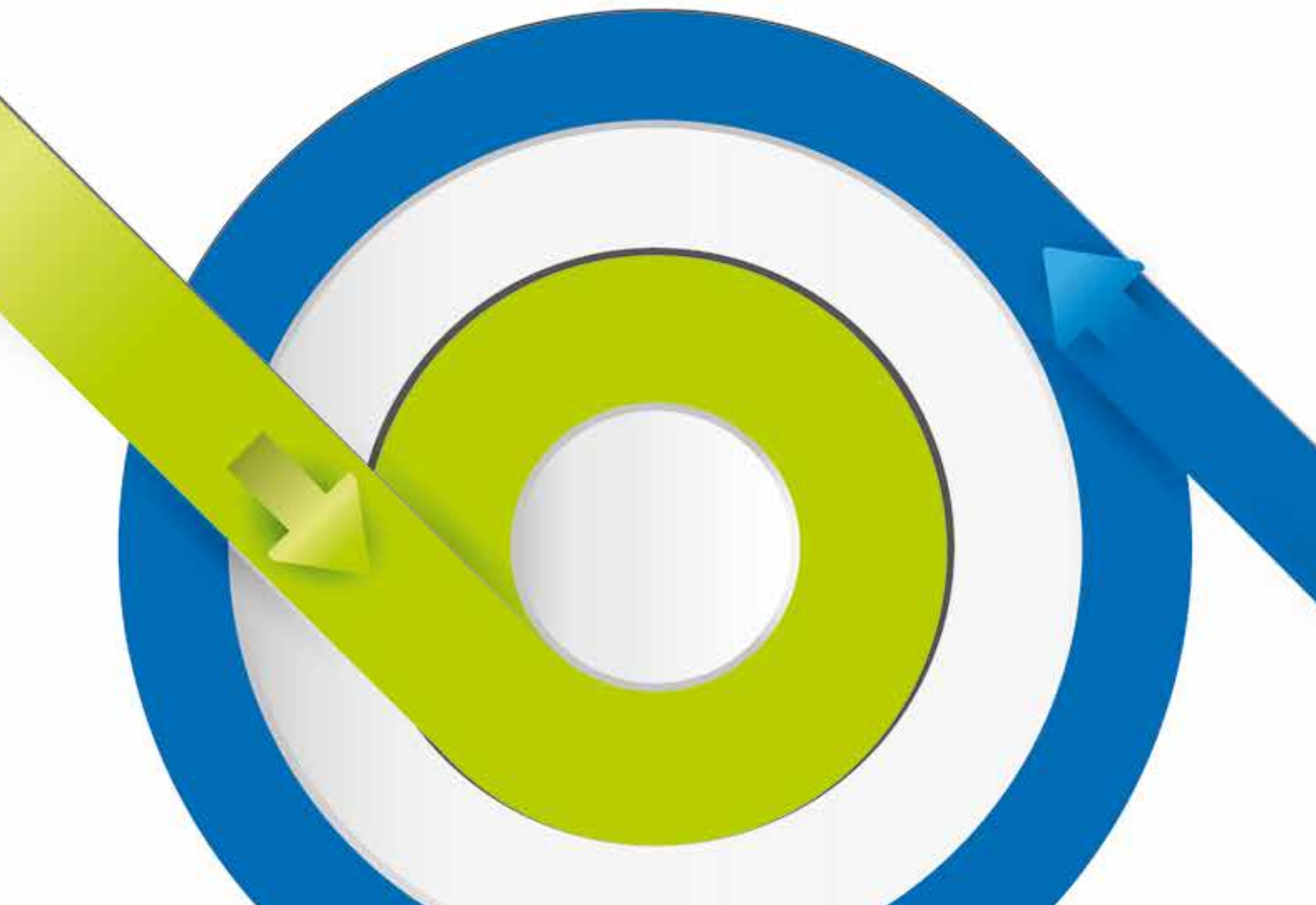


COURSE

RESEARCH METHODOLOGY IN THE FIELD OF ANTI- CORRUPTION: RESEARCH DESIGN, THEORIES AND METHODS OF STUDYING CORRUPTION





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Course description:

This interactive course is for master's students, postgraduates and analysts researching corruption. Alongside the main thematic focus on theory and interdisciplinary methods of corruption research, students will engage with English-language scientific literature and academic writing.

AIM OF THE COURSE:

- 👁 Learning how to utilise theories and methods of corruption research confidently;
- 👁 Understanding the strengths and weaknesses of individual theoretical approaches and methods;
- 👁 Developing skills to criticize theories and methods constructively, and respond adequately to criticism;
- 👁 Grasping how to work effectively with scientific literature and improving academic writing skills;
- 👁 Designing and defending your own research.

COURSE REQUIREMENTS:

- 👁 Preparation and presentation of your own research design, alongside writing tasks;
- 👁 Participation in discussion of assigned texts and other students' presentations of their research designs;
- 👁 Conducting and writing your own research (scope: 7,500 - 10,000 words);
- 👁 Regular attendance

REQUIREMENTS FOR THE COURSE:

1. 40% of the total mark – writing task – original research, conducted in a group of 2-3 people:
 - deadline: **1 April 2019**
 - type of research: you can work on research which forms part of your daily activities, including journalism. You can also select a topic to contribute to a scientific conference or publication, concerning the concept of corruption, anti-corruption activities or communications between actors in the anti-corruption sphere.
 - scope of the work: 12-16 pages (7500-10000 words), font: Arial 14, line spacing: 1.5.
 - structure of the work:
 - Title, plan, list of tables and figures, abbreviations
 - Annotation
 - Introduction
 - Literature review
 - Analytical framework (for a scientific article - focus on theories)
 - Methodology
 - Analysis
 - Conclusion
 - Literature and annexes
 - all members of a group will be assigned the same mark
2. 20% of the total mark – writing a research design in a group of 2-3 people and 5% of mark – presentation of the research design in Block II to receive feedback and edit your work on time
Deadline: written work until **3 February 2019** (3-5 pages) and presentation until **7-9 February** (1 slide, 5 min. + 5 min. of discussion)
 - **Please, follow this structure:**
 - Analytical problem or research puzzle, not only connected to the specific problem and with a justification of the relevance of the research, but also a contribution to the scientific literature (theoretical contribution). For this you need to study the existing literature and write about the most up-to-date literature relating to your topic (what are the main arguments? Outline with arguments, not authors) and point out gaps in the literature. For help with the design, use the texts of King, Keohane & Verba (1994), especially chapter 1.2, 15-17 pages; Ragin, C. C., Nagel, J., & White, P. (2004), especially 17 p. and Creswell (2014), chapters 5-7. For help with the literature review, use Suny Empire State College, <https://>

www.esc.edu/online-writingcenter/resources/academic-writing/types/review-of-the-literature/

- The research question must be one sentence. It must be connected with the research problem. The question must be analytical, not descriptive, like “Why? How? When?”
 - Conceptualization of the main terms (1-3), which are important for the task. You can make your own term or use existing ones. In any case, you must outline existing variants of terms briefly and critically (and justify the use of the selected term). You may prefer to develop a typology or periodization. Each choice must be justified. Terms also have to refer to existing literature. If there are differences in the literature of the conceptualization of selected terms, you need to present them briefly and justify your choice.
 - Decision and justification for the choice of design methods (e.g. comparison, case study, process tracing, network analysis, quantitative research etc.) and methods of collecting and processing information (interview, survey, work with legislation, content analysis, media-analysis etc.)
3. 10% of the mark – review on one course book of your choice (individual work) (max. 800 words till **25 February 2019**)
- According to the results of critically reading of your selected book, write a short review with the following structure:
 - What analytical problem does the author formulate? How does he/she justify it? Do you think the problem is relevant or not? Why? Why not?
 - Was there a formulation of the author’s questions in one/two sentences? Do you think the question is justified and relevant? Why?
 - Analyze the author’s theoretical argumentation: are his/her definitions of basic terms convincing? Is the connection between arguments and different elements of the theory logical? Justify your opinion.
 - If there is a methodology in the book (research design) and methods of data collection and data analysis, how transparent and clear is the description? What do you think of the choice of methodology and were the methods appropriate? Why? Why not?
 - Note the author’s arguments: were they consistent? Did the text have theses without confirmed information? Did the author appeal to facts or emotions? Please, use tips from Suny Empire State College, “Interpreting Texts Critically: Asking Questions.”
 - “Reality check” your point of view: how much do you know about the topic of the book, does the author confirm or refute their arguments? Do you think conclusions were well-argued and credible? Why?
4. 15% of the mark – writing task “Critical literature review” (max. 800 words until **16 March 2019**)
- **Task:** write a review on 3-4 scientific research papers or political research papers which are relevant to your written work within the course and identify any gaps in your knowledge. The aim of this task is to outline clearly the “puzzle” that you will study, so this task is a base for a wider overview of the literature in your field of research.
 - **Follow this structure:**
 - What do we know about the topic of your research? Briefly present the main arguments, advantages and disadvantages of approaches and/or conclusions in selected works. It is better to group texts by arguments and conclusions, not by authors. Use tips from lectures on systematic work with literature: categorize arguments on a scale or by explanation, arguments in the form of “debates” by their authors etc.
 - What do we not know but must know? Introduce inaccuracies, differences of opinion in your topic from the analyzed references. What are the disadvantages of previous research? Perhaps the methodology or operationalization is questionable. Were theories analyzed? Did empirical studies explain the reality completely or partly? What is not enough for complete understanding of the topic (problem)?
 - In this part you have to clearly define the “puzzle”:
 - The analytical problem which you will study.
 - Choice of literature: Choose relevant sources: they should relate to the phenomena you want to study on the theoretical and/or empirical level. For this, use tips from lectures about strategies for developing an analytical problem: are you checking theories in practice? Do you want to explain an unknown phenomenon or an aspect of a phenomenon? Do you want to compare the applicability of theory to explaining empirical phenomena, etc?
5. 10% of the mark – Presentation and discussion about approaches to studying corruption in a group (**17 January 2019**, during lesson 2) Detailed description of the task in Annex 2.
6. For missed deadlines 1 point will be deducted for every 2 days after the deadline.



Books which students can use to write a review

- 👁️ Acemoglu, Daron, and James A. Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. 1. ed. New York, NY: Crown Publ. r
- 👁️ Fukuyama, Francis. 2014. *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*. First edition. New York: Farrar, Straus and Giroux
- 👁️ Johnston, Michael. 2014. *Corruption, Contention and Reform: The Power of Deep Democratization*. Cambridge UK: Cambridge University Press.
- 👁️ Johnston, Michael. 2005. *Syndromes of Corruption: Wealth, Power, and Democracy*. Cambridge University Press
- 👁️ Hale, Henry E. 2015. *Patronal Politics: Eurasian Regime Dynamics in Comparative Perspective*. *Problems of International Politics*. New York, NY: Cambridge University Press
- 👁️ Karklins, Rasma. 2005. *The System Made Me Do It: Corruption in Post-Communist Societies*. New York: M.E. Sharpe
- 👁️ Mungiu-Pippidi, Alina. 2015. *The Quest for Good Governance: How Societies Develop Control of Corruption*. Cambridge, United Kingdom: Cambridge University Press.
- 👁️ Rothstein, Bo, and Aiysha Varraich. 2017. *Making Sense of Corruption*. Cambridge, United Kingdom; New York, NY: Cambridge University Press
- 👁️ Rothstein, Bo, and Marcus Tannenberg. 2015. *Making Development Work: The Quality of Government Approach*. Stockholm: Swedish Government Expert Group for Aid Studies. http://eba.se/wp-content/uploads/2015/12/Making_development_work_07.pdf.
- 👁️ Rothstein, Bo. 2011. *The Quality of Government: Corruption, Social Trust, and Inequality in International Perspective*. Chicago ; London: University of Chicago Press.
- 👁️ Stefes, Christoph H. 2006. *Understanding PostSoviet Transitions: Corruption, Collusion and Clientelism*. *Euro-Asian Studies*. New York: Palgrave Macmillan.
- 👁️ North, Douglass C., John Joseph Wallis, and Barry R. Weingast. 2009. *Violence and Social Orders: A Conceptual Framework for Interpreting Recorded Human History*. Cambridge ; New York: Cambridge University Press.
- 👁️ Hellman, Joel S., Geraint Jones, Daniel Kaufmann, and Mark Schankerman. 2000. "Measuring Governance, Corruption, and State Capture: How Firms and Bureaucrats Shape the Business Environment in Transition Economies." 2312. *Policy Research Working Paper*. Washington, DC: World Bank Institute. <http://siteresources.worldbank.org/INTWBIGOVANTCOR/Resources/measure.pdf>.

REQUIREMENTS TO DESIGNING WRITING TASKS:

Works must have:

- your name
- name of the course
- name of the task and title of work (for reviews - the name and author of the reviewed books)
- date of writing
- numbers of pages
- number and titles of tables, graphs and other infographics
- references in the text and complete list of references (you can choose the citation style at your discretion; however stick to one)

Which citation style to choose?

- The most common citation styles are presented and explained on the University Libraries University of Washington website, <http://guides.lib.uw.edu/research/citations/citationwhich>.
- The most common citation style in the social sciences - American Psychological Association (APA), which you can choose from automatic program settings for literature management, for example, Mendeley. More about it : <http://guides.lib.uw.edu/research/citations/apa-style>.

Information in Ukrainian language about international styles accepted in Ukraine:

- Bozhenko O., Korian Yu., & Fedorets, M. (2016). International Citation Styles and references in scientific papers. Methodical recommendations. scientific and Technical Library G.I. Denysenko National Technical University of Ukraine «Kyiv Polytechnic of Igor Sikorsky Institute “ Ukrainian library association. – 117 p. – ISBN 978-966-97569-2-3. http://www.kspu.edu/FileDownload.ashx/International%20style%20citations_2017.pdf?id=d1b22a28-96eb4ca4-9ac7-8e29a393b9fb

More about Ukrainian citation styles

- Onufriienko H.S. Scientific style of Ukrainian language, 2009, 392 p.
- O.A. Bober, S.A. Bronikova, T.D. Yehorova and others. Fundamentals of Scientific Broadcasting, 2012, 48 p.

Grade for the course:

ECTS Grade	Scores (Points)	Signification
A	91-100	Excellent
B	81-90	Very Good
C	71-80	Good
D	66-70	Satisfactory
E	60-65	Sufficient
F	30-59	Insufficient
F	0-29	Failed

Evaluation criteria for the research papers (max 40 p)

	5	4	3	2
Structure and content of the research	Logical, sequential, completed	Meets the task of the research, has some logical inconsistencies	Unclear and inconsistent structure, obvious logical inconsistencies	Structure is absent
Research problem and research question	Clearly formulated, original, relevant to the current discussion in the professional literature	Partially clear, ordinary statement of the problem and the question	Partly unclearly formulated, corresponds to an outdated discussion in the literature	Research problem and research question are absent
Analytical framework	The work is based on a well-defined theoretical approach, conceptualization of basic concepts is carried out, mechanisms of interconnections of the analyzed phenomena are outlined	There are slight gaps in conceptualization, insufficiently defined mechanisms of interconnection, the theoretical approach is only partially covered	Two or more elements of the analytical framework (theoretical approach, conceptualization and/or interconnection mechanisms) are missing	The analytical framework is not defined
Methodology	The choice of design and methodology is well-grounded and fully relevant to the research question; the methods are described specifically	The choice of design and methodology is partly unfounded and incompletely relevant to the research question; partially unspecified methods	The choice of design is unsubstantiated or the chosen methodology is not relevant to the research question, or unspecified methods	Justification of the choice of design is absent; methodology does not meet the analytical question; methods are not described

	5	4	3	2
Convincing justification, clarity of thought, sequence of argumentation in accordance with the goal of the work	The argumentation is convincing and consistent, fully consistent with the purpose of the work	Argumentation is partly convincing and consistent, there are deviations from the purpose of the work	The argumentation is inconclusive and inconsistent	The argumentation is absent
Originality/own thoughts	Extraordinary, creative and convincingly grounded thoughts and ideas	Partially original thoughts and ideas	Own thoughts and ideas are almost absent	Own thoughts and ideas are completely missing
Language, style, use of professional terminology	High-level orthography, no mistakes, appropriate use of professional terminology	There are almost no mistakes, professional terminology is available	A lot of mistakes, incorrect / inaccurate usage of terms	Significant mistakes, professional terminology is absent
References and formal requirements	Complete list of literature, unmistakable and relevant citation; the work is fully compliant	Complete list of references, inaccuracies in citation; the work meets the requirements, there are minimal deviations	Key literature is missing, significant mistakes in citation; significant gaps in compliance with requirements	The links are almost nonexistent or do not fit the topic of the work, formal requirements are ignored

PLAN AND DESCRIPTION OF THE COURSE

**Research Methodology in
the Field of Anti-Corruption:
research design, theories and
methods of studying corruption**

BLOCK I

17 – 19 JANUARY 2019

FUNDAMENTALS OF THE RESEARCH DESIGN

INTRODUCTION TO CORRUPTION RESEARCH METHODS

ETHICAL QUESTIONS IN SCIENTIFIC WORK



Thursday, 17 January

Lesson 1&2, room 4-100

Agenda

- ▶ Fundamentals of the research design
- ▶ Aim, quality criteria and context



Lecturer:

Oleksandra Keudel



Materials

- 👁 Andvig, J. C., Fjeldstad, O. H., Weltzien, Å., Amundsen, I., Sissener, T. K., & Søreide, T. (2001). Corruption. A review of contemporary research. Chapter 10.
- 👁 Brady, H. E. (2013). Causation and Explanation in Social Science. In R. E. Goodin (Ed.), *The Oxford Handbook of Political Science* (pp. 1055–1107). Oxford University Press.
- 👁 Gschwend, T., & Schimmelfennig, F. (2007). Introduction: Designing Research in Political Science-A Dialogue between Theory and Data. In T. Gschwend & F. Schimmelfennig (Eds.), *Research Design in Political Science. How to Practice what they Preach* (pp. 1–18). Palgrave, McMillan.

18:00 – 19:20

Input 1: Introduction to the course. Opportunities and limitations of corruption scientific research. An interdisciplinary approach to the study of corruption and principles of scientific work.

Input 2. The problem of cause and generalization in scientific research. Criteria of research quality and ethical principles.

10 min. Break

19:30 – 20:50

Group work presentations: the role of theories in the study of corruption (corruption as an individual or collective problem, corruption as a system and (anti-) corruption discourse. Discussion.

Task to block 1, lesson 2: “Group presentation and discussion of approaches to the study of corruption”

Aim of the task: to capture knowledge received during the first semester of theoretical differences of approaches to understanding corruption and the consequences of different approaches to analyzing and fighting corruption.

For this, join one of the topic-groups on the Doodle link (max. 7 people in a group) and make a presentation (powerpoint or similar), which will consist of key arguments of the approach and your analysis of abilities and limitations of this approach to understanding corruption and fighting it.

Follow this structure:

1. Presentation of key theoretical arguments of your approach: definition of corruption (what type of corruption?), assumptions about mechanisms and the principles of corruption, reasons for corruption (why does it happen?), cause and effect relationships between different elements of the theory;
2. Critical analysis of the theoretical foundations of the approach: do different points of view exist within this approach? Does this approach explain adequately the reality of corruption (“reality check”)? Are there any contradictions?
3. Consequences of using a particular approach to corruption and anti-corruption policy: what are the recommendations for the state policies from the approach and what are the consequences of fighting corruption;
4. Conclusion: advantages and disadvantages of approaches to understanding corruption and/or fight corruption.

Presentation duration is 7 minutes, after it the audience has 5 minutes for questions or comments.

To complete the task successfully, we recommend all members of the group to read all the materials first (see below) to meet in groups (off-line or online), and to discuss and create a presentation.

The thematic groups and related literature are presented below, you are also free to use additional scientific references. For all groups, we also recommend considering relevant information from the following references: Andvig, J. C., Fjeldstad, O. H., Weltzien, Å., Amundsen, I., Sissener, T. K., & Søreide, T. (2001). Corruption. A review of contemporary research. Chapter 9.

Ledeneva, A., Bratu, R., & Köker, P. (2017). Corruption studies for the twenty-first century: paradigm shifts and innovative approaches. *Slavonic & East European Review*, 95(1), 1-20.

Group	Approach	Materials
1	Agency (economic perspective, individual and collective action)	<ul style="list-style-type: none"> 👁 Klitgaard, R. (1988). Controlling corruption. Univ of California Press. 👁 Klitgaard, R. (1998). International Cooperation Against Corruption. <i>Finance & Development</i>, 35(1). 👁 Andvig, J. C., Fjeldstad, O. H., Weltzien, Å., Amundsen, I., Sissener, T. K., & Søreide, T. (2001). Corruption. A review of contemporary research. Chapter 5. 👁 Rose-Ackerman, S. (1978). <i>Corruption: A study in political economy</i>. Academic Press. 👁 Persson, A., Rothstein, B., & Teorell, J. (2013). Why anticorruption reforms fail—systemic corruption as a collective action problem. <i>Governance</i>, 26(3), 449-471.
2	Corruption as a problem of morality	<ul style="list-style-type: none"> 👁 Rimke, H. (2011). The pathological approach to crime: Individually based theories. <i>Criminology: critical Canadian perspectives</i>, 78-92. 👁 Torsello, D. and Taylor, A. (2016) Torsello and Taylor: Don't buy the 'rogue employee' myth. There's more to it. Blogpost on http://www.fcpablog.com, 27 April 2016. Available at: http://www.fcpablog.com/blog/2016/4/27/torsello-and-taylor-dont-buy-the-rogue-employee-myth-theres.html 👁 Gottschalk, P. (2012). Rotten apples versus rotten barrels in white collar crime: A qualitative analysis of white collar offenders in Norway.
3	Structural approach: focus on the institutions	<ul style="list-style-type: none"> 👁 Gottschalk, P. (2012). Rotten apples versus rotten barrels in white collar crime: A qualitative analysis of white collar offenders in Norway. 👁 Andvig, J. C., Fjeldstad, O. H., Weltzien, Å., Amundsen, I., Sissener, T. K., & Søreide, T. (2001). Corruption. A review of contemporary research. Chapter 4. 👁 Fisun, O. (2012) Rethinking Post -Soviet Politics from a Neopatrimonial Perspective. <i>Democratizatsiya. The Journal of Post-Soviet Democratization</i> March 1:87-97. Available at: http://ssrn.com/abstract=2645304 👁 Mungiu, A. (2006). Corruption: Diagnosis and treatment. <i>Journal of democracy</i>, 17(3), 86-99
4	Structural approach: focus on informal institutions (rules)	<ul style="list-style-type: none"> 👁 Theory: Helmke, G., and S. Levitsky (2004) <i>Informal Institutions and Comparative Politics: A Research Agenda</i>. <i>Perspectives on Politics</i> 2 (04): 725-740. Available at: https://goo.gl/rv2Sb3 👁 Aliyev, H. (2015) Post-Soviet Informality: Towards Theory-Building. <i>International Journal of Sociology and Social Policy</i> 35(3/4):182-98. Retrieved (http://www.emeraldinsight.com/doi/abs/10.1108/IJSSP-05-2014-0041). 👁 Empirical case: Saint-Martin, D. (2015) Systemic Corruption in an Advanced Welfare State: Lessons from the Quebec Charbonneau Inquiry. Edited by Ron Atkey, Margaret E. Beare, and Synthia Williams. <i>Osgoode Hall Law Journal, Understanding and Taming Public and Private Corruption in the 21st Century</i>, 53 (1): 66-106. Available at: https://ecpr.eu/Filestore/PaperProposal/c43b2d69-e4d0-4855-ad28-778af7196d09.pdf

Group	Approach	Materials
5	Structural approach: culture	<ul style="list-style-type: none"> 👁 Miller, W., Grødeland, Å. and Koshechkina, T. (2001) <i>A Culture of Corruption? Coping with Government in Post-Communist Europe</i>. Budapest: Central European University Press. 👁 Miller, William L. 2006. "Corruption and Corruptibility." <i>World Development</i> 34 (2): 371–80. https://doi.org/10.1016/j.worlddev.2005.03.008. 👁 Grødeland, Å. (2010) Elite Perceptions of Anti-Corruption Efforts in Ukraine. <i>Global Crime</i> 11 (2): 237–60. Available at: www.tandfonline.com/doi/pdf/10.1080/17440571003669241
6	System approach	<ul style="list-style-type: none"> 👁 Huss, O. (2016). <i>The Perpetual Cycle of Political Corruption in Ukraine and Post-Revolutionary Attempts to Break Through It. Revolution and War in Contemporary Ukraine: The Challenge of Change</i>. 👁 Karklins, R. (2007) <i>The System Made Me Do It—Corruption in Post-Communist Societies</i>. <i>Financial Theory and Practice</i> 31 (3): 313–316 👁 Karklins, R. (2002). Typology of post-communist corruption. <i>Problems of post-communism</i>, 49(4), 22-32. Available at: http://pdc.ceu.hu/archive/00001528/01/03Karklins%5B1%5D.pdf
7	Discursive approach	<ul style="list-style-type: none"> 👁 Gephart, M. (2009). Contextualizing conceptions of corruption: challenges for the international anti-corruption campaign. <i>GIGA Working Papers</i>, N. 115 👁 Koechlin, L. (2013). <i>Corruption As an Empty Signifier</i>. Leiden: BRILL. Available at: https://brill.com/downloadpdf/title/23843 👁 Huss, O. (2018) <i>Corruption, Crisis, and Change: Use and Misuse of an Empty Signifier</i>. In <i>Crisis and Change in Post-Cold War Global Politics</i>, edited by Erica Resende, Dovilė Budrytė, and Didem Buhari-Gulmez, 97–128. Cham: Palgrave Macmillan. https://doi.org/10.1007/978-3-319-78589-9_5.



Friday, 18 January

Lessons 3&4, Room 4-100



Agenda

- ▶ Basics of the research design
- ▶ What's interesting about the research and how to justify it?



Lecturer:

Oleksandra Keudel



Materials

- 👁️ Creswell, John W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks: SAGE Publications. Chapters 3, 5-7.
- 👁️ King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton university press.
- 👁️ Scharpf, F. W. 1997. *Policy Research in the Face of Complexity*. In *Games Real Actors Play. Actor-Centered Institutionalism in Policy Research* (pp. 19–35). Boulder: Westview Press.
- 👁️ Ragin, Charles, Joane Nagel, and Patricia White. 2004. "Workshop on Scientific Foundations of Qualitative Research." National Science Foundation, pp. 9-19.

	Input 1: Development of a scientific research problem. Strategies for defining the scientific "puzzle" of the research.
18:00 – 19:20	Input 2. The role of the scientific question in the research, examples of major questions in the study of corruption; development of an analytical research question.
10 min.	Break
19:30 – 20:50	Development of the research design in the context of relevant scientific literature, independent and dependent variables. Design solutions: inductive or deductive approach, the choice between a factor-centric and result-centric design, the number of cases and the "direction" of the research.

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Saturday, 19 January

Lessons 5,6,7,8&9, Room 4-100



Lecturers:

Nina Onopriychuk (lessons 5-9)
and Oleksandra Keudel (lesson 9)



Materials

Conceptualization of corruption:

- 👁️ Andvig, J. C., Fjeldstad, O. H., Weltzien, Å., Amundsen, I., Sissener, T. K., & Søreide, T. (2001). Corruption. A review of contemporary research. Chapter 3.
- 👁️ Gephart, Malte. 2009. "Contextualizing Conceptions of Corruption: Challenges for the International Anti-Corruption Campaign." Working Paper 115. GIGA Working Papers. Hamburg: German Institute of Global and Area Studies. <http://www.ssrn.com/abstract=1534589>.
- 👁️ Philp, Mark. 2005. "Conceptualizing Political Corruption." In Political Corruption: Concepts & Contexts, edited by Arnold J. Heidenheimer, Michael Johnston, and Mark Philp, 3rd ed., 41–58. New Brunswick, N.J: Transaction Publishers

Approaches to design (choice between quantitative, qualitative and mixed):

- 👁️ Creswell, John W. 2014. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th ed. SAGE Publications.
- 👁️ Toshkov, D. (2016). Research Design in Political Science. London: Palgrave Macmillan.

Conceptualization, categorization and operationalization in research (principles for self-developed definition)

- 👁️ Chambliss, D.F. and Schutt, R. K. (2016) Conceptualisation and measurement. In Making Sense of the Social World. Sage Publication. Accessible online at https://www.sagepub.com/sites/default/files/upm-binaries/23638_Chapter_3_Conceptualization_and_Measurement.pdf
- 👁️ Malito, D. V. (2014) Measuring corruption indicators and indices. European University Institute, Robert Schuman Centre for Advanced Studies, Global Governance Programme. Available online at https://www.researchgate.net/profile/Deborá_Malito/publication/273939061_Measuring_Corruption_Indicators_and_Indices/links/59f10458aca272cdc7ce0685/Measuring-Corruption-Indicators-and-Indices.pdf?origin=publication_detail
- 👁️ Heinrich, F., & Hodess, R. (2011). "Measuring Corruption". In Handbook of Global Research and Practice in Corruption. Cheltenham, UK: Edward Elgar Publishing. <https://static1.squarespace.com/static/5728c7b18259b5e0087689a6/t/57ab3442d1758e9b666637c8a/1470837830384/Heinrich+Hodes+s+Measuring+Corruption.pdf>

9:00 –
10:20

10 min. Break

<p>10:30 – 11:50</p>	<p>Advantages and disadvantages of qualitative methods: case studies, process tracing and comparative analysis in the corruption research:</p> <ul style="list-style-type: none"> 👁️ Gerring, John. (2009). "The Case Study: What It Is and What It Does." In <i>The Oxford Handbook of Comparative Politics</i>. 👁️ Beach, D. (2017). <i>Process-Tracing Methods in Social Science</i>. Oxford Research Encyclopedia of Politics. Ed. Available at: http://politics.oxfordre.com/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-176 	<p>Feasibility of the use of mixed methods and triangulation: experimental designs (vignette study, survey experiment)</p> <ul style="list-style-type: none"> 👁️ Serra, D., & Wantchekon, L. (2012). Chapter 1 Experimental Research on Corruption: Introduction and Overview. In <i>New advances in experimental research on corruption</i> (pp. 1-11). Emerald Group Publishing Limited. Available at: https://faculty.smu.edu/dserra/Introduction.pdf 👁️ Bader F., von Maravić P., Peters B., Tauch M. (2014) Corruption, method choice, and constraints—exploring methodological pluralism in corruption research. In: Debiel T., Gawrich A. (eds) <i>(Dys-)Functionalities of Corruption</i>. Springer VS, Wiesbaden 👁️ Serra, D., & Wantchekon, L. (2012). <i>New advances in experimental research on corruption</i> (1st ed., <i>Research in Experimental Economics</i>, 15). Bingley, U.K.: Emerald. (Chapter 7)
<p>50 min.</p>	<p>Lunch break</p>	
<p>12:40 – 14:00</p>	<p>Quantitative corruption research: opportunities and limitations. Basic principles of understanding and interpretation of the results of statistical analysis</p> <ul style="list-style-type: none"> 👁️ UNODC Secretariat (2009). Quantitative approaches to assess and describe corruption and the role of UNODC in supporting countries in performing such assessments. Available at: http://www.unodc.org/res/cld/bibliography/quantitative-approaches-to-assess-and-describe-corruption-and-the-role-of-unodc-in-supporting-countries-in-performing-such-assessments_html/Pape_measurement_corruption_CRP2.pdf 	<p>14:10 – 15:30</p>
<p>10 min.</p>	<p>Break</p>	
		<p>10 min. Break</p> <hr/> <p>15:40 – 17:00 Q&A on the task from Block II: "Research Design", meeting in groups and discussing possible topics or research questions, consultations with lecturers.</p>

BLOCK II

7-9 FEBRUARY 2019

METHODS OF DATA COLLECTION AND ANALYSIS

WORK WITH SCIENTIFIC LITERATURE

THE PLACE OF ANALYSTS IN THE PROCESS OF POLICY MAKING



Thursday, 7 February

Lessons 10&11, Room: 4-100

Agenda

- Sociological surveys
- Interviews and content analysis: features of application

Lecturers:

Tetiana Kostiuchenko (lesson 10)
and Oleksandra Keudel (lesson 11)



Materials

- 👁 Hsieh, H., & Shannon, S. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277–88.
- 👁 Ivanov O. V. (2013) Classical Content Analysis and text analysis: terminological and methodological differences. - 69-74 p. http://nbuv.gov.ua/UJRN/VKhISD_2013_1045_30_13

18:00 – 19:20	Sociology surveys: opportunities and restrictions. Presentation of research design: 2 groups (20 min)
10 min.	Break
19:30 – 20:50	Input 1. Interview: features of work with people as data bases, the opportunities and limitations of the method, risks Input 2: Content analysis: quantitative and quality (conventional, directed and summative) features of analyzing documents and interviews, software systems for content analysis Presentation of research design: 2 groups (20 min)



Friday, 8 February

Lessons 12&13, Room: 4-100



Agenda

- ▶ Effective analysis vs scientific research
- ▶ Work with scientific literature



Lecturer:

Oleksandra Keudel



Materials

- 👁️ Creswell, John W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th ed. Thousand Oaks: SAGE Publications. Chapters 2, 4.
- 👁️ Yang E., & Quinn L. (2003) Writing Effective Public Policy Papers: A Guide for Policy Advisers in Central and Eastern Europe. http://www.icpolicy-advocacy.org/sites/icpa/files/downloads/writing_effective_public_policy_papers_ukranian.Pdf

	Input 1: Comparison of effective analysis and scientific research
18:00 – 19:20	Input 2: The place of analysts in the process of policy making
	Presentation of research design: 2 groups (20 min)
10 min.	Break
	Systematic work with literature: literature review strategies and techniques, software systems for bibliographic automation links (Mendeley)
19:30 – 20:50	Presentation of research design: 2 groups (20 min)

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Saturday, 9 February

Lesson 14,15&16, Room: 4-100



Agenda

- 🕒 The basics of convincing analysis



Lecturer:

Nina Onopriychuk



Materials

- 👁️ Frans H. van Eemeren, A. Francisca Sn Henkemans, Rob Grootendorst (2002) *Argumentation: Analysis, Evaluation, Presentation*. London: Lawrence Erlbaum Associates, Publishers. Available at: https://books.google.nl/books/about/Argumentation.html?id=KVWRAGAAQBAJ&source=kp_cover&redir_esc=y
- 👁️ Weingast, B. (2010). *Caltech rules for writing papers: How to structure your paper and write an introduction*. Stanford University. Available at: https://web.stanford.edu/group/mcnollgast/cgi-bin/wordpress/wp-content/uploads/2013/10/CALTECH.RUL_.pdf
- 👁️ Database with multiple sources on academic writing/ publishing / integrity. Available at: <http://bibliosynergy.ula.org.ua/index.php/proekt1>

Argumentation: how to distinguish convincing argument from false ones?

Ferrer, D. 15 Logical Fallacies You Should Know Before Getting Into a Debate Available at: <https://thebestschools.org/magazine/15-logical-fallacies-know/>

9:00 – 10:20

Typical errors in argumentation and criticism. https://pidruchniki.com/12980108/ritorika/tipovi_pomilki_argumentatsiyi_krititsi

Presentation of research design: 2 groups (20 min)

10 min. Break

Principles of academic writing

Guides: Organizing Your Social Sciences Research Paper: Academic Writing Style. USC University of Southern California. Available at: <https://libguides.usc.edu/writingguide/academicwriting>

Bozhenko O., Korian Yu., & Fedorets, M. (2016). *International Citation Styles and references in scientific papers*.

10:30 – 11:50

Methodical recommendations. Scientific and Technical Library G.I. Denysenko National Technical University of Ukraine «Kyiv Polytechnic of Igor Sikorsky Institute " Ukrainian library association. – 117 p. – ISBN 978-966-97569-2-3. http://www.kspu.edu/FileDownload.ashx/International%20style%20citations_2017.pdf?id=d1b22a28-96eb4ca4-9ac7-8e29a393b9fb

Presentation of research design: 2 groups (20 min)

50 min. Lunch break

The principles of writing structured analytical texts
Q&A about writing your own research (work structure, quality requirements, etc.)

Perneger, T. V. and Hudelson, P. M. (2004). *Writing a research article: advice to beginners*. *International Journal for Quality in Health Care* 2004; Volume 16, Number 3: pp. 191–192/ Available at: <http://doc.rero.ch/record/302494/files/mzh053.pdf>

12:40 – 14:00

Yevsieieva H. P. *Basic requirements for high-quality scientific design publications*. 2014. - № 8. - P. 53-62. http://nbuv.gov.ua/UJRN/Vpabia_2014_8_11

Presentation of research design: 2 groups (20 min)

COURSE LECTURERS

Oleksandra Keudel –

post-graduate student at the Berlin School of Transnational Studies at the Free University of Berlin, a researcher on civil society and its influence on political systems, a lecturer of the Certificate Program “Anti-Corruption Studios” at the Anti-Corruption Research and Education Centre (ACREC) and lecturer on the fundamentals of convincing analytics at the Kyiv School of Economics. Oleksandra has experience in implementing scientific and applied research on relations between civil society and the state, as well as implementing international and participative projects in the private and public sectors in Ukraine, Sweden and Germany. She received a master’s degree in International Administration and Global Management from the University of Göteborg (Sweden) and a master’s and bachelor’s Degrees from the Institute of International Relations of the Taras Shevchenko National University of Kyiv..

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Nina Onopriichuk –

Lecturer at The Free University of Amsterdam (Vrije Universiteit), Political Science and Public Administration Department. She is also a project researcher within an EU-STRAT EU Horizon 2020 grant from the Institute of Diplomacy and Global affairs at Leiden University, studying the strategic partnership of the European Union with the partnership of Eastern countries. Until August 2018 she was a lecturer at the Political Science department at Leiden University (Universiteit Leiden) as a lecturer of statistics and research skills such as argumentation and critical review of scientific articles. She was an intern at the Organisation for Economic Cooperation and Development (OECD) in Paris and the International Criminal Court (ICC) in The Hague. She has a bachelor’s degree in International Relations from King Juan Carlos University (Universidad Rey Juan Carlos) in Spain and a master’s degree in Political Science Studies and Public Administration from Leiden University in the Netherlands. Basic scientific interests - democratization of post-soviet countries, the development of anti-corruption initiatives and institutions in Ukraine, as well as the influence of the EU on the democratic development of the Eastern Partnership.

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Tetiana Kostiuhenko –

Professor at the Sociology Department of Kyiv-Mohyla Academy, one of the leading Ukrainian experts on the implementation of network analysis. She has numerous publications in relevant topics in national and international refereed journals. One of her latest publications on corruption is the chapter “Everyday Corruption Practices” for the monograph “State of the singularity: social structures, situations, everyday practices” of the Institute of Sociology of the National Academy of Sciences of Ukraine and the Department of Sociology of NaUKMA. Her thesis topic is the networking structures of Ukrainian political elites. She has 9-years of experience in social research and took part in different international research projects with the support of the Swedish Research Council (SIDA), DAAD, CIDA and USAID and in projects for the UNDP, OSCE, Council of Europe Office, etc. In 2017 she participated in joint projects such as “Results of the First e-Declaration spate”, “Level of corruption and its perception in Ukraine” (as part of a research team of GfK Ukraine). As a guest researcher she worked at the Friedrich-Schiller University of Jena (2010 on a DAAD scholarship, 2013 on a scholarship from Erasmus Mundus), and at the University of Minnesota (2014. With a Carnegie Fellowship). Tetiana is a member of the International Corruption Research Network (ICR network), and an expert and trainer at ACREC.

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