

HIST/POLSC 810: Security Studies Methodology
Synchronous/Online
W 3:30–5:20, Fall 2020

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Office Hours: By appointment

Course Objectives

This course introduces methods in history and political science used to produce research in the field of security studies. Students will investigate humanities and social sciences methodology through selected readings and research exercises. The course teaches students how to formulate an academic research inquiry and frame it within the secondary academic literature, build a causal thesis, collect evidence (primary sources/data), and evaluate a thesis with primary documents, case studies or statistical analysis. In addition, students will initiate and revise a research proposal in this course that will eventually become a research paper in POLSC/HIST 815.

Course Requirements

Discussion Posts (10%) and Class Participation (5%)

Participation in the course consists of two components. First, there are seven required discussion board posts and an individual meeting with one of the instructors during the last week of the course (see schedule below for details). Upon a reasonable effort, students will receive 'credit' for completing discussion board posts and the individual meeting. Second, class participation in the weekly meetings is essential. Students that contribute to discussion regularly will receive full credit (A); participating intermittently will result in partial credit (B), and rarely or never participating will result in no credit (C). **Due to the pandemic situation, the class will meet at the scheduled times via the Zoom videoconferencing platform; there will be no in-person class meetings in Calvin Hall.**

Assignments

Tbilisi Paper (10%)

Students will utilize primary sources to write a short history of the events occurring in Tbilisi, Georgia in April 1989. More detailed instructions are included with the sources posted to Canvas.

Scientific Study Exercise (10%)

This is a short assignment introducing the operationalization of concepts, managing data, conducting simple statistical calculations, and formulating and testing hypotheses. Detailed instructions are included with the assignment posted to Canvas.

Bibliography (15%)

A bibliography (in Political Science or History citation format, see below) of 20-30 sources.

- 80% of this grade will be awarded after Week 6, when students generate their list of secondary sources.
- 20% of this grade will be awarded after Week 10, when students generate their list of potential primary sources and/or datasets.
- Bibliography grades may be revised upward in December, based on improvement in the quality of the Bibliography submitted as part of the Proposal.
- If your cumulative Bibliography grade (after Week 10) was below 80, the grade may be increased to a maximum of 85.
- If your cumulative Bibliography grade (after Week 10) was at or above 80, the grade may be increased to a maximum of 100.

Proposal (50%)

The primary goal of HIST/POLSC 810 is to produce a research proposal that serves as the basis for the paper to be completed when students take HIST/POLSC 815.

Note that the proposal is not a rough draft, nor will it be composed with the same organization and style as a draft. Instead, the proposal includes these five components: 1) an introduction to the project that frames the research question in the relevant subject area and academic literature, presents the author's argument, and explains the study's expected contribution to academic knowledge and policy implications; 2) an analytical review of the relevant literature that frames the inquiry within the appropriate academic field; 3) a thesis statement/argument and hypotheses (if applicable), 4) discussion of the primary sources/data and methodology (case history, case studies, statistical analysis, etc.), and 5) a revised bibliography, in the same format as requested in Weeks 6 and 10. Students are not obligated to follow any particular formula in presentation/style, but each component should be discernible within the proposal. Proposals should not exceed 3500 words of text (not including footnotes and bibliography).

Paper format and submission guidelines:

Upload all assignments to Canvas in .pdf format. Papers should follow a citation and bibliography style adopted from Political Science or History. For a reference styles in accordance with academic History, see this guide to the Chicago Manual of Style: http://www.chicagomanualofstyle.org/tools_citationguide.html. A guide to formatting references and in-text parenthetical citations according to Political Science can be found here: <https://connect.apsanet.org/stylemanual/>.

Grading Scale

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 59 or below

Academic Honesty

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by

registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Academic Accommodation for Students with Disabilities

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the Student Access Center at accesscenter@k-state.edu, 785-532-6441; for K-State Polytechnic campus, contact Julie Rowe, Diversity, Inclusion and Access Coordinator, at jarowe@ksu.edu or call 785-826-2971.

Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Statement Regarding the Wearing of Face Coverings

To protect the health and safety of the K-State community, students, faculty, staff and visitors must wear face coverings over their mouths and noses while on K-State campuses in all hallways, public spaces, classrooms and other common areas of campus buildings, and when in offices or other work spaces or outdoor settings when 6-foot social distancing cannot be maintained. In addition, all students, faculty, and staff are required to take the [COVID-19 and Face Mask Safety training](#). Employees who need reasonable accommodations and assistance related to required face coverings may contact the ADA coordinator at charlott@k-state.edu, and students needing accommodations may contact the Student Access Center at accesscenter@k-state.edu. In classrooms, faculty have the right to deny a student entry into the room if the student is not wearing a face covering.

Recommended Reading

Storey, William Kelleher. 2003. *Writing History: A Guide for Students*. 2d ed. Oxford: Oxford University Press. ISBN: 978-0195166095

Becker, Howard S. and Pamela Richards. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press. ISBN: 978-0226041322

Enterline, Andrew J. 2006. "A Guide to Writing a Research Project in Graduate Political Science Courses." Unpublished Manuscript. (Available in K-State Canvas)

Class Schedule

All required reading materials are available in the Modules folder of the K-state Canvas site for the course.

Week 1 (8/25): Course overview

Read: Syllabus

Week 2 (9/1): Proposal models

Read: Proposal Examples 1 and 2

Discussion Post (due by 12pm): Thesis idea (200 words)

In Class: Discuss thesis ideas

Week 3 (9/8): Refining your research question

Read: Kellstedt and Whitten (ch. 1)

Discussion Post (due by 12pm): Apply reading to your thesis idea and write your research question

In Class: Discuss and refine research questions

Week 4 (9/15): Using primary documents to write a narrative

Read: Tbilisi documents

Assignment: Write Tbilisi paper and submit prior to class

In Class: Review Tbilisi assignment

Week 5 (9/22): Developing a causal thesis

Read: Kellstedt and Whitten (chs. 2-3)

Discussion Post (due by 12pm): Thesis statement – propose a causal thesis (500 words)

In Class: Workshop thesis statements

Week 6 (9/29): Secondary sources

Read: Knopf, Secondary Sources Guide, Trachtenberg Appendix I

Assignment: Find and assemble a bibliography of 20-30 secondary sources and submit to Canvas

In Class: NO CLASSROOM MEETING

Week 7 (10/6): Case study designs

Read: Kellstedt and Whitten (ch. 4), Levy

Discussion Post (due by 12pm): Identify a case study approach that best fits your thesis (250 words)

In Class: Review case study designs and logic

Week 8 (10/13): Theory and evidence in case studies

Read: Fearon, Lake, McKoy-Lake

Discussion Post (due by 12pm): Describe two cases for your thesis; justify your choices (200 words)

In Class: Discuss application of theory to cases and workshop student choices

Week 9 (10/20): Collecting and analyzing data from historical evidence

Read: Reading within assignment

Assignment: Complete scientific study exercise and submit prior to class

In Class: Discuss exercise

Week 10 (10/27): Measurement and sources

Read: Kellstedt and Whitten (chs. 5-6), Trachtenberg Appendix II

Discussion Post (due by 12pm): This is a two-part assignment:

1) Imagine the ideal quantitative data or primary sources to evaluate your thesis (150-250 words)

2) Research existing primary sources and/or data relevant to your topic. Provide a list of three potential primary sources or datasets you could utilize in your thesis. Add the citation for each of these sources (in correct format) and a brief (1-2 sentences) description of how each source/dataset can be used to evaluate your thesis.

In class: Discuss measurement types and use of sources. Discuss your proposed primary sources/datasets

Week 11 (11/3): Workshop Group 1

Discussion Post (due by 5pm on Tuesday): Write proposal introduction--Explain the research question in context of secondary literature, summarize thesis and methodology (700 words)

Week 12 (11/10): Workshop Group 2

Discussion Post (due by 5pm on Tuesday): Write proposal introduction--Explain the research question in context of secondary literature, summarize thesis and methodology (700 words)

Week 13 (11/17): No Class

Week 14 (11/24): No Class

Thanksgiving Week (11/22-26): No Class **(Proposal due 11/24)**

Week 15 (12/1): No Class—Schedule individual meeting to review proposal