

Course Outline

Part I

Programme Title	: Master of International Relations and Development
Programme QF Level	: 6
Course Title	: Research Methods for Development Studies and International Relations
Course Code	: EDS6007
Department	: Department of Asian and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course aims at introducing methods and strategies of work and research in the area of development studies and international relations, with the aim of identifying and selecting approaches and useful issues for research on and within developing countries. It engages students in the analysis and critique of published research from a variety of scholarly sources, with the expectation that students develop the ability to apply critical and interdisciplinary thinking in social sciences to the methodological investigation of issues of concern to their individual specializations. With this foundation, students will develop the skill of devising appropriate methods for answering scientific research questions within their areas of interest. The philosophy and ethics of research will be discussed as well.

2. Course Intended Learning Outcomes (CILO_s)

Upon completion of this course, students will be able to:

- CILO₁* : Critically understand ways of approaching a topic by conducting literature review.
- CILO₂* : Develop research aim, questions and objectives.
- CILO₃* : Critically understand different research approaches.
- CILO₄* : Choose and use appropriate research methods for different designs.
- CILO₅* : Report on research and develop research proposals.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Literature review	<i>CILO₁</i>	➤ Lectures
Development of research aim, questions and objectives, hypotheses	<i>CILO_{2,3}</i>	➤ Lectures ➤ Demonstration ➤ Group discussion ➤ Hands-on-practice
Case studies, survey research	<i>CILO_{3,4}</i>	➤ Lectures ➤ Case studies ➤ Hands-on-practice
Qualitative analysis and quantitative analysis	<i>CILO_{3,4}</i>	➤ Lectures ➤ Demonstration ➤ Hands-on-practice
Report of research findings and development of research proposals	<i>CILO₅</i>	➤ Lectures ➤ Demonstration

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Class Discussion and Participation Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion. Students' engagement and participation are evaluated accordingly.	10%	<i>CILO₁₋₅</i>

<p>(b) Individual Reflective Journal Students will be assigned to read an academic article and read critically how the article is written and argued. Students should write an essay (3,000 words) to reflect on how the methodology has been used in the recommended article.</p>	50%	CILO ₁₋₃
<p>(c) Group Presentation The class will be separated into several groups. Students are expected to formulate a research question and some arguments using sound research methods learnt from the lectures. After the presentation, students are expected to submit individual reflective essay (200 words) to report the entire learning experience in the group project (self-evaluation of individual contribution to the group project should be included).</p>	40%	CILO ₁₋₅

5. Required Text(s)

Babbie, E. (2010). *The practice of social research* (12th ed.). Belmont, Calif: Wadsworth Cengage.

6. Recommended Readings

Atkinson, J., & Crowe, M. (2006). *Interdisciplinary research: Diverse approaches in science, technology, health, and society*. Chichester, England; Hoboken, NJ: John Wiley & Sons.

Best, J. (2004). *More damned lies and statistics*. Berkeley: University of California Press.

Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, Calif: Sage.

Denzin, N., & Lincoln, Y., (Eds.). (2008). *The landscape of qualitative research* (3rd ed.). Los Angeles, CA: Sage.

Desai, V., & Potter, R. (2006). *Doing development research*. Los Angeles, CA: Sage.

King, G., Keohane, R., & Verba, S. (1994). *Designing social inquiry: scientific inference in qualitative research*. Princeton, N.J.: Princeton University Press.

Lamont, C. (2015). *Research methods in international relations*. Los Angeles, CA: Sage.

Lapan, S., & Quartaroli, M. (Eds.). (2009). *Research essentials: An introduction to designs and practices*. San Francisco, Calif.: Jossey-Bass.

Lofland, J., & Lofland, L. (1995). *Analyzing social settings: A guide to qualitative observation and analysis*. (3rd ed.). Belmont, Calif.: Wadsworth Publishing Company.

Machi, L., & McEvoy, B. (2009). *The literature review: Six steps to success*. Thousand Oaks, Calif.: Corwin Press.

McKee, A. (2003). *Textual analysis*. (Online ed.). London: Sage.

Remler, D., & Van Ryzin, G. (2011). *Research methods in practice: Strategies for description and causation*. Thousand Oaks, Calif.: Sage.

Repko, A. (2012). *Interdisciplinary research: Process and theory*. Los Angeles, Calif.: Sage.

Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014;). *Qualitative research practice : A guide for social science students and researchers*. (2nd ed.). Los Angeles: Sage.

Rose, G. (2012). *Visual methodologies: An introduction to researching with visual materials*. (3rd ed.). London; Thousand Oaks, Calif.: Sage.

Walliman, N. (2011). *Your research project: Designing and planning your work*. (3rd ed.). London: Sage

7. Related Web Resources

Name of the Web Page	Web Link
Organization for Economic Cooperation and Development	http://www.oecd.org/
United Nations	http://www.unsystem.org/
World Bank	http://www.worldbank.org/
World Trade Organization	http://www.wto.org/
Census and Statistics Department of the HKSAR Government	http://www.censtatd.gov.hk/home.html

8. Related Journals

Name of the Journal	Web Link
Journal of Public Administration Research and Theory	http://jpart.oxfordjournals.org/
The China Journal	https://www.jstor.org/journal/chinaj
The China Quarterly	http://journals.cambridge.org/action/displayJournal?jid=cqy
Journal of Contemporary China	http://www.tandfonline.com/toc/cjcc20/current

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil

Updated as of 25 September 2020