Syndicate Room, St. Antony's College Professor Takehiko Kariya
Wk 7 26 <sup>th</sup> Feb	Bivariate relationships - Dr Janey Messina	Correlation; regression	10.15 am - 12.30 pm Research Methods Presentation Class Syndicate Room, St. Antony's College Professor Hugh Whittaker
Wk 8 5 <sup>th</sup> Mar	Optional - Intro to more advanced statistical methods - Dr Janey Messina		10.15 am - 12.30 pm Research Methods Presentation Class Syndicate Room, St. Antony's College Professor Hugh Whittaker
Wk 8 5 <sup>th</sup> Mar	Your take-home test in quantitative analysis will be set be on Monday of Week 8 of Hilary Term, (Monday 5 <sup>th</sup> March 2018)		
Wk 9 12 <sup>th</sup> Mar	Your take-home test in quantitative analysis <b>to be handed in to the Examination Schools by 12 noon on Monday of week 9 of Hilary Term (12<sup>th</sup> March 2018).</b>		
Wk 9 12 <sup>th</sup> Mar	Your individual research proposal for each student (word limit 2,500 words) <b>to be handed in to the Examination Schools by 12.00 noon on Monday of Week 9 of Hilary Term (Monday 12<sup>th</sup> March 2018).</b>		

## **Week 1: Fieldwork Week**

### ***Field Skills Lecture***

**Topics:** Interviewing; Archival Research; Police; Political Corruption; Environmental Considerations

### ***Field Skills Safety Lecture***

**Topics:** Fieldwork Application Procedure: University Travel Insurance & Risk Assessment; Research Ethics & Risk Assessment; Personal Safety

## **Week 2: Introduction to statistics Lecture**

**Topics:** Why statistics?; Measurement and central tendency; data visualisation

**Recommended Reading:** Agresti & Finlay, Chapters 1-3

## **Week 3: Probability Lecture**

**Topics:** Probability; normal distribution; z-scores

**Recommended Reading:** Agresti & Finlay, Chapter 4

## **Week 4: Statistical Inference Lecture**

**Topics:** Populations and samples; central limit theorem; standard errors and confidence intervals

**Recommended Reading:** Agresti & Finlay, Chapter 5

## **Week 5: Hypothesis Testing**

**Topics:** Hypothesis testing; t-tests; tests of significance and p-values

**Recommended Reading:** Agresti & Finlay, Chapter 6

## **Week 6: Comparing groups**

**Topics:** chi-square; ANOVA

**Recommended Reading:** Agresti & Finlay, Chapters 7, 8, and 12

## **Week 7: Bivariate relationships**

**Topics:** Correlation; regression

**Recommended Reading:** Agresti & Finlay, Chapter 9

## **Week 8: Introduction to more advanced statistical methods (optional)**

**Topics:** Non-linear regression; multivariate relationships; multiple regression; model building

**Recommended Reading:** Agresti & Finlay, Chapters 10, 11, and 14

## Appendix One: The Qualitative Methods Assignment

**Due Date:** 12.00 noon on Monday of Week 9 of Michaelmas Term (Monday 4<sup>th</sup> December 2017).

**Length:** Absolutely no more than 2500 words - including references/footnotes but excluding bibliography

You are asked to write a paper which uses and interprets data collected through qualitative research.

To carry out your research project for your paper, you are asked to follow these steps:

### 1. Identify a Research Question

Your research question should take the form of a *single clear, simple, and focused* sentence that ends with a question mark. You need to pick a question that is best answered at least partly with qualitative research. In most cases your question should begin with 'what', 'why' or 'how' and not 'who', 'which', 'when' or 'how many'. Make sure that your research question is not too broad because you have limited time and a strict word limit. It is better to say a lot about a little rather than a little about a lot.

Your research question should be *interesting*.

This means:

1. That your question cannot be answered without doing research
2. That your answer can illuminate broader research questions that social scientists think are important. (In analysis you should try to relate your research question and answers to such broader questions, but you should not try to answer them based on your own data alone.)

You are advised to show your question to a course tutor before embarking on the project.

Examples of good research questions:

What do four Chinese MSc students at Oxford University think about their obligations to their parents?

What does being Tibetan mean to two Tibetans who live in Oxford and are aged in their twenties?

Why have four retired people living in Oxford volunteered to do charity work?

How is India represented in two selected tourist magazines produced by a multinational tourist company?

How are Uyghur women represented on Chinese tourist association websites and on East Turkestan websites?

How is Japanese whale-hunting represented in ten 2006 articles from the Guardian newspaper?

How do Western-based and indigenous NGOs discuss the 'empowerment' of Indian women in their promotional literature?

How do three male undergraduate students at Oxford talk about their feelings, thoughts, and experiences of friendship?

How do customers in the MacDonald's restaurant in Oxford city centre use the space on a Sunday morning?

Why did four graduate students at Oxford decide to become vegetarian?

How is xxx represented in the political speeches of xxx?

## **2. Gather the Data that you Need to Answer your Research Question**

Think about what data you need to gather in order to answer your research question. As a guide, for this particular exercise, think of allocating approximately *10 hours* to the task of gathering and managing the data.

- You could conduct in-depth interviews with a small number of people, and then transcribe the interviews. (Depending on your research question, your interviewees could be any individuals to whom you have easy access such as relatives, friends, classmates, fellow members of clubs and societies, neighbours, strangers in public places, or key informants who agree to talk with you. You can conduct interviews by phone or by email if the individuals are in another city or living overseas. Your interviewees would need to share a common characteristic that is linked to your research question. As examples, it may be that they are all the same age, they all work part-time, they are all mothers, they are all at the same school, they are all studying overseas, they share the same profession, they are all volunteers etc.).
- You could visit a public place or event (for instance a religious service, a meeting, a sports match, a restaurant, a café, a museum) and produce detailed observation notes.
- You could assemble a selection of articles about a particular topic from a newspaper from two different time periods, or you might select articles on a topic from two different newspapers at one point in time.
- You could gather one or more historical documents relevant to your research question from an archive or a published source.
- You could select other kinds of text: for example, a school textbook, a tourist magazine, advertisements, public information brochure
- You could consult the qualidata archive
- You could combine methods, for instance, you could combine interviews with participant observation, or you could combine a survey with documentary analysis. It is also fine though to use only one method.

If you experience difficulties in answering your research question using your chosen method(s), then it is fine to keep changing your research question and/or methods until you can use your methods to answer your question. Given the exploratory nature of qualitative research, surprises often come up and it is common for even the best-designed research questions and methods to run into unexpected problems. If your question and methods are working well, then stay with what you are doing.

## **3. Data Analysis**

You should select a way of analysing your data that is most suited to answering your research question. There is no right or wrong way to analyse your data. You just need to be clear about what you are doing. Here the readings from the qualitative methods classes should help you.

Keep in mind that you need to be cautious and measured when you make claims based on qualitative data. For instance, if you have conducted 4 interviews with the members of a church group, when you analyse your data you will not be able to generalise to all church goers. You should be particularly careful in making causal claims. For instance, if 2 female interviewees said that they shop when bored and 2 male interviewees said that they play computer games when bored, you could not say, based on your data, that gender affects how people deal with boredom. But you could explain how the individuals you talked with perceived a link between gender and boredom alleviation. Similarly, if you analyse one newspaper article, you cannot say that the entire newspaper has this kind of bias or uses a particular rhetorical device.

Rather than try to generalise, you will instead 'interpret' your material in order to illustrate, revise, modify, extend, or 'poke holes' at broader generalisations or assumptions that exist in the literature.

For this reason, in writing up, you should draw on approximately 4 relevant academic articles or books to show how your questions, methods, and data relate to those of other scholars, why your research is interesting, and why your conclusions are significant.

Your paper should also discuss the limitations and problems of your methods and data, and suggest future research that could help to overcome the limitations and address the problems.

#### **4. Writing Up**

Your paper should include the following:

##### **Research question**

This should be a clear, single sentence that ends with a question mark. It should be followed by an explanation of why it is an interesting question.

##### **Research methods**

You should describe what data you gathered and how you gathered it.

##### **Data analysis**

You should explain how the data answers your research question. You should use key statements, excerpts, or examples from your data to back up your argument, and show how your arguments compare with those made elsewhere in the scholarly literature.

Make sure that every argument is supported with evidence from your data. Do not just state your own opinion without relating it to the data. You can state your opinion so long as it is related to your data.

##### **Wider relevance**

You need to explain the wider relevance of your analytical approach and of the answers to your research question. Depending on how you want to structure your argument, you may decide to integrate this discussion into your data analysis section or else you may decide to place this discussion in a separate section.

As examples:

"The aspirations of the returned migrant women I interviewed provide support for Jacka's (2006) argument that the rise of a market economy has enabled young rural women 'to create places of their own'...

"Unlike Mottier (1996) who sees eugenics as essentially a top-down nation-building project, my analysis of letters to the editor of a leading women's magazine suggests that in the case of China much eugenics discourse is instead grounded in popular culture ideas about the body...This may be due to...."

"Like the French working class men interviewed by Michelle Lamont (2000), the immigrant workers who talked with me felt that their bosses tried to undermine their sense of solidarity by ..."

"Watson *et al* (2006) concluded that MacDonalds is a space which people from diverse social backgrounds appropriate for their own purposes. Examples of this that I observed in the MacDonalds branch on Oxford Cornmarket Street include ..."

### **Limitations and possibilities for future research**

Explain the limitations of both your data and your analysis. In particular explain any ways in which your data does not usefully answer your research question. Explain any problems/weaknesses with your research methods, representativeness etc. Describe what methods you would use to overcome the limitations of your project and better answer your research question if you had the time and resources to conduct a larger research project. Here you could talk about cause-effect relationships identified by your interviewees, possible causal relationships and generalisations that based on your data you can only nod at cautiously etc.

## Appendix Two: Writing a Research Proposal

**Due Date:** 12.00 noon on Monday of Week 9 of Hilary Term (Monday 12<sup>th</sup> March 2018)

**Length:** Absolutely no more than 2500 words - including references/footnotes but excluding bibliography

### ***How to Write a Proposal***

(Assembled from <http://iis.berkeley.edu/content/examples> and David Silverman, 2000)

There is no single format for research proposals. This is because every research project is different. Different disciplines, donor organisations and academic institutions all have different formats and requirements. There are, however, several key components which must be included in every research proposal. The specific research problem will dictate what other sections are required.

Key components are:

- A description of the research problem.
- An argument as to why that problem is important.
- A review of literature relevant to the research problem.
- A description of the proposed research methodology, including any ethical considerations
- Conclusion and comments on significance of the proposal

### ***1. Describing a Research Problem***

Before your proposal can make sense to a reader, he or she must understand clearly what the proposed research will be about. Therefore, you would do well to begin this section with a clear and simple formulation of your research question. Read the following examples:

This research project explores the extent to which vigilantism is growing within different sectors of the South African population. In particular the research focuses on the factors which promote and maintain vigilantism in our society.

Many community projects in rural Mpumalanga rely on micro-enterprises (such as community gardens and spaza shops), to extend the income generating potential of communities. The following is an investigation of the extent to which these micro-enterprises do actually influence the broader economic position of these communities.

Flesh out this section with some or all of the following:

- Where does this research question come from? If it arises out of a debate in the literature, introduce that debate.
- Clarify or quantify any concepts which may not be clear.

Have a look at a very simple example:

This research project explores the extent to which vigilantism is growing within different sectors of the South African population. In particular the research focuses on the factors which promote and maintain vigilantism in our society. Recent reports in the media detailing the operation of extensive and organized vigilante groups have created public interest and concern, and there are important implications for policing policy. A "vigilante" is defined as being "a volunteer committee of citizens for the oversight and protection of any interest, especially one organized to suppress and punish crime summarily, as when the process of law appears inadequate" (Smith, 2001).



## **2. Why the Research is Important**

This section, often referred to as the "rationale" is crucial, because it is one place in which the researcher tries to convince her/his supervisor/external examiner that the research is worth doing. You can do this by describing how the results may be used.

Think about how your research:

- May resolve theoretical questions in your area
- May develop better theoretical models in your area
- May influence public policy
- May change the way people do their jobs in a particular field, or may change the way people live.

Are there other contributions your research will make? If so, describe them in detail. Look at the following example:

In the economic example of micro-enterprises in rural communities, the researcher might argue that the research will:

- Provide an understanding of the economic impact of micro-enterprises
- Support the government's plans for start-up loans to micro-enterprises
- Demonstrate the usefulness of micro-enterprises as part of rural development, thereby contributing to the work of government and non-government rural development organisations.

Detail regarding each of these three points should be added to produce a convincing argument as to the usefulness of the research.

## **3. Literature Review**

The literature review presents one of the greatest challenges of the research proposal to experienced and inexperienced researchers alike. A literature review should not just replicate other people's writing. It should rather be an opportunity for you to show your command of a subject area by starting your own conversation on a topic based on what is already known.

The literature review:

- Provides a conceptual framework for the reader so that the research question and methodology can be better understood.
- Demonstrates to the expert reader that the researcher is aware of the breadth and diversity of literature that relates to the research question.

It is important that you are able to provide an integrated overview of your field of study. This means that you show awareness of the most important and relevant theories, models, studies, and methodologies.

It may be helpful to think of the literature review as answering the following questions:

- What do we already know about the topic?
- What do you have to say critically about what is already known?
- Has anyone else ever done anything exactly the same?
- Has anyone else done anything that is related?
- Where does your work fit in to what has gone before?
- Why is your research doing in light of what has already been done?

Effective evaluation of the literature includes the following:

- Respectful use and citation of the work of others, including much earlier works that may still be relevant to your topic – don't dismiss something simply because it was for example published in the 1950s – all writing builds on that which has gone before.
- A strict focus and critical perspective on what you read
- You should avoid simple description, so your literature review should not be like a laundry list of Jones said, as Wang state, Mitchell argued and Smith concluded. Rather than just being a summary your review should also include critique that challenges the way people see things. Then by the end of the review the reader thinks – ah, yes, of course, this is exactly the kind of study that needs to be done in order to move our knowledge about this on further. So you need to give differing amounts of attention to what you read according to how important you think it is for your work. Several articles stating one position can be summarised in a single sentence, while one article with a lot of relevance to your project needs to be critiqued rather than just summarised. A critique could focus on failings of concepts, theory or method or saying how useful the insight is for asking a different kind of question.

Examples: (The research topic is "the History of Mental Illness in Natal in the period up to 1945")

***Unsuccessful literature review:***

Foucault's works looked at mental illness, asylums, and the archaeology of knowledge. Roy Porter's and Edward Shorter's histories of psychiatry and psychology show that definitions of mental illness have differed across time and place. Ernst and Swartz record that under colonialism, science, and medicine contributed to racial, class, and sexual discrimination. Feminist writers Chesler and Showalter who have written on psychiatry will be important for this study. Post-structuralist and post-modernist approaches to the construction and representation of identities will be used. Post-colonialism's concern with the 'subaltern' and the suppression of 'subaltern voices' will be significant.

***Successful literature review:***

This study will draw on diverse approaches to the history of psychiatry, and to the origins of segregation in southern Africa. Histories of psychiatry and psychology have shown that, although having a probable partial biochemical basis, the criteria for the definition of mental illness have differed across time and place. The history of science and medicine in both Europe and in the colonial order provide a means for exploring the role of biomedicine (including psychiatry) in contributing to racial, class, and sexual discrimination. Feminist analyses of the centrality of gender, and critiques of psychiatry and psychology, will be a key axis around which this study is formed. For example, while men of all races formed the majority of inmates at the Natal Government Asylum in nineteenth century Natal, women were deemed to be particularly prone to particular forms of mental illness.

Post-structuralist and post-modernist approaches to the construction and representation of identities, and to the articulation of power, will provide a means of deconstructing the 'texts' and discourses which are an important part of this study. In particular, the works of Michel Foucault on mental illness, asylums, and the archaeology of knowledge will be considered. I recognise, however, that the application of Foucault's ideas in the African context is problematic. Post-colonialism's concern with the 'subaltern' and the suppression of 'subaltern voices' will be reflected in attempts to 'hear the voices' of the institutionalised.

## **4. Empirical Research Methodology**

### **Hypotheses/Research Question**

You need to specify either the research question or problem that you will explore,

OR ELSE you need to specific research hypotheses that you will test during data analysis.

### **Research Design**

The guiding principle for writing the Method section is that it should contain sufficient information for the reader to determine whether the project is feasible and sound.

Social scientific discourse, both methodological and substantive, is rife with neologisms and jargon. As with any concept you hope to use, you must be prepared to tease out and concretize the methods you select. This involves explaining in as much detail as is possible at this stage what data you will gather and how you will gather it. If your project is qualitative, as there are no well-established and widely accepted protocols, your method section needs to be more elaborate than what is required for traditional quantitative research. For example, if you intend to conduct open-ended interviews, you must ask a whole series of secondary questions:

- What do I want to get out of these interviews?
- With whom am I going to conduct these interviews?
- How do I know they will talk to me?
- How many interviews must I do?

The same goes for "process tracing" (e.g., what process, where do I see this process, etc.), "archival research" (what archives, what sources, what about accessibility? reliability?), or with any other approach. Not all of your answers to these questions need to go in the proposal, but demonstrating that you have considered them will only help.

You need also to demonstrate your knowledge of alternative methods and make the case that your approach is the most appropriate and most valid way to address your research question. You can also reflect on possible problems or limitations associated with how you plan to conduct your research, and ways that these problems or limitations can be mitigated or else why the approach remains still the most appropriate one for your purposes.

### **Sampling**

Sampling is a component of research design. In quantitative research, the assumption is that the sample accurately represents a population. In qualitative research, your selection of a case or locality and/or documents and interviewees is the basis on which you extrapolate to other cases or localities or make generalizations at a theoretical level. Therefore, the way in which the sample (if relevant) or units under study are chosen is valuable to a discussion about the validity of the research findings.

### **Data analysis**

You should describe in detail which techniques of data analysis you plan to use and why they are well suited to addressing your research question.

### **Research Ethics**

Is there any aspect of how you will gather your data and/or present your findings that could bring harm to any other individual or group of people? Does your project involve working with potentially vulnerable people? How will you ensure that the principles of informed consent and confidentiality are followed?

## **Structure**

Use "Spider Diagrams" to structure your proposal. A spider diagram is a tool for planning your writing.

Try the following:

1. Draw a box in the centre of a large sheet of blank paper. Write the title of your research proposal in that box
2. Draw a "leg" from the central "body" towards the top right hand corner of the page. Label this "leg" with the first topic that you wish to deal with in your proposal
3. Add more legs moving clockwise around the page until all the sections have been included, with the final one being somewhere near the top left of the page
4. Now divide each "leg" up into smaller "legs" with all the points that you wish to make in each section. (Again work clockwise from the top left so that the sequence of ideas is maintained)
5. You may have to redraw your spider diagram several times until you find a structure that works for your proposal

Make sure that you find a proposal structure that suits the needs of your research.

## **5. Conclusion**

In your conclusion you can point out what is significant and original about your proposed project.

### ***Some Thoughts about Writing***

Many people assume that any literate person can write a research proposal. This is not automatically true. Writing is a difficult skill to master and one that requires practice and some dedication. Some tips to help you in your writing include:

- Always structure your work in advance
- Know what you want to say before trying to write it
- Every sentence must contain one idea only
- Each sentence must follow logically from the one before. A well written text is a "chain of ideas"
- While writing, keep your reader's needs in mind. This means providing a "verbal map" of your document so that your reader knows what to expect, and placing "verbal signposts" in your text to explain what is coming next

### ***Final Comments on Structure and Style***

DO:

- produce a professional looking proposal
- be interesting
- be informative
- write in a way that is easy to read
- include a contents page
- use clear headings and sub-headings
- be concise and precise
- use simple language wherever possible
- construct clear arguments

- check your spelling and grammar
- reference your work fully using an acceptable format

DO NOT:

- use words when you are not absolutely certain of their meaning
- use difficult words to impress your reader
- use overly simplistic language
- repeat yourself
- digress

Before submitting, make sure you have proof-read your work carefully. To see some sample research proposals with evaluators' comments and writers' reflections see: <http://iis.berkeley.edu/content/examples>

**Please note that marks may be deducted if the presentation of your work is sloppy, you fail to reference properly, or you use incorrect or inconsistent romanization in your research proposal.**

***Reference Texts to Assist with your Research Proposal (available on WebLearn)***

[https://weblearn.ox.ac.uk/portal/hierarchy/socsci/sias/rm/page/research\\_propos](https://weblearn.ox.ac.uk/portal/hierarchy/socsci/sias/rm/page/research_propos)

Moira Kelly (2004) 'Writing a Research Proposal' in *Researching Society and Culture*, ed. by C. Seale, Sage, pp. 111-122 (Copies available in the Nissan Library and the Chinese Studies Library)

Duncan Branley (2004) 'Writing a Literature Review' in *Researching Society and Culture*, ed. by C. Seale, Sage, pp.145-162

## ***Appendix Three: How to Romanise Japanese words***

Romanization should follow the modified Hepburn system as found in *Kenkyusha's New Japanese-English Dictionary*. Use 'n' not 'm' before syllables beginning with 'b', 'm' and 'p' (*shinbun*, not *shimbun*), and an apostrophe after 'n' when it is part of the preceding syllable and the following syllable begins with 'yo', 'yu' or a vowel.

## Notes on Fieldwork

Fieldwork is not a compulsory part of the MSc/MPhil in Japanese Studies, but students have found short periods in the field to be both highly informative and enjoyable. At the MSc level students do not undertake large scale fieldwork, but are encouraged to do preliminary studies and to familiarise themselves with the fieldwork location. Whether a student should undertake fieldwork and what sort of fieldwork is appropriate, will depend on the topic of the dissertation, and students should be guided by their supervisors.

Costs of fieldwork can vary depending on your area of research and your location. It is advisable to consider these carefully when deciding to carry out fieldwork.

### ***Health and safety issues, including research ethics***

Fieldwork is considered as any research activity contributing to your academic studies, and approved by your department, which is carried out away from the University premises. This can be overseas or within the UK. The safety and welfare of its students is paramount to the University. This includes fieldwork and there are a number of procedures that you must follow when preparing for and carrying out fieldwork. For this reason, fieldwork must be approved by the departments and must comply with [University policy](#).

### **Preparation**

Safe fieldwork is successful fieldwork. Thorough preparation can pre-empt many potential problems. When discussing your research with your supervisor please think about the safety implications of where you are going and what you are doing. Following this discussion and before your travel will be approved, you will be required to complete a travel risk assessment form. This requires you to set out the significant safety risks associated with your research, the arrangements in place to mitigate those risks and the contingency plans for if something goes wrong. There is an expectation that you will take out University travel insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities. The following website contains some fieldwork experiences which might be useful to refer to <https://www.socsci.ox.ac.uk/fieldworkers-experiences>

There are a number of procedures that you must follow when preparing for and carrying out fieldwork.

- 1. Discuss your research plans with your supervisor.** Please think about the safety implications of where you are going and what you are doing. Safe fieldwork is successful fieldwork and thorough preparation can pre-empt many potential problems.
- 2. Complete a travel risk assessment form.** This requires you to set out:
  - the significant safety risks associated with your research; and
  - the arrangements in place to mitigate those risks and the contingency plans in case something goes wrong.

There is an expectation that you will take out University travel insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities.

- 3. Seek authorisation of your completed risk assessment/ University insurance application form by your supervisor and submit in hard copy to [Victoria Hudson](#) for processing.** Forms should be submitted by Friday of week 4 of each term. All travel requires final approval by the Head of School.

Please note that if you plan to undertake fieldwork in counties which the UK Foreign and Commonwealth office advise "advise against all or all but essential travel to" **and/or** undertake research that is deemed to be particularly high risk, your plans will be referred to the University Safety office for further review, permission for travel to these areas is at the Head of School's discretion. Please be aware that permission to travel to these areas under FCO advisement or high risk research may be refused.

### **Training**

Training is highly recommended as part of your preparation. Even if you are familiar with where you are going there may be risks associated with what you are doing.

Departmental course (run annually as part of the SIAS Research Methods course, please refer to the Research methods course outline for more details):

- Short basic **fieldwork safety awareness session** covering personal safety and planning tips. Post-fieldwork students are invited to attend to share their experiences. All students carrying out fieldwork are expected to attend this.

DTC courses (run termly) <http://www.socsci.ox.ac.uk/training>

- Preparation for Safe and Effective Fieldwork. A half day course for those carrying out social science research in rural and urban contexts which includes a student led session on practical interviewing.
- Secondary trauma workshops. For research on traumatic or distressing topic areas.

Safety Office courses <http://www.admin.ox.ac.uk/safety/overseastravelfieldwork>

(run termly)

- Emergency First Aid for Fieldworkers.
- Fieldwork Safety Overseas: A full day course geared to expedition based fieldwork.

### **Useful Links**

- More information on fieldwork and a number of useful links can be found on the Social Sciences divisional website:

<http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork>;

<http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork-more-information>

### **Central University Research Ethics Committee (CUREC)**

You will need to obtain ethics approval if you are planning to carry out research during your fieldwork that requires human subjects to participate directly, for example, by:

- answering questions about themselves
- giving their opinions - whether as members of the public or in elite interviews
- performing tasks
- being observed

- OR if your research involves data (collected by you or others) about identified or identifiable people.

You will need to complete a CUREC 1A form and supporting documentation. Please find more information at this link: <https://researchsupport.admin.ox.ac.uk/governance/ethics>. The process for seeking CUREC approval is set out below.

### **Process**

- CUREC 1A is the ethics form used primarily in the Social Sciences and Humanities. CUREC forms should be typewritten and submitted for approval within Friday of week 4 of each term and at least 30 days before the research is due to start;
- CUREC forms are updated regularly to reflect current practice so please visit the Governance and Integrity webpage <https://researchsupport.admin.ox.ac.uk/governance/ethics/apply/sshidrec>
- To download the latest version appropriate supporting documentation, such as a participant information sheet, consent form or invitation letter is normally required with your application. <https://researchsupport.admin.ox.ac.uk/governance/ethics/resources>
- Please sign the form and also make sure that your supervisor and head of unit (as Department endorsement) have provided their signature (you can obtain this electronically via email).
- Please send your completed and signed CUREC 1A form and supporting documents in electronic format to [curec@area.ox.ac.uk](mailto:curec@area.ox.ac.uk) (Grants and Projects Officer)
- Your application will then be passed to the Departmental Research Ethics Committee (DREC) for review and approval, and Secretary of the DREC will inform you of the outcome.

### **Useful Links**

Informed Consent, Best Practice and FAQs and Glossary

<https://researchsupport.admin.ox.ac.uk/governance/ethics/resources>

If your dissertation project will involve conducting fieldwork of any kind then you need to consult the **SIAS fieldwork and CUREC guidance notes for 2017-18, on the SIAS Research Methods WebLearn site** at Research Methods Resources/Fieldwork Resources.

It is essential that all students undertaking fieldwork (even in the UK) complete a **SIAS Risk Assessment form** and discuss this with and get it **approved by your thesis supervisor**.

In your research proposal, be sure to note ethical considerations and if relevant you will need to complete a **CUREC 1A form and provide supporting documentation, which needs to be signed by yourself and approved by your thesis supervisor and your Head of Unit** . Completed forms and supporting documents must be submitted to Francesca Tucci at [curec@area.ox.ac.uk](mailto:curec@area.ox.ac.uk) by Friday of week 4 of each term and at least 30 days before the research is due to start. Your application will then be passed to the Departmental Research Ethics Committee (DREC) for review and approval.



If you are travelling abroad to undertake research then you need to apply for University Travel Insurance. Please complete a **Travel Insurance application form and get this approved by your thesis supervisor.**

**You must formally submit the above form/s listed above to your dissertation supervisor at least TWO MONTHS before you plan to leave for fieldwork** the signed forms should then be submitted in hard copy to Victoria Hudson, School HR and Safety officer by Friday of week 4 of each term and at least 30 days before you plan to travel.

## *Where to find documentation*

Copies of this document can be found on the Institute WebLearn site

[https://weblearn.ox.ac.uk/portal/hierarchy/socsci/sias/nijs/page/japanese\\_studie](https://weblearn.ox.ac.uk/portal/hierarchy/socsci/sias/nijs/page/japanese_studie)

And copies of all other documents relating to Examination and Dissertation information can be found on the Institute WebLearn site

[https://weblearn.ox.ac.uk/portal/hierarchy/socsci/sias/nijs/page/handbooks\\_and\\_t](https://weblearn.ox.ac.uk/portal/hierarchy/socsci/sias/nijs/page/handbooks_and_t)

## *Remember to Back-up your work*

**Make sure to save back-up copies of your work** as you progress, you do not want to lose your only copy one week before the deadline! From USB memory sticks, hard-drives, to email attachments... there are plenty of places you can store multiple copies of your work.

And remember to store your back up copies in a safe place away from your computer/laptop so that in the event of something happening to your equipment you do not lose your entire year's work.

Try using an on-line back-up system like <https://www.dropbox.com/>

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