



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

| Name | User ID | College | Department |
|------------------------|---------|-------------------|---------------|
| ROBERT WILLIAM SCHRAUF | rws23 | Liberal Arts (LA) | Not Available |

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Course Designation

(APLNG 280N) Conducting International Comparative Research

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Intl Comp Research
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

| | |
|--|----------------------------------|
| Minimum Credits: | 3 |
| Maximum Credits: | 3 |
| Repeatable: | NO |
| Department with Curricular Responsibility: | Applied Linguistics (UPLA_APLNG) |
| Effective Semester: | FA 2018 |
| Travel Component: | NO |

Course Outline

A brief outline or overview of the course content:

In this course, students learn how to conduct systematic, rigorous, and informative cross-national and cross-cultural comparisons to address the complex problems and challenges that emerge in an increasingly globalized and international world. After consideration of the nature and benefits of international comparative research in five key, contemporary domains of globalization (human rights, culture and identity, global conflict, wealth and inequality, and health and environment), students engage in hands-on, multidisciplinary methods from across the social sciences and humanities to explore real-world problems with existing and newly collected data. Students also design a specific project in their area of interest and learn techniques for reporting and presenting comparative research to potential stakeholders. Particular attention is paid to working with international datasets and the issues of translation and interpretation of data in languages other than English.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

This course has five modules:

1. MAKING THE CASE FOR INTERNATIONAL COMPARATIVE RESEARCH in addressing issues of globalization in five key areas: human rights; culture and identity; global conflict; wealth and inequality; health and environment. Key criterial questions include: What is the problem? Who wants to know? What information is necessary? How do we get that information and analyze it? How do we report or disseminate that information? [1 week]
2. APPLY MULTIDISCIPLINARY THEORY AND METHODS from the humanities and social sciences to global and international comparative research. Component disciplines include: comparative political science, comparative sociology, comparative education, anthropology, applied linguistics, cross-cultural psychology, international business, international law, and global health. Key questions are: What counts as data? How do data relate to the real-world? How is comparative analysis framed? [2 weeks]
3. DESIGNING CROSS-NATIONAL AND CROSS-CULTURAL RESEARCH to address real-world problems. Topics include: comparative and cross-cultural research design; cross-cultural equivalence of constructs, measures, and interpretations; translation and interpretation; qualitative, quantitative, and mixed methods. [1 week]
4. COLLECTING AND ANALYZING CROSS-NATIONAL AND CROSS-CULTURAL DATA. Includes 6 mini-projects: (a) comparative document analysis, (b) multi-site ethnography, (c) world-wide ethnographic databases, (d) cross-cultural surveys, (e) multinational surveys and databases, (f) Big Data. [9 weeks]
5. ADDRESSING STAKEHOLDERS, PRODUCING REPORTS AND MAKING PRESENTATIONS. Consideration of and practice in constructing and conveying textual reports and/or audiovisual presentations. [2 weeks]

Course Description:

APLNG 280N – Conducting International Comparative Research. (3) (Gen Ed;IL; Integrative) (BA) This course meets the Bachelor of Arts degree requirements and may also serve as a methods course in the Global and International Studies (GLIS) major. The goal of this course is to equip students with effective methods for conducting international and cross-cultural research that addresses issues and problems occasioned by an increasingly globalized world. Students will acquire the background knowledge and skills necessary to analyze and evaluate existing international comparative literature and to design and propose new cross-national and cross-cultural research. The course focuses on projects in five key, contemporary domains of globalization: human rights, culture and identity, global conflict, wealth and inequality, and health and environment, and it draws on multidisciplinary methods from across the humanities and social sciences—including qualitative, quantitative, and mixed methods. Particular attention is paid to working with international datasets and the issue of translation and interpretation. As a result of the course, students will be able to: (1) locate and understand the structure and import of existing international databases, (2) design comparative, cross-national and cross-cultural research projects, (3) evaluate the validity, reliability, and significance of published international comparative research, (4) conduct basic comparative analyses of social, political, and cultural texts (documents) and oral interview data and other audio and visual data, (5) evaluate comparative quantitative data from cross-cultural surveys and other quantitative instruments, and (6) design reports and multimedia presentations of international comparative research.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: ROBERT WILLIAM SCHRAUF (rws23)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

At the end of this course students will be able to:

1. Locate and understand the structure and import of existing international databases.
2. Design comparative, cross-national, and cross-cultural research projects.
3. Evaluate the validity, reliability, and significance of published international comparative research.
4. Conduct basic qualitative comparative analyses of social, political, and cultural texts (documents) and oral interview data and other audio and visual data.
5. Evaluate comparative quantitative data from cross-cultural surveys and other comparative quantitative instruments.
6. Generate reports and multimedia presentations of international comparative research.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

There are 9 assignments and 3 graded quizzes in this course (listed below). Each of these is worth 10 points (totaling to 120 points).

- Assignment 1: Thought Experiments: International Problems Requiring Research Analysis. In an online discussion forum, students consider the following five problems in terms of stakeholders (who wants to know?), critical information (what do they need to know?), data source (where and how do we get the information?), and medium (what kind of report do we draw up?). Examples of possible applications include (but are not limited to):
 - o Human Rights: (e.g. structure and goals of Truth Commissions in different national contexts)
 - o Culture and Identity: (e.g. immigration and "New Minorities" in already multicultural societies)
 - o Global Conflict: (e.g. tracking informal flows of military hardware to insurgent groups).
 - o Wealth and Inequality: (e.g. mapping the Gini coefficient across the globe).
 - o Health and Environment: (e.g. comparison of national policies concerning services and treatment of Alzheimer's disease).
- Assignment 2: Critical Reading: Assignment: Five Published Cross-National, Cross-Cultural Studies (Pathways). Students are responsible for reading 3-5 published comparative research projects (journal articles) and filling out a template for each one that involves articulating the following: (1) Research components: research questions, sampling, data collection methods, data preparation, analysis, presentation of results, significance; and (2) Evaluation of translation/interpreting issues in data collection and analysis.
- Assignment 3: Student Design of a Tractable, Cross-National or Cross-Cultural Research Project. Each student articulates a real-world research question (e.g. the five key areas of globalization noted above in Assignment 1) and sketches out the data collection methods, sampling, analysis, and arguments for significance. Students pay particular attention to the natural and social science languages involved in these projects. Students present their projects in-class as short in-class (e.g. power point) presentations, followed by discussion and suggestions.
- Assignment 4: Comparative Document Analysis. Students learn quick start methods for running qualitative analyses via qualitative data analysis software (e.g. Nvivo, Atlas.ti, Dedoose, MaxQDA) and complete a project inscription, document entry, and initial coding exercise using existing data in their area of interest.
- Assignment 5: Multi-Site Ethnography. Working in pairs, students devise a multi-site ethnographic research question and conduct audio-recorded interviews (one per student) on this question, and submit the audio files for in-class discussion. Students perform simple genre analyses of the interviews.
- Assignment 6: Worldwide Sample Ethnography. Posting their results to a discussion forum, students code data from different societies (one per student) using an existing ethnographic database (e.g. the Human Relations Area Files) on an assigned question. Particular attention is given to information about the historical antecedents and languages of the ethnographic cases.
- Assignment 7: Cross-Cultural Surveys. Working in different language pairs (where possible), students write several items for a cross-cultural survey in two languages and administer it to two people. Students post their experiences to a discussion forum.
- Assignment 8: Cross-National Surveys. Students answer an assigned question using an online, multi-nation, survey-based database and submit a one paragraph report on the results. Students report any available information on the translation processes involved in generating the survey instrument.
- Assignment 9: Student Multi-media Presentations. Students revise the presentations that they did in Assignment 3, incorporating greater detail about data collection and analysis, and integrating multimedia aspects into their presentations.

Quiz 1: short answer

Example: Describe seven components of research and give examples of each.

Quiz 2: Objective

Example: Multiple choice and matching quiz on research basics.

Quiz 3: Short answer.

Example: What are the principle strengths of qualitative vs. quantitative vs. mixed methods?

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

As a Gen Ed course addressing the issue of conducting cross-national and cross-cultural comparisons, this course relates to other 100-200 level offerings in the social sciences (anthropology, economics, psychology, political science, and sociology) as well as

business and health, and it is also listed as an International Cultures (IL) course.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course is designed as a cross-disciplinary methods course within the Global and International Studies (GLIS) major, and hence the course links directly to the following::

GLIS 101 Globalization

GLIS 102 Global Pathways

GLIS 400 Seminar in Global and International Studies

In addition, as an offering in General Education, the course addresses development of key literacies, integrative thinking, and global learning.

A description of any special facilities:

STEC classroom

Frequency of Offering and Enrollment:

every semester or every other semester, depending on enrollment patterns

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

KEY LITERACIES. Students will acquire the ability to locate, read, and evaluate both qualitative (textual, documentary) and quantitative (numeric databases and spreadsheets) cross-national and cross-cultural data. Of particular note, students will learn to evaluate the claims made for, and by, innovative, mixed methods approaches to comparative research. The following assignments relate to this objective.

- Assignment 4 Comparative Document Analysis. Students learn quick start methods for running qualitative analyses via qualitative data analysis software (e.g. Nvivo, Atlas.ti, Dedoose, MaxQDA) and complete a project inscription, document entry, and initial coding exercise using existing data in their area of interest.
- Assignment 6 Worldwide Sample Ethnography. Posting their results to a discussion forum, students code data from different societies (one per student) using an existing ethnographic database (e.g. the Human Relations Area Files) on an assigned question. Particular attention is given to information about the historical antecedents and languages of the ethnographic cases.
- Assignment 8 Cross-National Surveys. Students answer an assigned question using an online, multi-nation, survey-based database and submit a one paragraph report on the results. Students report any available information on the translation processes involved in generating the survey instrument.

INTEGRATIVE THINKING. Students will learn how use cross-national and cross-cultural comparisons to explore and test candidate explanations for, and theories about, current social, economic, and political issues (e.g. south-to-north migration, the role of Truth Commissions in post-strife conditions, neoliberal responses to growing economic inequality, religious fundamentalism and secular societies, pharmaceutical clinical trials and human rights, "brain drain" and developing economies). The following assignments relate to integrative thinking.

- Assignment 1: Thought Experiments: International Problems Requiring Research Analysis. In an online discussion forum,

students consider the following five problems in terms of stakeholders (who wants to know?), critical information (what do they need to know?), data source (where and how do we get the information?), and medium (what kind of report do we draw up?). Examples of possible applications include (but are not limited to):

- o Human Rights: (e.g. structure and goals of Truth Commissions in different national contexts)
- o Culture and Identity: (e.g. immigration and "New Minorities" in already multicultural societies)
- o Global Conflict: (e.g. tracking informal flows of military hardware to insurgent groups)
- o Wealth and Inequality: (e.g. mapping the Gini coefficient across the globe)
- o Health and Environment: (e.g. comparison of national policies concerning services and treatment of Alzheimer's disease)
- Assignment 3: Student Design of a Tractable, Cross-National or Cross-Cultural Research Project. Each student articulates a real-world research question (e.g. the five key areas of globalization noted above in Assignment 1) and sketches out the data collection methods, sampling, analysis, and arguments for significance. Students pay particular attention to the natural and social science languages involved in these projects. Students present their projects in-class as short power point presentations, followed by discussion and suggestions.
- Assignment 5 Multi-Site Ethnography. Working in pairs, students devise a multi-site ethnographic research question and conduct audio-recorded interviews (one per student) on this question, and submit the audio files for in-class discussion. Students perform simple genre analyses of the interviews.
- Assignment 7 Cross-Cultural Surveys. Working in different language pairs (where possible), students write several items for a cross-cultural survey in two languages and administer it to two people. Students post their experiences to a discussion forum.
- Quiz 1: short essay - Example: Describe seven components of research and give examples of each.
- Quiz 2: Objective - Example: Multiple choice and matching quiz on research basics.

GLOBAL LEARNING. Students will acquire the ability to identify and characterize specific historically-conditioned cultural and national differences as these impinge on solving social, economic, and political problems, and to "translate" these into written reports or orally presented power points that would be appropriate for real-world stakeholders. The following assignments relate to global learning.

- Assignment 2: Critical Reading: Published Cross-National, Cross-Cultural Studies Students are responsible for reading 3-5 published comparative research projects (journal articles) and filling out a template for each one that involves articulating the following: (1) Research components: research questions, sampling, data collection methods, data preparation, analysis, presentation of results, significance; and (2) Evaluation of translation/interpreting issues in data collection and analysis
- Assignment 9: Student Multi-media Presentations. Students revise the presentations that they did in Assignment 3, incorporating greater detail about data collection and analysis, and integrating multimedia aspects into their presentations.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

KEY LITERACIES. The course includes two quizzes and eight assignments. The following assignments address key literacies.

- Assignment 4: Comparative Document Analysis (description above). [10 points]
- Assignment 6: Worldwide Sample Ethnography (described above) [10 points].
- Assignment 8: Cross-National Surveys (description above). [10 points]

INTEGRATIVE THINKING. The course includes two quizzes and eight assignments. The following assignments address integrative thinking.

- Assignment 1: Thought Experiments: International Problems Requiring Research Analysis (description above). [10 points]
- Assignment 3: Student Design of a Tractable, Cross-National or Cross-Cultural Research Project (description above). [10 points].
- Assignment 5: Multi-Site Ethnography (description above). [10 points].
- Assignment 7: Cross-Cultural Surveys (description above). [10 points].
- Quiz 1: Short Answer
- Describe seven components of research and give examples of each. [10 points]
- Quiz 2: Objective
- Multiple choice and matching quiz on research basics. [10 points]
- Quiz 3: Short answer.
- What are the principle strengths of qualitative vs. quantitative vs. mixed methods? [10 points]

GLOBAL LEARNING. The following assignments address key literacies. The following assignments address global learning.

- Assignment 2: Critical Reading: Published Cross-National, Cross-Cultural Studies (Pathways) (description above). [10 points]
- Assignment 9: Student Multi-media Presentations (description above). [10 points]

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

CRITERIA: Explain the methods of inquiry in the humanities fields and describe how the contributions of these fields complement inquiry in other areas.

RESPONSE: Because conducting comparative research brings students into contact with languages other than English, students will be familiarized with principles and resources for the translation of textual data and interpreting of oral data, the cultural models and schemata that undergird such translation, and specific techniques for representing translated materials in reports and presentations.

CRITERIA: Critically evaluate texts in the humanities – whether verbal, visual, or digital – and identify and explain moral or ethical dimensions within the discipline of the humanities.

RESPONSE: Comparative projects involving documentary data require that analysts be sensitive to linguistic genre and speaker/author subject positioning. Students will be introduced to (1) the functional characteristics and textual implications of different genres within both documentary and audiovisual data, and (2) the analysis of subject positioning texts and talk. Since such positioning involves the portrayal of the “Other” (vis-à-vis the normative majority), students will be sensitized to how linguistic description subtly affects such portrayals and how descriptions might be “recipient designed” to offset stereotypical categorization.

CRITERIA: Demonstrate knowledge of major cultural currents, ideas and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range.

RESPONSE: Cross-cultural comparison is dependent on familiarity with the historical shaping of different cultural traditions and the current uptake of those traditions. As students work on actual comparative projects, they will be exposed to (and required to articulate) the history of cultural themes.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas**
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences**
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings**
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems**
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences**

What components of the course will help students achieve the domain criteria selected above?

CRITERIA: Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas.

RESPONSE: Students will be introduced to the scientific practices of cross-national and cross-cultural comparison, including (for example) critical concepts such as construct equivalence, item bias, emic- and etic- perspectives, and representative sampling. The course also specifically addresses the multidisciplinary methodologies available for making comparisons from anthropology, cross-cultural psychology, international relations, comparative sociology, global health, and economics.

CRITERIA: Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems.

RESPONSE: Via the consideration of published, empirical research students will become familiar with several popular comparative theories/methodologies including: the bias and equivalence framework, ethnographic comparison, reflexive sociology, and discursivist methods. Students will learn how to account for the differential influence of common factors under different circumstances and how to hold constant factors that appear similar.

CRITERIA: Recognize social, cultural, political, and/or ethical implications of work in the social and behavioral sciences.

RESPONSE: By working on actual datasets and searching for solutions to real-world problems, students will gain insight into generating multiple social, economic, and political solutions by comparing approaches taken by different societies with similar challenges.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Students will be introduced in an integrated manner to the social science of making cross-national/cross-cultural comparisons and the fundamentally linguistic nature of social data. From social science traditions, students will learn (a) how to re-frame psychological, social, economic, political, and legal questions as potentially benefiting from cross-national/cross-cultural comparison, (b) how to bring the best practices of comparative international research to address those issues, and (c) how to generate novel insights from international contexts. From humanities traditions, students learn that the vast majority of social data is collected, stored, represented, analyzed, and disseminated as both text and talk (in natural languages), requiring the application of nuanced methods of textual translation, oral interpretation, and discursive analysis.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

MODULES 1-3 (Making the Case for Comparison; Applying Multidisciplinary Theory and Methods; and Designing Cross-Cultural Research) involve lectures, readings, and in-class group work that explore social scientific practices of international comparative research, and simultaneously those principles of discourse analysis necessary for reading and evaluating existing research and available databases. Assignments including both the social science and language components are these:

- Assignment 2: Critical Reading: Published Cross-National, Cross-Cultural Studies (Pathways. Students are responsible for reading five published comparative research projects (journal articles) and filling out a template for each one that involves articulating the following: (1) Research components: research questions, sampling, data collection methods, data preparation, analysis, presentation of results, significance; and (2) Evaluation of translation/interpreting issues in data collection and analysis
- Assignment 3: Student Design of a Tractable, Cross-National or Cross-Cultural Research Project. Each student articulates a real-world research question (e.g. the five key areas of globalization noted above in Assignment 1) and sketches out the data collection methods, sampling, analysis, and arguments for significance. Students pay particular attention to the natural and social science languages involved in these projects. Students present their projects in-class as short power point presentations, followed by discussion and suggestions.

MODULE 4 (Collecting and Analyzing Cross-National and Cross-Cultural Data) involves students in 6 hands-on projects with either existing data or experiences with collecting new data. These activities take place both in-class and outside class. Assignments

blending both social science and language analysis include:

- Assignment 4: Comparative Document Analysis

Students learn quick start methods for running qualitative analyses via qualitative data analysis software (e.g. Nvivo, Atlas.ti, Dedoose, MaxQDA) and complete a project inscription, document entry, and initial coding exercise using existing data in their area of interest.

- Assignment 5: Multi-Site Ethnography

Working in pairs, students devise a multi-site ethnographic research question and conduct audio-recorded interviews (one per student) on this question, and submit the audio files for in-class discussion. Students perform simple genre analyses of the interviews.

- Assignment 6: Worldwide Sample Ethnography

Posting their results to a discussion forum, students code data from different societies (one per student) using an existing ethnographic database (e.g. the Human Relations Area Files) on an assigned question. Particular attention is given to information about the historical antecedents and languages of the ethnographic cases.

- Assignment 7: Cross-Cultural Surveys

Working in different language pairs (where possible), students write several items for a cross-cultural survey in two languages and administer it to two people. Students post their experiences to a discussion forum.

- Assignment 8: Cross-National Surveys

Students answer an assigned question using an online, multi-nation, survey-based database and submit a one paragraph report on the results. Students report any available information on the translation processes involved in generating the survey instrument.

In MODULE 5 (Addressing Stakeholders), students learn the genre of research presentation. The assignment blending both social science concepts and discourse is:

- Assignment 9: Student Multi-media Presentations

Students revise the presentations that they did in Module 3, incorporating greater detail about data collection and analysis, and integrating multimedia aspects into their presentations.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

At University Park, the instructor will be Professor Robert Schrauf of the Department of Applied Linguistics, whose expertise includes a doctorate in anthropology, postdoctoral training in experimental psychology and psycholinguistics, research in applied linguistics, and many publications in cross-cultural and cross-linguistic research. He recently published a methods book entitled: *Mixed Methods: Interviews, Surveys, and Cross-Cultural Comparisons* (2016) with Cambridge University Press.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

As noted above, in assignments 2-9 listed above (second box of Integrative Studies), students will be required to coordinate their knowledge and developing research practices in both the social science of cross-cultural comparison and language analysis.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

The course meets the BA: Humanities requirement because conducting comparative research brings students into contact with languages other than English, and students will be familiarized with principles and resources for the translation of textual data and interpreting of oral data, the cultural models and schemata that undergird such translation, and specific techniques for representing translated materials in reports and presentations.

The course meets the BA: Social and BA: Behavioral Sciences requirement because students will be introduced to the scientific practices of cross-national and cross-cultural comparison, including (for example) critical concepts such as construct equivalence, item bias, emic- and etic- perspectives, and representative sampling. The course also specifically addresses the multidisciplinary methodologies available for making comparisons from anthropology, cross-cultural psychology, international relations, comparative sociology, global health, and economics.

Intercultural Requirements:

1. The course meets the definition of an INTERNATIONAL CULTURES course.

2. COMPLETE COURSE OUTLINE

Description

APLNG 261– Conducting International Comparative Research. In this course, students learn how to conduct systematic, rigorous, and informative cross-national and cross-cultural comparisons to address the complex problems and challenges that emerge in an increasingly globalized and international world. After consideration of the nature and benefits of international comparative research in five key, contemporary domains of globalization (human rights, culture and identity, global conflict, wealth and inequality, and health and environment), students engage in hands-on, multidisciplinary methods from across the humanities and social sciences to explore real-world problems with existing and newly collected data. In particular, students design a specific project in their area of interest and learn techniques for reporting and presenting comparative research to potential stakeholders. Particular attention is paid to working with international datasets and the issue of translation and interpretation in languages other than English.

COURSE OBJECTIVES:

At the end of this course students will be able to:

1. Locate and understand the structure and import of existing international databases.
2. Design comparative, cross-national, and cross-cultural research projects
3. Evaluate the validity, reliability, and significance of published international comparative research
4. Conduct basic qualitative comparative analyses of social, political, and cultural texts (documents) and oral interview data and other audio and visual data.
5. Evaluate comparative quantitative data from cross-cultural surveys and other comparative quantitative instruments.
6. Design reports and multimedia presentations of international comparative research.

COURSE MODULES:

1. MAKING THE CASE FOR INTERNATIONAL COMPARATIVE RESEARCH in addressing issues of globalization in five key areas: human rights; culture and identity; global conflict; wealth and inequality; health and environment. Key questions include: what is the problem? Who wants to know? What information is necessary? How do we get that information and analyze it? How do we report or disseminate that information? [1 week]
2. APPLY MULTIDISCIPLINARY THEORY AND METHODS from the humanities and social sciences to global and international comparative research. Component disciplines include: comparative political science, comparative sociology, comparative education, anthropology, applied linguistics, cross-cultural psychology, international business, international law, and global health. Key questions are: what counts as data? How do data relate to the real-world? How is comparative analysis framed? [2 weeks]
3. DESIGNING CROSS-NATIONAL AND CROSS-CULTURAL RESEARCH to address real-world problems. Topics include: comparative and cross-cultural research design; cross-cultural equivalence of constructs, measures, and interpretations; translation and interpretation; qualitative, quantitative, and mixed methods. [1 week]
4. COLLECTING AND ANALYZING CROSS-NATIONAL AND CROSS-CULTURAL DATA. Includes 5-6 mini-projects: (a) comparative document analysis, (b) multi-site ethnography, (c) world-wide ethnographic databases, (d) cross-cultural surveys, (e) multinational surveys and databases, (f) Big Data. [9 weeks]
5. ADDRESSING STAKEHOLDERS, PRODUCING REPORTS AND MAKING PRESENTATIONS. Consideration of and practice in constructing and conveying textual reports and/or audiovisual presentations. [2 weeks]

3. LONG COURSE DESCRIPTION

APLNG 261 – Conducting International Comparative Research. (3 credits) This course meets the Bachelor of Arts degree requirements, the International Cultures requirement, and may also serve as a methods course in the Global and International Studies (GLIS) major. The goal of this course is to equip students with effective methods for conducting international and cross-cultural research that addresses issues and problems occasioned by an increasingly globalized world. Students will acquire the background knowledge and skills necessary to analyze and evaluate existing international comparative literature and to design and propose new cross-national and cross-cultural research. The course focuses on projects in five key, contemporary domains of globalization: human rights, culture and identity, global conflict, wealth and inequality, and health and environment, and it draws on multidisciplinary methods from across the humanities and social sciences—including qualitative, quantitative, and mixed methods. Particular attention is paid to working with international datasets and the issue of translation and interpretation. As a result of the course, students will be able to: (1) locate and understand the structure and import of existing international databases, (2) design comparative, cross-national and cross-cultural research projects, (3) evaluate the validity, reliability, and significance of published international comparative research, (4) conduct basic comparative analyses of social, political, and cultural texts (documents) and oral interview data and other audio and visual data, (5) evaluate comparative quantitative data from cross-cultural surveys and other quantitative instruments, and (6) design reports and multimedia presentations of international comparative research.

4. Students in this course will learn to (a) read and evaluate cross-national and cross-cultural research, (b) design such research in answer to real-world problems, (c) conduct actual data gathering and data analysis, and (d) write reports of such research. These learning objectives and the lectures, group activities, and nine assignments (described under the last number) will encourage students to:

- see nations, cultures, and/or social identities not in isolation, but in relation to each other
- cultivate awareness of the pluralism and diversity within the United States and international cultures;
- increase knowledge of different cultural values, traditions, beliefs and customs;

5. COURSE ASSESSMENTS

MODULE 1: MAKING THE CASE FOR INTERNATIONAL COMPARATIVE RESEARCH in addressing issues of globalization.

ASSIGNMENT 1: Thought Experiments: International Problems Requiring Research Analysis. In an online discussion forum, students consider the following five problems in terms of stakeholders (who wants to know?), critical information (what do they need to know?), data source (where and how do we get the information?), and medium (what kind of report do we draw up?). Examples of possible applications include, but are not limited to:

- § Human Rights: Structure and goals of Truth Commissions in different national contexts
- § Culture and Identity: Immigration and "New Minorities" in already multicultural societies
- § Global Conflict: Tracking informal flows of military hardware to insurgent groups
- § Wealth and Inequality: Mapping the Gini coefficient across the globe
- § Health and Environment: Comparison of national policies concerning services and treatment of Alzheimer's disease

Module 2: APPLY MULTIDISCIPLINARY THEORY AND METHODS FROM THE HUMANITIES AND SOCIAL SCIENCES

ASSIGNMENT 2: Critical Reading: Published Cross-National, Cross-Cultural Studies. Students are responsible for reading 3-5 published comparative research projects (journal articles) and filling out a template for each one that involves articulating the following: (1) Research components: research questions, sampling, data collection methods, data preparation, analysis, presentation of results, significance; and (2) Evaluation of translation/interpreting issues in data collection and analysis.

QUIZ 1: short answer

Example: Describe the components of research and give examples of each.

Module 3: DESIGNING CROSS-NATIONAL AND CROSS-CULTURAL RESEARCH TO ADDRESS REAL-WORLD PROBLEMS

ASSIGNMENT 3: Student Design of a Tractable, Cross-National or Cross-Cultural Research Project. Each student articulates a real-world research question (e.g. the five key areas of globalization noted above in Assignment 1) and sketches out the data collection methods, sampling, analysis, and arguments for significance. Students pay particular attention to the natural and social science languages involved in these projects. Students present their projects in-class as short power point presentations, followed by discussion and suggestions.

QUIZ 2: Objective

- Multiple choice and matching quiz on research basics.

Module 4: COLLECTING AND ANALYZING CROSS-NATIONAL AND CROSS-CULTURAL DATA

ASSIGNMENT 4 Comparative Document Analysis. Students learn quick start methods for running qualitative analyses via qualitative data analysis software (e.g. Nvivo, Atlas.ti, Dedoose, MaxQDA) and complete a project inscription, document entry, and initial coding exercise using existing data in their area of interest.

ASSIGNMENT 5 Multi-Site Ethnography. Working in pairs, students devise a multi-site ethnographic research question and

conduct audio-recorded interviews (one per student) on this question, and submit the audio files for in-class discussion. Students perform simple genre analyses of the interviews.

ASSIGNMENT 6 Worldwide Sample Ethnography. Posting their results to a discussion forum, students code data from different societies (one per student) using an existing ethnographic database (e.g. the Human Relations Area Files) on an assigned question. Particular attention is given to information about the historical antecedents and languages of the ethnographic cases.

ASSIGNMENT 7 Cross-Cultural Surveys. Working in different language pairs (where possible), students write several items for a cross-cultural survey in two languages and administer it to two people. Students post their experiences to a discussion forum.

ASSIGNMENT 8 Cross-National Surveys. Students answer an assigned question using an online, multi-nation, survey-based database and submit a one paragraph report on the results. Students report any available information on the translation processes involved in generating the survey instrument.

QUIZ 3: Short answer.

What are the principle strengths of qualitative vs. quantitative vs. mixed methods?

Module 5: ADDRESSING STAKEHOLDERS, PRODUCING REPORTS AND MAKING PRESENTATIONS

ASSIGNMENT 9: Student Multi-media Presentations

Students revise the presentations that they did in Module 3, incorporating greater detail about data collection and analysis, and integrating multimedia aspects into their presentations.

GRADING. There are nine assignments and 3 quizzes in the course, each worth 10 points, totaling to 120 points for the entire course.

Campuses That Have Offered () Over The Past 4 Years

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| semester | AB | AL | BK | BR | BW | CR | DS | ER | FE | GA | GV | HB | HN | HY | LV | MA | NK | PC | SH | SL | UP | WB | WC | WS | XC | XP | XS | YK |
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Course Abbreviation and Number: APLNG 280N

Course Title: *Conducting International Comparative Research*

Credits: 3

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation: None

Course Attributes/Designations: Gen Ed, GH, GS, BA, IL

General Education Learning Objectives:

Global Learning: Students will acquire the ability to identify and characterize specific historically-conditioned cultural and national differences as these impinge on solving social, economic, and political problems, and to “translate” these into written reports or orally presented power points that would be appropriate for real-world stakeholders.

Integrative Thinking: Students will learn how use cross-national and cross-cultural comparisons to explore and test candidate explanations for, and theories about, current social, economic, and political issues (e.g. south-to-north migration, the role of Truth Commissions in post-strife conditions, neoliberal responses to growing economic inequality, religious fundamentalism and secular societies, pharmaceutical clinical trials and human rights, “brain drain” and developing economies).

Key Literacies: Students will acquire the ability to locate, read, and evaluate both qualitative (textual, documentary) and quantitative (numeric databases and spreadsheets) cross-national and cross-cultural data. Of particular note, students will learn to evaluate the claims made for, and by, innovative, mixed methods approaches to comparative research.

Course Description:

This Integrative Course (social sciences and humanities) meets the Bachelor of Arts degree requirements and fills an International Cultures requirement. The course also serves as a methods course in the Global and International Studies (GLIS) major. In this course, students learn how to conduct systematic, rigorous, and informative cross-national and cross-cultural comparisons to address the complex problems and challenges that emerge in an increasingly globalized and international world. After consideration of the nature and benefits of international comparative research in five key, contemporary domains of globalization (human rights, culture and identity, global conflict, wealth and inequality, and health and environment), students engage in hands-on, multidisciplinary methods from across the humanities and social sciences to explore real-world problems with existing and newly collected data. In particular,

students design a specific project in their area of interest and learn techniques for reporting and presenting comparative research to potential stakeholders. Particular attention is paid to working with international datasets and the issue of translation and interpretation in languages other than English.

Course Learning Objectives

At the end of this course students will be able to:

1. Locate and understand the structure and import of existing international databases.
2. Design comparative, cross-national, and cross-cultural research projects
3. Evaluate the validity, reliability, and significance of published international comparative research
4. Conduct basic qualitative comparative analyses of social, political, and cultural texts (documents) and oral interview data and other audio and visual data.
5. Evaluate comparative quantitative data from cross-cultural surveys and other comparative quantitative instruments.
6. Design reports and multimedia presentations of international comparative research.

TEXTS

- Hantrais, L. (2009) *International Comparative Research: Theory, Methods, and Practice*. New York: Palgrave MacMillan.
- Assigned journal articles available from the PSU Library.

COURSE MODULES

1. MAKING THE CASE FOR INTERNATIONAL COMPARATIVE RESEARCH in addressing issues of globalization in five key areas: human rights; culture and identity; global conflict; wealth and inequality; health and environment. Key questions include: what is the problem? Who wants to know? What information is necessary? How do we get that information and analyze it? How do we report or disseminate that information? [1 week]
2. APPLYING MULTIDISCIPLINARY THEORY AND METHODS from the humanities and social sciences to global and international comparative research Component disciplines include: comparative political science, comparative sociology, comparative education, anthropology, applied linguistics, cross-cultural psychology, international business,

international law, and global health. Key questions are: what counts as data? How do data relate to the real-world? How is comparative analysis framed? [2 weeks]

3. DESIGNING CROSS-NATIONAL AND CROSS-CULTURAL RESEARCH to address real-world problems. Topics include: comparative and cross-cultural research design; cross-cultural equivalence of constructs, measures, and interpretations; translation and interpretation; qualitative, quantitative, and mixed methods. [1 week]
4. COLLECTING AND ANALYZING CROSS-NATIONAL AND CROSS-CULTURAL DATA. Includes 5-6 mini-projects: (a) comparative document analysis, (b) multi-site ethnography, (c) world-wide ethnographic databases, (d) cross-cultural surveys, (e) multinational surveys and databases, (f) Big Data. [9 weeks]
5. ADDRESSING STAKEHOLDERS, PRODUCING REPORTS AND MAKING PRESENTATIONS. Consideration of and practice in constructing and conveying textual reports and/or audiovisual presentations. [2 weeks]

COURSE ASSESSMENTS

Module 1: Making the case for international comparative research in addressing issues of globalization.

“In the social sciences and the humanities, comparative research is the term widely employed to describe studies of societies, countries, cultures, systems, institutions, social structures and change over time and space when they are carried out with the intention of using the same research tools to compare systematically the manifestations of phenomena in more than one temporal or spatial sociocultural setting” (Hantrais, 2009)

Key Questions:

1. What is the issue/problem/question?
2. Who wants to know?
3. What information is necessary to solve the problem?
4. How do we conduct the analysis and draw conclusions?
5. How do we report or disseminate the results?

ASSIGNMENT 1: Thought Experiments: International Problems Requiring Research Analysis. In an online discussion forum, students consider the following five problems in terms of stakeholders (who wants to know?), critical information (what do they need to know?), data source (where and how do we get the information?), and medium (what kind of report do we draw up?).

- *Human Rights:* (e.g. structure and goals of Truth Commissions in different national contexts)
- *Culture and Identity:* (e.g. immigration and "New Minorities" in already multicultural societies)

- *Global Conflict*: (e.g. tracking informal flows of military hardware to insurgent groups)
- *Wealth and Inequality*: (e.g. mapping the Gini coefficient across the globe)
- *Health and Environment*: (e.g. comparison of national policies concerning services and treatment of Alzheimer's disease)

Module 2: Applying multidisciplinary theory and methods from the humanities and social sciences to global and international comparative research

- A. Disciplines providing theoretical frames and methodological tools
 1. Comparative political science
 2. Comparative sociology
 3. Anthropology
 4. Applied Linguistics
 5. Comparative education
 6. Cross-cultural psychology
 7. International business
 8. International law
 9. Global and international health
- B. Disciplinary epistemologies and multidisciplinary approaches
 1. What counts as cross-cultural data in this discipline?
 2. How do data relate to the world?
 3. How is comparative analysis framed?

ASSIGNMENT 2: Critical Reading: Five Published Cross-National, Cross-Cultural Studies (Pathways). Students are responsible for reading five published comparative research projects (journal articles) and filling out a template for each one that involves articulating the following: (1) Research components: research questions, sampling, data collection methods, data preparation, analysis, presentation of results, significance; and (2) Evaluation of translation/interpreting issues in data collection and analysis.

QUIZ 1: short answer

Describe seven components of research and give examples of each.

Module 3: Designing cross-national, cross-cultural research to address real-world problems

- A. Comparative and cross-cultural research designs
- B. Cross-cultural equivalence of constructs, measures, and interpretations
- C. Qualitative, quantitative, and mixed methods

ASSIGNMENT 3: Student Design of a Tractable, Cross-National or Cross-Cultural Research Project. Each student articulates a real-world research question from within five key areas of globalization (see Assignment 1) and sketches out the data collection methods, sampling, analysis, and arguments for significance. Students pay particular attention to the natural and

social science languages involved in these projects. Students present their projects in-class as 7-minute power point presentations, followed by discussion and suggestions.

QUIZ 2: Objective

- Multiple choice and matching quiz on research basics.

Module 4: Collecting and analyzing cross-national and cross-cultural data

In this module, students will learn how to do collection and analysis of comparative, cross-national, and cross-cultural data via hands on-exercises with six kinds of data, grouped here under Qualitative and Quantitative headings.

- A. Qualitative Cross-National, Cross-Cultural Data and Analysis
 1. Comparative document analysis
 2. Multi-site ethnography
 3. Worldwide ethnographic databases
- B. Quantitative Cross-National, Cross-Cultural Data and Analysis
 1. Cross-cultural surveys
 2. Multinational surveys and databases
 3. Big Data

ASSIGNMENT 4: Comparative Document Analysis. Students learn quick start methods for running qualitative analyses in a Computer Assisted Qualitative Data Analysis (CAQDAS) method (e.g. Nvivo, Atlas.ti, Dedoose, etc) and complete a project inscription, document entry, and initial coding exercise using existing data in their area of interest.

ASSIGNMENT 5: Multi-Site Ethnography. Working in pairs, students devise a multi-site ethnographic research question and conduct two audio-recorded interviews (one per student) on this question, and submit the audio files for in-class discussion. Students perform simple genre analyses of the interviews.

ASSIGNMENT 6: Worldwide Sample Ethnography. Posting their results to a discussion forum, students code data from different societies (one per student) using the Human Relations Area Files on an assigned question. Particular attention is given to information about the historical antecedents and languages of the ethnographic cases.

ASSIGNMENT 7: Cross-Cultural Surveys. Working in different language pairs, students write 6 items for a cross-cultural survey in two languages and administer it to two people. Students post their experiences to a discussion forum.

ASSIGNMENT 8: Cross-National Surveys. Students answer an assigned question using an online, multi-nation database (e.g. Schwartz Value Survey) and submit a one paragraph report on the results. Students report any available information on the translation processes involved in generating the survey instrument.

QUIZ 3: Short answer.

What are the principle strengths of qualitative vs. quantitative vs. mixed methods?

Module 5: Addressing stakeholders, producing reports, and making presentations

- A. Setting up and coordinating international research projects
- B. Reports
 1. Visualizing and modeling research results
 2. Multimedia presentations

ASSIGNMENT 9: Student Multi-media Presentations

Students revise the presentations that they did in Module 3, incorporating greater detail about data collection and analysis, and integrating multimedia aspects into their presentations.

GRADING

The 9 assignments and 3 quizzes for the course are worth 10 points each, totaling 120 points for the entire course. The grading scheme is as follows: A (120-115); A- (114-108); B+ (107-104); B (103-100); B- (96-99); C+ (92-95); C (88-91); C- (84-87); D+ (80-83); D (76-79); D- (72-75); F (<75)

ACADEMIC INTEGRITY

Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20).

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction.

DISABILITY POLICY

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal

authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.