



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

IAS 5940-498: Topics in International Studies: Qualitative Research Methods

Course Description:

This course will expose students to a broad range of qualitative research methods in the social sciences. Students will learn about research design, data collection and how to write proposals and reports. This course will have a particular emphasis on observing, interviewing, and conducting qualitative research in the field of international relations. Upon completion of the course, students will be able to read qualitative research and place findings into both academic and professional contexts. Students will also understand the relationship between qualitative and quantitative research methods. Each student will also be able to design a qualitative research project.

Course Dates:

July 5 – 25, 2021

Last day to enroll or drop without penalty: June 6, 2021

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor: Dr Anthony Spencer
Email Address: anthonyspencer@ou.edu
Virtual Office Hours: Before and after class
Professor availability: The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Research Methods in International Relations by Christopher Lamont
2. Additional readings will be provided by the instructor throughout the course.

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

Course Objectives:

- Understand the history and trends of qualitative research methods in international relations and related disciplines.
- Develop practical research skills through qualitative methods.
- Understand the IRB (Institutional Review Board) policies for interacting with human subjects.
- Present research prospectus in a conference-style format for instructor and peers.

Expectations:

I expect that you will read the assigned materials, participate in class and turn in assignments on time. Please allow 2 business days (48 hours) for a response to emails and Canvas messages.

Assignment Descriptions

Below you will find a brief explanation of each assignment in the class.

Journal Article Analysis:

Each student will find a peer-reviewed journal article that utilizes qualitative methods in social science. The focus of the article should clearly be relevant to international relations or international communication. The student will describe and critique the type of qualitative method(s) employed in this study, explain how results are obtained and analyzed and illustrate the contributions this article makes to the broader field of international relations and/or area studies (Middle Eastern, Latin American, European, North American, African or Asian Studies) research.

You will also critique the strengths and weaknesses of the method used in this article. You will also state how this article will help you in your final project either through the method or the context of the study.

Annotated Bibliography

Each student will find 10 scholarly sources related to their chosen topic. They will write a clear and concise explanation of each source. The student will also address how they plan to use each source in their final research prospectus.

Research Prospectus:

Each student will write a formal proposal for a research project that would contribute to the scholarly body of knowledge in a topic related to international relations. The instructor will provide a list of sample topics. This paper will consist of the background/explanation of the topic, a literature review, and a completed method section that could be used for future data collection. Each student will pay particular attention to their chosen qualitative method of inquiry (ethnography, interviews, focus groups, content analysis, etc.).

Class Schedule (Subject to Change)

Date	Topic	Readings	Written Work
Module 1	Course Introduction Meet Our Fellow Learners What Is Qualitative Research?	Lamont 1	Discussion Board Posts
Module 1	Understanding Qualitative Research Designing the Qualitative Study How to Write a Research Proposal	Lamont 2 Lofland & Lofland Lobe, Morgan & Hoffman	
Module 2	Interviewing Focus Groups/	McKinley & Jensen Penington & Wildermuth	Discussion Board Posts Annotated Bibliography

Date	Topic	Readings	Written Work
Module 2	Ethnography	O'Reilly/Spencer/ Viladrich	
Module 2	Content Analysis/Rhetorical/Critical Discourse Analysis	Mattsson, Hammarén, & Odenbring	
Module 3	Research Ethics/IRB Session	Lamont 3	
Module 3	Analyzing & Writing Qualitative Research Topics of Field Research in International Relations	Lamont 10 Lamont 9	*Research Prospectus

*Final Papers (Prospectus) are due 2 Weeks after the last class date.

Grading:

Learning Activities, Assignments, and Assessment

No extra credit is offered in this course. Final grades are not “curved.” The point scale is based on 500 points possible and is as follows:

This is a letter-graded course: A, B, C, D, or F.

450 – 500 = A

400 – 449 = B

350 – 399 = C

300 – 349 = D

0 – 299 = F

Grading Criteria

Assignment	Points Earned	Possible Points
Discussion Board Participation (2 Weeks)		100 (50 each)
Journal Article Analysis		100
Annotated Bibliography		100
Research Prospectus		200
Final Grade		500

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Incomplete Grade Policy:

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Anthony Spencer, Ph.D.

Education

- 2008 Ph.D. in Communication, University of Oklahoma
- 2003 Master of Journalism in media studies, University of North Texas
- 1995 Bachelor of Journalism in broadcast news, University of Texas

Current Positions

- Professor, Department of Communication/Latin American Studies, Universidad Americana
- Owner, ESA Explore Study Abroad

Frequently Taught Advanced Programs Courses

- IAS 5363 Cultures of Latin America
- COMM 6323 International Communication
- COMM 6383 Political Communication: War, Peace and Media

Major Areas of Teaching and Research Interest

- Intercultural/International Communication
- Media & Conflict
- Latin American Studies

Representative Publications

- Spencer, A. T. (2018). Nicaraguan immigration to Costa Rica: Understanding power and race through language. In S. Croucher & J. Caetano (Eds.), *Companion to Migration, Communication, and Politics, Oxfordshire*. UK: Taylor & Francis.
- Croucher, S. M., Spencer, A. T., & McKee, C. (2014). Religion, sex, and willingness to express opinions: A spiral of silence analysis of the 2008 U.S. Presidential Election. *Atlantic Journal of Communication, 22*(2), 111-123.
- Spencer, A. T. (2013). High-End Immigrants Create an Imagined Community in Costa Rica: Examining the Evolving Discourse in Ethnic-Minority Media. *Human Communication, 16*(1), 13-30.
- Spencer, A. T., Croucher, S. M., & Hoelscher, C. (2012). Uses and Gratifications Meets the Internet: A cross-cultural comparison of U.S. & Nicaraguan New Media Usage. *Human Communication, 15*(4), 229 - 240.
- Gerlich, R. N., Drumheller, K. D., Krista Rasco, R., Spencer, A. T. (2012) Marketing to Laggards: Organizational change and diffusion of innovation in the adoption of Facebook Timeline. *Journal of Academy of Business and Economics, 12*(3), 91-101.
- Spencer, A. T. (2011). Americans create hybrid spaces in Costa Rica: A framework for exploring cultural and linguistic integration, *Language and Intercultural Communication, 11*(1), 59-74.
- Spencer, A. T. & Croucher, S. M. (2008). Basque nationalism and spiral of silence: An analysis of public perceptions of ETA in Spain and France, *International Communication Gazette, 70*(2), 135-153.

Representative Honors and Awards Received

- 2011: Texas A&M System Teaching Excellence Award
- 2009: University of Oklahoma Department of Communication Qualitative Dissertation Award
- 2008: Intercultural Communication Research Award Dept. of Communication University of Oklahoma

Major Professional Affiliations

- National Communication Association, 2004-2012
- American Communication Association, 2009-2014
- Latin American Studies Association 2014