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| Course Details | | | | | | | | | | | | | | | | | | | | | | | |
| Code | | | | | | | | | | | | | | | **Academic Year** | | | | | | **Semester** | | |
| AVU 132 | | | | | | | | | | | | | | | - | | | | | | - | | |
| Title | | | | | | | | | | | | | | | **T** | **A** | | | **L** | | **ECTS** | | |
| Research Logic and Research Design in Comparative Politics | | | | | | | | | | | | | | | 3 |  | | |  | | 6 | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| Language | | | | | English | | | | | | | | | | | | | | | | | | |
| Level | | | | | **Undergraduate** | |  | | | | **Graduate** | | | **X** | | | **Postgraduate** | | | | | |  |
| Department / Program | | | | | Political Science and International Relations | | | | | | | | | | | | | | | | | | |
| Forms of Teaching and Learning | | | | | Classroom based | | | | | | | | | | | | | | | | | | |
| Course Type | | | | | **Compulsory** | | | **X** | | | | | **Elective** | | | | | | |  | | | |
| Objectives | | | | | This course provides essential knowledge of research design problems and solutions in comparative social research. | | | | | | | | | | | | | | | | | | |
| Content | | | | | The course follows the main stages of a research project: identification of a research question – concept formation and formulation of hypotheses – selection of research design – case selection – data collection and analysis. | | | | | | | | | | | | | | | | | | |
| Prerequisites | | | | | - | | | | | | | | | | | | | | | | | | |
| Coordinator | | | | | Prof. Dr. Andre Kaiser | | | | | | | | | | | | | | | | | | |
| Lecturer(s) | | | | | Prof. Dr. Andre Kaiser | | | | | | | | | | | | | | | | | | |
| Assistant(s) | | | | | - | | | | | | | | | | | | | | | | | | |
| Work Placement | | | | | - | | | | | | | | | | | | | | | | | | |
| Recommended or Required Reading | | | | | | | | | | | | | | | | | | | | | | | |
| Books / Lecture Notes | | | Geddes, Barbara (2002). Paradigms and Sand Castles. Theory Building and Research Design in Comparative Politics. Ann Arbor: University of Michigan Press [= GEDDES]. Gerring, John (2001). Social Science Methodology. A Criterial Framework. Cambridge: Cambridge University Press. Gschwend, Thomas/Schimmelfennig, Frank (eds) (2007). Research Design in Political Science: How to Practice What They Preach. London: Palgrave Macmillan [= GS]. King, Gary/Keohane, Robert/Verba, Sidney (1994). Designing Social Inquiry. Scientific Inference in Qualitative Research. Princeton: Princeton University Press [= KKV]. Morton, Rebecca (1999). Methods and Models. A Guide to the Empirical Analysis of Formal Models in Political Science. Cambridge: Cambridge University Press [= MORTON] | | | | | | | | | | | | | | | | | | | | |
| Other Sources | | | - | | | | | | | | | | | | | | | | | | | | |
| Additional Course Material | | | | | | | | | | | | | | | | | | | | | | | |
| Documents | | | - | | | | | | | | | | | | | | | | | | | | |
| Assignments | | | - | | | | | | | | | | | | | | | | | | | | |
| Exams | | | - | | | | | | | | | | | | | | | | | | | | |
| Course Composition | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics und Basic Sciences | | |  | | | | | | | | | | | | | | % | | | | | | |
| Engineering | | |  | | | | | | | | | | | | | | % | | | | | | |
| Engineering Design | | |  | | | | | | | | | | | | | | % | | | | | | |
| Social Sciences | | |  | | | | | | | | | | | | | | % | | | | | | |
| Educational Sciences | | |  | | | | | | | | | | | | | | % | | | | | | |
| Natural Sciences | | |  | | | | | | | | | | | | | | % | | | | | | |
| Health Sciences | | |  | | | | | | | | | | | | | | % | | | | | | |
| Expert Knowledge | | |  | | | | | | | | | | | | | | % 100 | | | | | | |
| Assessment | | | | | | | | | | | | | | | | | | | | | | | |
| Activity | | | **Count** | | | | | | | | | | | | | | **Percentage (%)** | | | | | | |
| Midterm Exam | | |  | | | | | | | | | | | | | |  | | | | | | |
| Quiz | | |  | | | | | | | | | | | | | |  | | | | | | |
| Assignments | | | 1 | | | | | | | | | | | | | | 40 | | | | | | |
| Attendance | | |  | | | | | | | | | | | | | |  | | | | | | |
| Recitations | | |  | | | | | | | | | | | | | |  | | | | | | |
| Projects | | |  | | | | | | | | | | | | | |  | | | | | | |
| Final Exam | | | 1 | | | | | | | | | | | | | | 60 | | | | | | |
| Total | | | | | | | | | | | | | | | | | **100** | | | | | | |
| ECTS Points and Work Load | | | | | | | | | | | | | | | | | | | | | | | |
| Activity | | | **Count** | | | | | | | **Duration** | | | | | | | **Work Load (Hours)** | | | | | | |
| Lectures | | | 15 | | | | | | | 3 | | | | | | | 45 | | | | | | |
| Self-Study | | |  | | | | | | |  | | | | | | |  | | | | | | |
| Assignments | | |  | | | | | | |  | | | | | | |  | | | | | | |
| Presentation / Seminar Preparation | | | 1 | | | | | | | 2 | | | | | | | 45 | | | | | | |
| Midterm Exam | | |  | | | | | | |  | | | | | | |  | | | | | | |
| Recitations | | |  | | | | | | |  | | | | | | |  | | | | | | |
| Laboratory | | |  | | | | | | |  | | | | | | |  | | | | | | |
| Projects | | |  | | | | | | |  | | | | | | |  | | | | | | |
| Final Exam | | | 1 | | | | | | | 2 | | | | | | | 60 | | | | | | |
| Total Work Load | | | | | | | | | | | | | | | | | **150** | | | | | | |
| ECTS Points (Total Work Load / Hour) | | | | | | | | | | | | | | | | | **5** | | | | | | |
| Learning Outcomes | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | The participants acquire the competence to understand essential knowledge of research design problems and solutions in comparative social research | | | | | | | | | | | | | | | | | | | | | | |
| 2 | The participants will understand the main stages of a research project | | | | | | | | | | | | | | | | | | | | | | |
| Weekly Content | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Introduction and Overview | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Identification of a Research Question | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Description and Causality | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Theory and Concept Formation | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Formulation of Hypotheses and Models | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Designs: Experiments and Quasi Experiments | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Designs: Case Studies and Criteria of Case Selection | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Designs: Analytic Narratives | | | | | | | | | | | | | | | | | | | | | | |
| 9 | Designs: Small N Studies | | | | | | | | | | | | | | | | | | | | | | |
| 10 | Designs: Large N Studies and Mixed-Methods Designs | | | | | | | | | | | | | | | | | | | | | | |
| 11 | Presentation and Discussion of Research Projects | | | | | | | | | | | | | | | | | | | | | | |
| 12 | Presentation and Discussion of Research Projects | | | | | | | | | | | | | | | | | | | | | | |
| 13 | Presentation and Discussion of Research Projects | | | | | | | | | | | | | | | | | | | | | | |
| 14 | General Outlook | | | | | | | | | | | | | | | | | | | | | | |
| 15 | General Outlook | | | | | | | | | | | | | | | | | | | | | | |
| Contribution of Learning Outcomes to Program Objectives (1-5) | | | | | | | | | | | | | | | | | | | | | | | |
|  | **P1** | | | **P2** | | **P3** | | | **P4** | | | **P5** | | | | | | **P6** | | | | **P7** | |
| 1 | 5 | | | 3 | | 5 | | | 2 | | | 5 | | | | | | 5 | | | | 5 | |
| 2 | 5 | | | 3 | | 5 | | | 2 | | | 5 | | | | | | 5 | | | | 5 | |
| Contribution Level | | 1: Low 2: Low-intermediate 3: Intermediate 4: High 5: Very High | | | | | | | | | | | | | | | | | | | | | |
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| Compiled by: | | Res. Assist. Zehra Alkan | | | | | | | | | | | | | | | | | | | | | |
| Date of Compilation: | | 06.04.2023 | | | | | | | | | | | | | | | | | | | | | |