OXFORD SCHOOL OF GLOBAL AND
AREA STUDIES

Research Methods for Area Studies 2018/2019

Course Guide for the
MSc/MPhil in Japanese Studies

This course is a Core-Course for the MSc/MPhil Programme in Japanese Studies.

Attendance of the Research Methods Lectures and Classes are compulsory for all students on the MSc and 1st Year MPhil in Japanese Studies.

The Research Methods Course for Japanese Studies will be co-ordinated by Professor Hugh Whittaker and Professor Takehiko Kariya.

There will be a Combined Introduction to the Research Methods Course in 0th week on **Thursday 4th October 2018 at 2.30 p.m. in the Nissan Institute Lecture Theatre, St. Antony's College,** followed by tea at 4.00 p.m. in the Hilda Besse Building.

Please bring this course guide with you to the meeting on Thursday in 0th week.

Contents

Introduction

Statement of coverage

This handbook applies to students starting Research Methods Course for Area Studies in Michaelmas term 2018. The information in this handbook may be different for students starting in other years.

Disclaimer

The information in this handbook is accurate as at (04 October 2018) however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

Course Description

This course runs over two terms and comprises two modules.

The first module runs during Michaelmas Term and covers principles of research design, approaches to collecting data, and approaches for managing and analysing qualitative data. During the first weeks of the course students are introduced to research design and are invited to explore the relationship between the social science disciplines and the empirical study of an 'area' such as China, South Asia, Japan, Russia and Eurasia or Latin America and to reflect on strategies for integrating social science theory with the production of area-specific knowledge. Subsequent sessions will consider different approaches to obtaining and analysing qualitative data. Specifically these include the collection and analysis of talk and texts; interviewing and ethics, historical and contemporary research and ethnography.

The second module runs during weeks 1-7 of Hilary Term and introduces students to techniques in quantitative analysis. Students will develop the skills to understand and evaluate the quantitative statistics and statistical tests commonly used by authors in academic papers and official reports. Students will also develop the skills to carry out basic statistical tests of research hypothesis, including t-tests and simple regression analysis.

Through class exercises and assessed written work students will be required to obtain and demonstrate a general understanding of approaches to research. At the same time, students will enjoy the opportunity and flexibility to specialize in accordance with individual disciplinary and research interests.

There will be a Combined Introduction to the Research Methods Course and Oxford's IT services in Week 0 of Michaelmas Term ***(Thursday 4th October 2018)*** *at 2.00 pm in the Nissan Institute Lecture Theatre, St. Antony's College followed by tea at 4.00 pm in the Hilda Besse Building.*

Course Objectives

During the course students will:

- Gain an understanding of the inter-relationships between theory and research design and between theory and data collection and analysis.
- Gain a more informed and critical understanding of methodological approaches to the study of a region.
- Acquire a working, practical knowledge of key methodological tools.
- Have a critical knowledge of social science debates on the relevance and utility of these methods to the study of a region.
- Improve the ability to critically evaluate academic scholarship and other texts produced from different disciplinary traditions or from inter-disciplinary approaches with reference to a region – and so be able to better assess the robustness of the knowledge that others have produced.
- Appreciate the value of multi- and inter-disciplinary approaches to knowledge and the differences between them.
- Develop introductory skills in the application of a statistical software package.
- Improve skills in writing and in the presentation of information and argument.
- Develop awareness of the qualities of good research design and good research practice in Area Studies.
- Design a research project in Area Studies, recognising philosophical, theoretical and methodological challenges and constraints.

Course Assessment

Assessment for this course comprises three parts, each weighted equally. Penalties will be applied for late submission.

1. Qualitative Methods Assignment
   - A practical exercise in the collection and analysis of qualitative data (word limit 2,500 words)to be submitted to the Examination Schools by **12.00 noon on Monday of Week 9 of Michaelmas Term (Monday 3rd December 2018)**.
2. Quantitative Test
   - A take-home test in quantitative analysis will be set be on **Monday of Week 8 of Hilary Term, (Monday 4th March 2019) and the work is to be submitted to the Examination Schools by 12 noon on Monday of week 10 (18th March 2019).** Further details will be given out during the course.
3. Research Proposal
   - Individual research proposal for each student (word limit 2,500 words) to be submitted to the Examination Schools by **12.00 noon on Monday of Week 9 of Hilary Term (Monday 11th March 2019).**
     - Further information: → Please see Appendix 2

Recommended Books

Edith CLOWES & Shelly Jarrett BROMBERG (eds.) (2016). Area Studies in the Global Age: Community, Place, Identity.

Alan AGRESTI & Barbara FINLAY (2009). Statistical Methods for the Social Sciences, 4th ed., Upper Saddle River: Pearson Prentice Hall.

Ragin, Charles and Amoroso, Lisa (2011). Constructing Social Research, 2nd edition, Pine Forge Press.

Module 1: Qualitative Lecture List

Michaelmas Term 2018		
Week	**Lecture** • Open to all students • Mondays 10.00 am - 11.00 am • Nissan Institute Lecture Theatre, St. Antony's College	**Classes** • Specific classes for each area unit • Classes require advance preparation (e.g. for group presentations)
Wk 1 8th Oct	Introduction to Researching in Japan NO Lecture for Japanese students.	10.15 am - 11.30 am Nissan Institute Seminar Room Professor Hugh Whittaker
Wk 2 15th Oct	Case Studies and Research Design Professor Nayanika Mathur)	10.15 am - 11.30 am Nissan Institute Seminar Room Professor Hugh Whittaker
Wk 3 22nd Oct	Research Design in the Social Sciences (Professor Roger Goodman)	10.15 am - 11.30 am Nissan Institute Seminar Room Professor Hugh Whittaker
Wk 4 29th Oct	Oral History and Interviewing (Professor Miles Tendi)	10.15 am - 11.30 am Nissan Institute Seminar Room Professor Hugh Whittaker, ProfessorTakehiko Kariya, and Dr Mateja Kovacic
Wk 5 5th Nov	Discourse Analysis (Dr Nicolette Makovicky)	10.15 am - 11.30 am Nissan Institute Seminar Room Professor Takehiko Kariya
Wk 6 12th Nov	Analysing Documents in Historical and Contemporary Research (Professor Nandini Gooptu)	10.15 am - 11.30 am Nissan Institute Seminar Room Professor Takehiko Kariya
Wk 7 19th Nov	Mixed Methods (Professor Kyle Jaros)	10.15 am - 11.30 am Nissan Institute Seminar Room Professor Hugh Whittaker
Wk 8 26th Nov	Ethnography (Professor Nayanika Mathur)	10.15 am - 11.30 am Nissan Institute Seminar Room Dr Mateja Kovacic
Wk 9	A practical exercise in the collection and analysis of qualitative data (word limit 2,500 words)	**To be handed in to the Examination Schools by 12.00 noon on Monday of Week 9 of Michaelmas Term (Monday 3rd December 2018)**.

Module 1: Qualitative Lectures and Class Preparation

Week 1: Introduction to Researching Japan

Lecture

There is no Monday lecture for Japanese Studies students in week 1. Please attend the class on Friday at 10.15 am.

Class Activity

We discuss the research components of the programme, focusing on the Dissertation, Assignment (due Monday week 9 of Michaelmas term), Quantitative Methods take home test (due Monday week 10, Hilary term) and Research Proposal (due Monday week 9, Hilary term). The focus is practical, and designed to encourage students to choose good topics., early, and how to avoid common pitfalls. We will cover:

* Introduction to Research Methods, the assignments and dates
* An overview about choosing your topic, asking meaningful questions, and linking them to theory on the one hand and research methods on the other
* What do we mean by 'research' and 'methods'? Qualitative research? Quantitative research?
* Linking your topic to your interests, and strengths
* Getting started early
* Ethics and safety
* Key issues and challenges relevant to the study of Japan

Required Reading to Prepare for Class

1. Research Methods Course Guide
2. Yoshio Sugimoto (2010) *An introduction to Japanese society,* Cambridge, Cambridge University Press. Chapter 1.
3. Brinton (2004) 'Fact-rich, data poor: Japan as Sociologists' heaven and hell' in *Doing Fieldwork in Japan* edited by Theodore C. Bestor, Patricia G. Steinhoff, and Victoria Lyon Bestor, University of California Press.
4. Toivonen, Tuukka (2011) '"Don't let your child become a NEET!": The strategic foundations of a Japanese youth scare', *Japan Forum* [Autumn 2011].
5. Freeman (2000) Closing the Shop: Information Cartels and Japan's Mass Media, Princeton University Press, Chapters 3 and 4

Week 2: Research Design and Case Studies in Area Studies

Lecture

In this lecture we will consider what we can learn from case studies about research design for area studies projects. In the lecture we define a case study as the in-depth study of a relatively bounded phenomenon whereby the aim of the researcher is to either (1) elucidate the characteristics of a broader set of similar cases (2) and/or to extend upwards and outwards to understand the broader macro-level processes and structures in which the case is situated. There is much variety in the unit of case studies: a revolution, a political party, an election, a disaster, a ritual, an organisation, an NGO, a company, a policy, an individual etc. observed at a single point in time or over some designated time period. There is also considerable variety in the methods used: analysis of historical archives, textual analysis, interviews, critical review of secondary literature, quantitative analysis, and mixed methods.

In looking at how to design a case study, we will consider the properties of a case study, ways to select a case and units for study, and the role of theory in designing a case study and claiming wider relevance for the study of the case. We will reflect also on some key social science debates in case study research – in particular, we will consider the views of scholars who are embedded in different epistemological traditions and disciplines on how to design and conduct a case study that is valid and reliable.

Throughout our discussion we will consider examples of exemplary case studies conducted by area studies specialists. We will see that in both case study research and in area studies research, scholars face challenges in claiming wider relevance from their investigation of the particular. At the same time, we will also see that as the emphasis of a case study is to understand a phenomenon in its real life context, the in-depth and holistic understanding developed through an area specialism is well suited to a case study approach.

Readings for the Lecture

1. John Gerring (2004) 'What is a Case Study and What is it Good For? *American Political Science Review*, 98 (2) (May): 341-354.
2. Mario Luis Small (2009) 'How Many Cases Do I Need? On Science and the Logic of Case Selection in Field-Based Research', *Ethnography*, 10 (1): 5-38.
3. Michael Burawoy (1998) 'The Extended Case Method', *Sociological Theory*, 16 (1) (March): 4-33.

Other Recommended Readings

Iddo Tavory and Stefan Timmermans (2009) 'Two Cases of Ethnography: Grounded Theory and the Extended Case Method', *Ethnography*, 10 (3): 243-263.

John Gerring (2007) *Case Study Research: Principles and Practices*, Cambridge University Press.

Alexander George and Andrew Bennett (2005) *Case Studies and Theory Development in the Social Sciences*, MIT Press (see esp. Chapter 5 on good research design)

Robert Bates et al (1998) *Analytic Narratives*, Princeton University Press

Robert K. Yin (2003) *Case Study Research: Design and Methods*, Sage.

Daniel Little (1991) 'Rational-Choice Models and Asian Studies', *Journal of Asian Studies*, 50 (1) (Feb): 32-52.

Arjun Appadurai (2001) 'Grassroots Globalisation and the Research Imagination' in *Globalisation* ed. by A. Appadurai, Duke University Press (also *Public Culture*, 12 (2) (Winter), 2000)

Duneier and Klinenberg Exchange:

Mitchell Duneier (2004) 'Scrutinizing the Heat: On Ethnic Myths and the Importance of Shoe Leather' *Contemporary Sociology*, 33 (5) (September): 139-150 and Eric Klinenberg (2004) 'Overheated', *Contemporary Sociology*, 33 (5) (September): 521-528. Mitchell Duneier (2006) 'Ethnography, the Ecological Fallacy and the 1995 Heat Wave', *American Sociological Review*, 71 (August): 679-688.

Class Activity

Discuss the qualities of a good research proposal. Discuss the research designs and ethical considerations associated with the sample research proposals available on WebLearn in class, and whether or not they are adequately addressed. Could the researchers use the case study method to address their questions? If yes, suggest how the research might be designed. What would these be the cases of?

Week 3: Research Design in the Social Sciences

Lecture

This lecture will examine some of the epistemological and theoretical assumptions that underlie all research in the social sciences and demonstrate how these assumptions dictate research strategies and methodologies. It will argue that social science is the study of the relationship between the person and society and that the way that this relationship is conceived can be broken down into three major approaches which are conventionally linked with the names of Emile Durkheim, Max Weber, and Karl Marx.

A number of examples will be given to demonstrate the different assumptions in these three traditions before examining why researchers in each tradition tend to favour certain methodologies. The lecture will emphasise the importance of researchers being reflexive about their own research assumptions and of making these assumptions clear to readers of their work.

Required Reading to Prepare for Lecture

1. Roger Goodman, 'Thoughts on the relationship between anthropological theory, methods, and the study of Japanese society', pp. 22-30 in Joy Hendry and Dixon Wong (eds.), *Dismantling the East-West Dichotomy: Views from Japanese Anthropology* (Routledge), 2009.
2. The literature on the philosophy of the social sciences is enormous and often confusing because different disciplines give different names to approaches which are often very similar in practice. A recently published good overview, however, can be found in Robert C. Bishop, *The Philosophy of the Social Sciences: An Introduction* (Continuum International Publishing Group Ltd. 2007).
3. Probably the most useful accounts for the exercise that you will do, however, can be found in any of the number of introductory sociology textbooks on the market. One which is

highly recommended is: Fulcher and Scott, *Sociology*, Oxford University Press. Another is the introductory textbook by Anthony Giddens. Any of the introductory books available, however, should give you the tools you need.

Class Activity

- Form a group of three or four and prepare the following 15 minute presentation. Take a research topic (preferably a new topic but it is OK to use one which has already been done before) to do with contemporary Japanese society (including the experience of Japanese, communities outside Japan) and describe and analyse what would be the different assumptions that a Marxist, Weberian and Durkheimian researcher would bring to such a topic – and how those assumptions might affect both their research questions and their research methodologies. The examples used in the class will help you to understand the principles behind this exercise. The examples of other students' reflections on this exercise placed on WebLearn will also help you understand the nature of the exercise.

Week 4: Oral History Interviewing

Lecture

The use of oral sources boomed in the 1960s but it led to heated debates over questions of objectivity, authenticity, reliability and power relations. This lecture will discuss these questions and some of the practical concerns raised by interviewing, as well as some strategies for analysing interview data.

Readings

A three part debate: Kirk Hoppe, 'Whose Life Is It Anyway? Issues of Representation in Life Narrative Texts of African Women', *International Journal of African Historical Studies*, 26, 3, 1993, 623-36;

Heidi Gengenbach, 'Truth-Telling and the Politics of Women's Life History Research in Africa: A Reply to Kirk Hoppe', *International Journal of African Historical Studies*, 27, 3, 1994, 619-27;

Kirk Hoppe, 'Context and Further Questions: Response and Thanks to Heidi Gengenbach', *International Journal of African Historical Studies*, 28, 2, 1995, 359-62.

Gardini, G.L. 'In Defense of Oral History: Evidence from the Mercosur Case', *Journal of Politics in Latin America*, 4, 1, 2012, 107-133.

Required Readings

1. Timothy J. Rapley (2001) 'The Art (fullness) of Open-Ended Interviewing: Some Considerations on Analysing Interviews', *Qualitative Research*, 1(3): 303-323.
2. Bruce Berg (2011) *Qualitative Research Methods for the Social Sciences*, 8th Edition. Boston, MA: Pearson.
3. Ann Lewis and Christina Silver (2007). *Using Software in Qualitative Research: A Step-by-Step Guide*: Thousand Oaks, CA: Sage. [For students who plan to use software to carry out their analysis]
4. Joseph A. Maxwell (2012) *Qualitative Research Design: An Interactive Approach*, *3rd Edition*. Thousand Oaks, CA: Sage.
5. Matthew B. Miles and A. Michael Huberman (1994) *Qualitative Data Analysis*. Thousand Oaks, CA: Sage

6. David Silverman (2006) *Interpreting Qualitative Data: Methods for Analyzing Talk, Text, and Interaction.* 3rd Edition. Thousand Oaks, CA: Sage.

Class Activity

- Each student should prepare to present concisely their research question in preparation for the qualitative exercise and to explain their progress. In particular, each student needs to explain 1) what data he/she will use and why this data is suitable to answer his/her research question, 2) which research method do you plan to rely on and why is it appropriate for his/her research question, and 3) the relevance of his/her research in terms of the wider theoretical background.
- All are expected to offer critical comments on their peers' projects.

→ Please see Appendix 1

Week 5: Discourse Analysis

Lecture

In this lecture we view discourse as a system of meaning that is contained within audible, written, and/or visual language. We define a discourse as a group of statements and/or images that provide an apparently natural and common sense way of representing knowledge about a topic. We see that a single text may draw on multiple competing discourses, while a single discourse (e.g. sexuality, environmentalism, nationalism) may operate across a range of texts (medical registers, school textbooks, consumer catalogues, women's magazines). While there is no single correct approach to conducting discourse analysis there are nevertheless several concerns /questions that scholars interested in analysing discourse engage with. In this lecture we use the example of 'development discourse' to review some of these concerns and questions. These include the link between discourse and the social practices that shape empirical reality; the social and historical context in which a discourse operates; the complex social and political processes that produce a discourse; the interpretive repertoires within a discourse that advance truth/authority claims; the silences within texts; and the limitations that researchers face as opinionated individuals who themselves participate in the production of texts/knowledge.

Readings for the Lecture

1. Stuart Hall (2001) 'Foucault: Power, Knowledge and Discourse' in Margaret Wetherell, Stephanie Taylor and Simeon J. Yates, *Discourse Theory and Practice*, Open University Press, pp. 72-81.
2. Jean Carabine (2001) 'Unmarried Motherhood 1830-1990: A Genealogical Analysis' in *Discourse as Data: A Guide for Analysis*, ed. by Margaret Wetheral et al, Sage, pp.267-310
3. David Howarth and Yannis Stravrakakis 'Introducing Discourse Theory and Political Analysis' in David Howarth, Aletta J Norval and Yannis Stravakais, eds. (2000), *Discourse Theory and Political Analysis*, Manchester University Press, pp. 1-23.

Recommended Readings

David Howarth (2000) *Discourse*, Open University Press.

Norman Fairclough (1992) *Discourse and Social Change*, Cambridge: Polity Press.

Michel Foucault (1980) *Power/Knowledge*, Harvester

Lois McNay (1994) *Foucault: A Critical Introduction*, Cambridge: Polity Press.

Jonathan Crush (1995) *The Power of Development*, Routledge

Arturo Escobar (1995) *Encountering Development: The Making and Unmaking of the Third World,* Duke University Press.

Ernesto Laclau and Chantal Mouffe (1985) *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics*, Verso.

Roland Barthes (1972), *Mythologies*, Hill and Wang

Class Activity:

- Divide into small groups, each of which includes at least one Japanese native or its equivalent level speaker who can read and analyze Japanese texts, and prepare a presentation (preferably PPT for 10 minutes) following the guideline below:
- Choose articles in Japanese as well as in English on a similar theme or topic on Japan that relates to your research interests. To choose newspaper articles, use Kikuzo (http://ezproxy.ouls.ox.ac.uk:3912/library2e/) and English version of Asahi Shinbum database (http://ajw.asahi.com/) at the BJL, or other newspaper articles such as in Mainichi, Nikkei, Yomiuri, or Sankei newspapers.
- Summarize the contents of the articles briefly; describe what research question(s) you ask, and present how you use the articles as evidence or examples to support your arguments.
- Locate the messages of the articles in a wider context, in which you are making your arguments associated with your knowledge.

If you find any different nuances or tones of those articles in Japanese and in English, analyse them.

Recommended Readings

David Howarth (2000) *Discourse*, Open University Press.

Norman Fairclough (1992) *Discourse and Social Change*, Cambridge: Polity Press.

Michel Foucault (1980) *Power/Knowledge*, Harvester

Lois McNay (1994) *Foucault: A Critical Introduction*, Cambridge: Polity Press.

Roland Barthes (1972), *Mythologies*, Hill and Wang.

Carol Bacchi (2000) "Policy as Discourse: What does it mean? Where does it get us?" (http://dx.doi.org/10.1080/01596300050005493)

_____ (2012) "Why Study Problematizations? Making Politics Visible", (http://dx.doi.org/10.4236/ojps.2012.21001)

Week 6: Analysing Documents in Historical and Contemporary Research

Lecture

This lecture will discuss different approaches to the use of archival documents and texts for historical research. The lecture will address changing perspectives on the relation between historians and written sources, particularly the question of objectivity, and the status of truth/fact. The aim will be to bring out the relevance of historical methods of interpreting texts to research on contemporary topics.

Questions to consider:

- Who generates documents, why and for whom? What are the different types of documents used for historical research?
- How should archival documents be read? Do we need to pay as much attention to form as to content?
- Can we ever establish the "facts" on the basis of documentary sources? If not, are they useful nonetheless?

Required Reading to prepare for the Lecture:

John Tosh, *The Pursuit of History: Aims, methods and new directions in the study of modern history* (2nd ed,1991. First published 1984): Chapters 2 and 3

Arthur Marwick, *The New Nature of History: Knowledge, evidence, language* (2001): Chapter 5

Joyce Appleby, Lynn Hunt and Margaret Jacob, *Telling the Truth about History* (1994): Chapter 7 [Chapter 6 on recent advances in historical writing is also interesting, but less directly relevant to research methods]

Richard J. Evans, *In Defence of History* (1997): Chapters 3 and 4

[For shorter versions of the above Appleby et al and Evans, see John Tosh (ed), *Historians on History* (2000): Chapters 37 and 38]

Ann Laura Stoler, "Colonial Archives and the Arts of Governance", *Archival Science*, 2 (2002), pp. 87-109

*D. Chakrabarty, 'Subaltern studies and postcolonial historiography', in Gerard Delanty and Engin Isin (eds.), *Handbook of Historical Sociology* (2003).

D. Ludden, 'A brief history of Subalternality', in D. Ludden (ed.), *Reading Subaltern Studies: Critical history, contested meaning, and the globalization of South Asia* (2001).

Recommended Further Reading:

Natalie Zemon Davis, *Fiction in the Archives: Pardon tales and their tellers in sixteenth-century France* (1987)

Ann Laura Stoler, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* (2010)

Antoinette Burton (ed,), *Archive Stories: Facts, Fictions, and the Writing of History* (2006)

Anna Green & Kathleen Troup (eds), *The Houses of History: A critical reader in twentieth-century history and theory* (1999): Chapters 11 and 12

Ranajit Guha (ed.), *Subaltern Studies: Writings on South Asian history and society*, Volume II (1983). See article by R. Guha, 'The Prose of Counter-Insurgency'

Ranajit Guha (ed.), *Subaltern Studies: Writings on South Asian history and society*, Volume V (1987). See article by Shahid Amin, 'Approver's Testimony, Judicial Discourse...' and Appendix B: 'The testimony of Shikari, the Approver..'

Further reading on the range of written sources and their uses:

Brian Brivati, Julia Buxton and Anthony Seldon (eds), *The Contemporary History Handbook* (Manchester, Manchester University Press, 1996), Parts III and IV.

Derek Peterson and Giacomo Macola, 'Homespun Historiography and the Academic Profession', in D. Peterson and G. Macola (eds), *Recasting the Past: History Writing and Political Work in Modern Africa* (2009).

Rodney Lowe, 'Plumbing New Depths: Contemporary Historians and the Public Record Office', *Twentieth Century British History*, 8, 2 (1997).

Karin Barber, 'Introduction: Hidden Innovators in Africa', in K. Barber (ed.), *Africa's Hidden Histories: Everyday Literacy and Making the Self* (2006).

Keith Breckenridge, 'Love Letters and Amanuenses: Beginning the Cultural History of the Working Class Private Sphere in Southern Africa, 1900-1933', *Journal of Southern African Studies*, 26, 2 (2000), pp. 337-48.

Megan Vaughan, 'Mr Mdala Writes to the Governor: Negotiating Colonial Rule in Nyasaland', *History Workshop Journal*, 60 (2005), pp. 171-88.

Class Activity

- Divide into small groups and prepare a presentation (preferably PPT) on your analysis of the historical materials assigned below to answer the following questions.
- A) Historical documents for analysis: United States Education Mission to Japan. Report of the United States Education mission to Japan submitted to the Supreme commander for the Allied powers, Tokyo, 30 March 1946 (1946), Chapter II Language Reform. 『アメリカ教育使節団報告書』 (Amerika Kyōiku Shisetstudan Hōkokusho; the Japanese translation of the report),(1979). Chapter 2. Kokugo no Kaikaku. The materials will be uploaded in the Weblearn site. Questions to consider:

1. What characters does this document have as a historical material?
2. What purposes did the US Education Mission have when they wrote this document?
3. What views did the US Education Mission have on Japan in its past, present, and future?
4. What presumptions/premises/ideologies were explicitly or implicitly included in this document?
5. How do you think the nature and the tasks of the US Education Mission influence the style and contents of the document?
6. If you would use this document as a part of your research resources, please write a brief research proposal, including the following points: What sort of research would you do with

this? What research question would you raise? What sort of other historical documents would you use with this one?

B) Contemporary document analysis

Download the document from the MEXT website:
http://www.mext.go.jp/en/news/topics/detail/1372625.htm

This is a policy document related to English education reforms in Japanese schools. Answer the following questions:

1. What features does this document have as a policy document?
2. What purposes does the MEXT have when they wrote this document?
3. What presumptions/premises/ideologies are explicitly or implicitly included in this document?
4. If you would use this document as a part of your research resources, please write a brief research proposal, including the following points: What sort of research would you do with this? What research question would you raise? What sort of other policy documents would you use with this one?

Required Reading to Prepare for Class

United States Education Mission to Japan. Report of the United States Education mission to Japan submitted to the Supreme commander for the Allied powers, Tokyo, 30 March 1946 (1946), Chapter II Language Reform. 『アメリカ教育使節団報告書』 (1979). Chapter 2. Kokugo no Kaikaku.

Recommended Reading

Jackson, Patrick (2006) *Civilising the Enemy: German Reconstruction and the Invention of the West*, University of Michigan Press, Chapter 2.

Week 7: Mixed Methods Research

Lecture

Even as a growing number of social scientists embrace "mixed-methods" research strategies, there is continued debate about what this label means. Focusing on approaches from political science, this lecture explores what mixed-methods research is, what it is good for, and what some of its potential pitfalls are. We will consider the distinctive strengths of qualitative and quantitative research, and discuss different ways of combining these strengths in systematic research designs.

Required Reading to Prepare for the lecture

"Introduction: The Science in Social Science." In King, Gary, Robert O. Keohane, and Sidney Verba (1994), Designing Social Inquiry. Princeton, NJ: Princeton University Press.

Tarrow, Sidney, "Chapter 6: Bridging the Quantitative-Qualitative Divide"; and Brady, Henry E., "Chapter 12: Data-set observations versus causal process observations: The 2000 U.S. Presidential Election," in Brady, Henry E. and David Collier, eds., (2004), *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Plymouth, UK: Rowman & Littlefield Publishers, Inc.

Lieberman, Evan S (2005), "Nested Analysis as a Mixed-Method Strategy for Comparative Research," *American Political Science Review* 99 (3): 435–52.

Rohlfing, Ingo (2008), "What You See and What You Get: Pitfalls and Principles of Nested Analysis in Comparative research," *Comparative Political Studies* 41 (11): 1492-1514.

Recommended Readings

Brady, Henry E., David Collier, and Jason Seawright, "Chapter 1: Refocusing the Discussion of Methodology," in Brady, Henry E. and David Collier, eds., (2004), *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Plymouth, UK: Rowman & Littlefield Publishers, Inc.

Coppedge, Michael (1999), "Thickening Thin Concepts and Theories: Combining Large N and Small in Comparative Politics," *Comparative Politics* 31 (4): 465.

Ahmed, Amel, and Rudra Sil (2012), "When Multi-Method Research Subverts Methodological Pluralism—or, Why We Still Need Single-Method Research." *Perspectives on Politics*, 10 (4): 935–53.

Mahoney, James, and Gary Goertz (2006), "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." *Political Analysis*, 14 (3): 227-249.

Class Activity for Mixed Methods Research

Before coming to class please read the following, and be prepared to discuss in a group, and with reference to HRM:

a) What kinds of information were obtained by survey, and what kinds of information by interviews?

b) What are the strengths and limitations of both approaches?

c) In this research, which mixed methods approach (as defined by Creswell and Plano Clark) is used, and how would the results have differed if a different approach were adopted?

d) Were you surprised by the findings? Why, or why not? How can research be designed, implemented, and analysed to allow the possibility of surprise?

Required Reading to Prepare for Class

D. Hugh Whittaker et.al. (2009) *Comparative Entrepreneurship: The UK, Japan and the Shadow of Silicon Valley*, Oxford: Oxford University Press*,* Appendix 1 (pp.167-77), and Chapter 5 (pp.87-101).

Week 8: Ethnography

Ethnography remains remarkably resistant to a straightforward definition. Traditionally it was Anthropology that derived its disciplinary identity from ethnography, yet this method is increasingly being utilised by a range of other disciplines and professional practices. This lecture begins with outlining the Euro-American origins of ethnography and its evolution into a research method possessing a set of broadly-agreed upon guidelines. It then proceeds to critically interrogate some of the assumptions of ethnography that have been posed by feminist and postcolonial scholarship. We end with a brief discussion of the ethical quandaries posed by ethnography, even as we acknowledge its power and novelty as a way of understanding the world.

Recommended Readings

Mead, M. (2001). *Coming of age in Samoa: A psychological study of primitive youth for Western civilization*. New York: HarperCollins. (originally published 1928)

Malinowski, B. (1922). Introduction: The subject, method, and scope of this inquiry. In B. Malinowski, *Argonauts of the Western Pacific*. London: Routledge & Kegan Paul.

Jackson, M.J. (1989). On ethnographic truth. In M.J. Jackson, *Paths toward a clearing: Radical empiricism and ethnographic inquiry* (pp. 170-187). Bloomington: Indiana University Press.

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In C. Geertz, *The interpretation of cultures* (pp. 3-30). New York: Basic.

Geertz, C. (1988). Being here: Whose life is it anyway? In C. Geertz, *Works and lives: The anthropologist as author* (pp. 129-149Stanford, CA: Stanford University Press.

Marcus, G.E. (1998). Ethnography in/of the world system: The emergence of multi-sited ethnography. In G.E. Marcus, *Ethnography through thick and thin* (pp. 79-104.) Princeton, NJ: Princeton University Press. (Originally published 1995)

Clifford, J. (1986). 'Introduction: Partial Truths'. In J. Clifford & G.E. Marcus (Eds.), *Writing culture: The poetics and politics of ethnography* (pp. 1-26). Berkeley, CA: University of California Press.

Said, E.W. (1989). Representing the colonized: Anthropology's interlocutors. *Critical Inquiry, 15,* 205-225.

Sanger, P.C. (2003). Living and writing feminist ethnographies: Threads in a quilt stitched from the heart. In R.P. Clair (Ed.), *Expressions of ethnography: Novel approaches to qualitative methods* (pp. 29-44). Albany, NY: State University of New York Press.

Narayan, K. (1993). How native is a "native" anthropologist? *American Anthropologist, 95,* 671-686.

Jacobs-Huey, L. (2002). The natives are gazing and talking back: Reviewing the problematics of positionality, voice, and accountability among "native" anthropologists. *American Anthropologist, 104,* 791-804.

Smith, L.T. (2011). Introduction. In L.T. Smith, *Decolonizing methodologies: Research and indigenous peoples* (2nd ed.) London: Zed.

Weinberg, M. (2002). Biting the hand that feeds you, and other feminist dilemmas in fieldwork. In W.C. vanden Honaard (Ed.), *Walking the tightrope: Ethical issues for qualitative researchers* (pp. 79-94.). Toronto, ON: University of Toronto Press.

Class Activity on Ethnography

- Divide into small groups, each focusing on one ethnographic study and prepare a presentation that critically assesses the chosen ethnography, and the strengths and weaknesses of the ethnographic method more broadly. Consider to what extent ethnography reflects the ethnographer's own world view rather than the people it purports to represent. Each group should aim at 10 minutes presentation. Make sure the summary of the ethnography that you present is no longer than 2-3 minutes.

Possible Ethnographies for Evaluation

- Kavedzija, I. (2016). The Age of Decline? Anxieties about Ageing in Japan. *Ethnos, 81*(2), 214-237.
- Lin, H. S. (2012). 'Playing Like Men': The Extramarital Experiences of Women in Contemporary Japan. *Ethnos, 77*(3), 321-343.

- Morisawa, T. (2015). Managing the unmanageable: Emotional labour and creative hierarchy in the Japanese animation industry. *Ethnography, 16*(2), 262-284.
- Rosenberger, N. (2016). Japanese Organic Farmers: Strategies of Uncertainty after the Fukushima
- Paul Green (2010) Generation, family and migration: Young Brazilian factory workers in Japan Ethnography; vol. 11, 4: pp. 515-532.
- Peter Cave (1998) "Bukatsudō": The Educational Role of Japanese School Clubs, Journal of Japanese Studies pp.383-415
- Ivry, Tsipy (2006) " At the Back Stage of Prenatal Care: Japanese Ob-gyns Negotiating Prenatal Diagnosis" Medical Anthropology Quarterly Vol. 20 No. 4 pp. 441-468.
- Ivry, Tsipy (2007) "Embodied Responsibilities: Pregnancy in the eyes of Japanese Ob-gyns" Sociology of Health and Illness Vol. 29 No.2 pp.251-274.

A useful reference list of Ethnographic monographs on Japan:

https://webspace.yale.edu/wwkelly/Japan_anthropology/J_monograph-list.htm

Module 2: Quantitative Methods Course

About the Module

About the Course

The course concentrates on particular quantitative techniques and consists of a lecture, a computer lab, and a class specific to each area unit. All three modules are designed to enable students to understand empirical social science literature and to teach them the fundamentals of conducting their own statistical analysis. While there will be a few equations involved in the lectures, this course emphasizes how to take the statistical concepts from the lectures and readings and use computers to find solutions to real world problems. The respective classes for each area unit will cover issues regarding research design and the usage of statistics in research projects.

The objectives of this course are to:

1. Develop "statistical literacy," a working understanding of statistics that can help you to critically evaluate data-driven results in the social sciences.
2. Obtain a basic set of statistical tools for data analysis, with an understanding of how to choose which tool to use, how to implement them in statistical software and how to interpret results.
3. Use Excel and R to manage datasets, make graphs, implement descriptive statistics, conduct hypothesis tests, and compute OLS regressions.

The course is accompanied by readings that repeat and broaden the understanding of the material covered. All readings specified for each week are from **Agresti, A., and Finlay, B. (2009): *Statistical Methods for the Social Sciences*, 4th ed., Upper Saddle River: Pearson Prentice Hall.**

For Japanese Studies

The core quantitative module will take place on Mondays of weeks 1-7 of Hilary Term. This will include the lectures on Monday mornings and the labs on Monday afternoons.

There will be additional lab sessions for Japanese Studies students tentatively in weeks 2, 4, 6 and 7, and will be given by Satoshi Araki. Date and time of these sessions will be confirmed later in the year.

Module 2: Quantitative Lecture List

Hilary Term 2018			
Week	**Lecture** • Open to all students • Mondays 10.00am - 11.30am Nissan Institute Lecture Theatre, St. Antony's	**Computer Labs: Weeks 1-7** Monday PM Groups, times and location TBC	**Classes** • Specific classes for each area unit
1 14th Jan	Introduction to statistics (Dr Janey Messina)	Introduction to R; charts, graphs, descriptive statistics	10.15 am - 12.30 pm Research Methods Class Nissan Institute Seminar Room Professor Hugh Whittaker
2 21st Jan	Probability (Dr Janey Messina)	Normal distribution; z-scores	10.15 am - 12.30 pm Research Methods Class Nissan Institute Seminar Room Professor Hugh Whittaker
3 28th Jan	Statistical inference (Dr Janey Messina)	Confidence intervals; data transformation	10.15 am - 12.30 pm Research Methods Class on preparing and writing your Dissertation Nissan Institute Seminar Room Professor Hugh Whittaker or A. N. Other
4 4th Feb	Hypothesis testing (Dr Janey Messina)	t-tests	10.15 am - 12.30 pm Research Methods Class Nissan Institute Seminar Room Professor Takehiko Kariya
5 11th Feb	Comparing groups (Dr Janey Messina)	ANOVA	10.15 am - 12.30 pm Research Methods Class Nissan Institute Seminar Room Professor Takehiko Kariya
6 18th Feb	Bivariate relationships (Dr Janey Messina)	Correlation; regression	10.15 am - 12.30 pm Research Methods Class Nissan Institute Seminar Room Professor Takehiko Kariya
7 25th Feb	Intro to more advanced statistical methods (Dr Janey Messina)		10.15 am - 12.30 pm Research Methods Presentation Class Nissan Institute Seminar Room Professor Hugh Whittaker

Wk 8 4th Mar	Your take-home test in quantitative analysis will be set be on Monday of Week 8 of Hilary Term, (Monday 4th March 2019)
Wk 9 12th Mar	Your individual research proposal for each student (word limit 2,500 words) **to be handed in to the Examination Schools by 12.00 noon on Monday of Week 9 of Hilary Term (Monday 11th March 2019).**
Wk 10 18th Mar	Your take-home test in quantitative analysis **to be handed in to the Examination Schools by 12 noon on Monday of week 10 of Hilary Term (18th March 2019).**

Module 2: Quantitative Lectures and Class Preparation

Week 1: Introduction to statistics Lecture

Topics: Why statistics?; Measurement and central tendency; data visualisation
Recommended Reading: Agresti & Finlay, Chapters 1-3

Week 1 Class: Questionnaires and Statistics

Lecturer: Professor Whittaker

Class Activity

Before coming to class, read Chapter 9 of Denscombe. Consider: What are vital elements of a survey questionnaire? What are the types of questions and scales? What are 'open' and 'closed' questions, and what is a balanced ratio of them? How do you decide the length of a questionnaire? Also read pp. 1–9 and 223–233 of Sato's *Kamikaze Biker* and consider the good and bad points with the criteria provided by Denscombe. If you were to revise the questionnaire, what questions you would want to add or delete, considering social changes since the book was written?

Reading for Japanese Studies class

Denscombe M. (2010) *The Good Research Guide* (4th ed.), Ch.9 ('Questionnaires'), pp.155-71.

Sato, I. (1991), *Kamikaze Biker: Parody and Anomy in Affluent Japan*, Chicago: University of Chicago Press, Introduction (pp. 1–9) and Appendix A–C (pp. 223–233).

Week 2: Probability Lecture

Topics: Probability; normal distribution; z-scores
Recommended Reading: Agresti & Finlay, Chapter 4

Week 2 Class: Quantitative Data and Descriptive Statistics

Lecturer: Professor Whittaker

Class Activity

Form two groups. Type 'job tenure statistics Japan' into google. You will find at (or near) the top, 'Data of International Labour Statistics JILPT'. Go to this site and open the 2018 Databook. From the Individual Tables, choose Hours of Work and Working Time Arrangements (No.6; or alternatively one of the other headings if you prefer), and then choose two of the Excel files to download and analyse, using the statistics methods you have covered in class on Monday for the past two weeks (especially central tendency and measures of dispersion), and others which you are familiar with. Create at least two new charts from the Excel files which provide a comparison of Japan with selected other countries. Give the charts a title as well as axis names, and prepare a 10 minute PPT presentation to the class which involves all group members. What limitations and cautions should we keep in mind when considering the data?

Week 3: Statistical Inference Lecture

Topics: Populations and samples; central limit theorem; standard errors and confidence intervals
Recommended Reading: Agresti & Finlay, Chapter 5

Week 3 Class: My Research Proposal

Lecturer: Professor Whittaker or A.N. Other

Research Methods Class on preparing and writing your Dissertation.

Week 4: Hypothesis Testing Lecture

Topics: Hypothesis testing; t-tests; tests of significance and p-values
Recommended Reading: Agresti & Finlay, Chapter 6

Week 4 Class: Hypothesis Testing

Lecturer: Professor Kariya

Class Reading list:

Yamagishi, T. and Yamagishi, M. "Trust and Commitment in the United States and Japan", *Motivation and Emotion*, vol.18 (2), 1994.

Class activities:

Form a group of three or four and prepare the following 15 minutes presentation for the Week 5 class.

Download the data set of the Excel file named 'For Research Methods Middle School Students Survey data'. This is a part of survey data of 2nd year middle school students in Japan in 2001. Suppose the sample is randomly collected. The variables are gender (1=male, 2=female), father's education (college degree or not), study time after school (in minutes), test scores of Japanese and mathematics (100 is the full mark).

Test the hypotheses below by using the statistical methods you learn from the Monday lecture and explain how the hypotheses are verified or not. You should also explain why you choose particular statistics for your analyses.

1. Test the four hypotheses below.

Hypo 1: Boys are better at Math than girls, while girls are better at Japanese than boys.

Hypo 2: Girls study longer after school than boys.

Hypo 3: Students whose fathers have college degrees are better at both Math and Japanese.

Hypo 4: Students whose fathers have college degrees study longer after school.

2. Discuss what the results of testing these four hypotheses mean. Create at least two new hypotheses from this discussion for the future research with using the same data set.

Week 5 Class: Comparing groups Lecture

Topics: chi-square; ANOVA
Recommended Reading: Agresti & Finlay, Chapters 7, 8, and 12

Week 5 Class: Comparing groups class

Lecturer: Professor Kariya

Class Reading list:

Yamagishi, T. and Yamagishi, M. "Trust and Commitment in the United States and Japan", *Motivation and Emotion*, vol.18 (2), 1994.

Class activities:

Form a group of three or four and prepare the following 15 minutes presentation for the Week 6 class.

Use the same data set named 'For Research Methods Middle School Students Survey data' and do the exercises below. Middle school students should be divided into three groups in terms of their length of studying after school.

1. Test the following hypotheses with using ANOVA.

HYPO 1: Those who study longer after school have higher test scores both in Math and Japanese.

Hypo 2: Those who study longer after school have higher test scores both in Math and Japanese independent of their gender.

Hypo 3: Those who study longer after school have higher test scores both in Math and Japanese independent of their fathers' education.

2. Discuss what the results of testing these three hypotheses mean. Create at least two new hypotheses from this discussion for the future research with using the same data set. Test the hypotheses you create.

Week 6: Bivariate relationships Lecture

Topics: Correlation; regression
Recommended Reading: Agresti & Finlay, Chapter 9

Week 6 Class: Bivariate relationships

Lecturer: Professor Kariya

Class activities:

Form a group of three or four and prepare the following 15 minutes presentation for the Week 6 class. Use the same data set named 'For Research Methods Middle School Students Survey data' and do the exercises below. Middle school students should be divided into three groups in terms of their length of studying after school.

1. Test the following hypotheses with using correlation and regression analysis.

HYPO 1: The longer students study after school, the higher test scores both in Math and Japanese.

Hypo 2: The longer students study after school, the higher test scores both in Math and Japanese independent of their gender.

Hypo 3: The longer students study after school, the higher test scores both in Math and Japanese independent of their fathers' education.

2. Discuss what the results of testing these three hypotheses mean. What differences in results from correlation and regression analyses? Create at least two new hypotheses from this discussion for the future research with using the same data set. Test the hypotheses you create.

Week 7: Introduction to more advanced statistical methods (optional)

Topics: Non-linear regression; multivariate relationships; multiple regression; model building
Recommended Reading: Agresti & Finlay, Chapters 10, 11, and 14

Week 7 Class: My Research Proposal

Lecturer: Professor Whittaker

Appendix One: The Qualitative Methods Assignment

Due Date: **12.00 noon on Monday of Week 9 of Michaelmas Term (Monday 3rd December 2018)**.

Length: Absolutely no more than 2500 words - including references/footnotes but excluding bibliography

You are asked to write a paper which uses and interprets data collected through qualitative research.

To carry out your research project for your paper, you are asked to follow these steps:

1. Identify a Research Question

Your research question should take the form of a *single clear, simple, and focused* sentence that ends with a question mark. You need to pick a question that is best answered at least partly with qualitative research. In most cases your question should begin with 'what', 'why' or 'how' and not 'who', 'which', 'when' or 'how many'. Make sure that your research question is not too broad because you have limited time and a strict word limit. It is better to say a lot about a little rather than a little about a lot.

Your research question should be *interesting*.

This means:

1. That your question cannot be answered without doing research
2. That your answer can illuminate broader research questions that social scientists think are important. (In analysis you should try to relate your research question and answers to such broader questions, but you should not try to answer them based on your own data alone.)

You are advised to show your question to a course tutor before embarking on the project.

Examples of good research questions:

What do four Chinese MSc students at Oxford University think about their obligations to their parents?

What does being Tibetan mean to two Tibetans who live in Oxford and are aged in their twenties?

Why have four retired people living in Oxford volunteered to do charity work?

How is India represented in two selected tourist magazines produced by a multinational tourist company?

How are Uyghur women represented on Chinese tourist association websites and on East Turkestan websites?

How is Japanese whale-hunting represented in ten 2006 articles from the Guardian newspaper?

How do Western-based and indigenous NGOs discuss the 'empowerment' of Indian women in their promotional literature?

How do three male undergraduate students at Oxford talk about their feelings, thoughts, and experiences of friendship?

How do customers in the MacDonald's restaurant in Oxford city centre use the space on a Sunday morning?

Why did four graduate students at Oxford decide to become vegetarian?

How is xxx represented in the political speeches of xxx?

2. Gather the Data that you Need to Answer your Research Question

Think about what data you need to gather in order to answer your research question. As a guide, for this particular exercise, think of allocating approximately *10 hours* to the task of gathering and managing the data.

- You could conduct in-depth interviews with a small number of people, and then transcribe the interviews. (Depending on your research question, your interviewees could be any individuals to whom you have easy access such as relatives, friends, classmates, fellow members of clubs and societies, neighbours, strangers in public places, or key informants who agree to talk with you. You can conduct interviews by phone or by email if the individuals are in another city or living overseas. Your interviewees would need to share a common characteristic that is linked to your research question. As examples, it may be that they are all the same age, they all work part-time, they are all mothers, they are all at the same school, they are all studying overseas, they share the same profession, they are all volunteers etc.).
- You could visit a public place or event (for instance a religious service, a meeting, a sports match, a restaurant, a café, a museum) and produce detailed observation notes.
- You could assemble a selection of articles about a particular topic from a newspaper from two different time periods, or you might select articles on a topic from two different newspapers at one point in time.
- You could gather one or more historical documents relevant to your research question from an archive or a published source.
- You could select other kinds of text: for example, a school textbook, a tourist magazine, advertisements, public information brochure
- You could consult the qualidata archive
- You could combine methods, for instance, you could combine interviews with participant observation, or you could combine a survey with documentary analysis. It is also fine though to use only one method.

If you experience difficulties in answering your research question using your chosen method(s), then it is fine to keep changing your research question and/or methods until you can use your methods to answer your question. Given the exploratory nature of qualitative research, surprises often come up and it is common for even the best-designed research questions and methods to run into unexpected problems. If your question and methods are working well, then stay with what you are doing.

3. Data Analysis

You should select a way of analysing your data that is most suited to answering your research question. There is no right or wrong way to analyse your data. You just need to be clear about what you are doing. Here the readings from the qualitative methods classes should help you.

Keep in mind that you need to be cautious and measured when you make claims based on qualitative data. For instance, if you have conducted 4 interviews with the members of a church group, when you analyse your data you will not be able to generalise to all church goers. You should be particularly careful in making causal claims. For instance, if 2 female interviews said that they shop when bored and 2 male interviewees said that they play computer games when bored, you could not say, based on your data, that gender affects how people deal with boredom. But you could explain how the individuals you talked with perceived a link between gender and boredom alleviation. Similarly, if you analyse one newspaper article, you cannot say that the entire newspaper has this kind of bias or uses a particular rhetorical device.

Rather than try to generalise, you will instead 'interpret' your material in order to illustrate, revise, modify, extend, or 'poke holes' at broader generalisations or assumptions that exist in the literature.

For this reason, in writing up, you should draw on approximately 4 relevant academic articles or books to show how your questions, methods, and data relate to those of other scholars, why your research is interesting, and why your conclusions are significant.

Your paper should also discuss the limitations and problems of your methods and data, and suggest future research that could help to overcome the limitations and address the problems.

4. Writing Up

Your paper should include the following:

Research question

This should be a clear, single sentence that ends with a question mark. It should be followed by an explanation of why it is an interesting question.

Research methods

You should describe what data you gathered and how you gathered it.

Data analysis

You should explain how the data answers your research question. You should use key statements, excerpts, or examples from your data to back up your argument, and show how your arguments compare with those made elsewhere in the scholarly literature.

Make sure that every argument is supported with evidence from your data. Do not just state your own opinion without relating it to the data. You can state your opinion so long as it is related to your data.

Wider relevance

You need to explain the wider relevance of your analytical approach and of the answers to your research question. Depending on how you want to structure your argument, you may decide to integrate this discussion into your data analysis section or else you may decide to place this discussion in a separate section.

As examples:

"The aspirations of the returned migrant women I interviewed provide support for Jacka's (2006) argument that the rise of a market economy has enabled young rural women 'to create places of their own'…

"Unlike Mottier (1996) who sees eugenics as essentially a top-down nation-building project, my analysis of letters to the editor of a leading women's magazine suggests that in the case of China much eugenics discourse is instead grounded in popular culture ideas about the body…This may be due to…."

"Like the French working class men interviewed by Michelle Lamont (2000), the immigrant workers who talked with me felt that their bosses tried to undermine their sense of solidarity by …"

"Watson *et al* (2006) concluded that MacDonalds is a space which people from diverse social backgrounds appropriate for their own purposes. Examples of this that I observed in the MacDonalds branch on Oxford Cornmarket Street include …"

Limitations and possibilities for future research

Explain the limitations of both your data and your analysis. In particular explain any ways in which your data does not usefully answer your research question. Explain any problems/weaknesses with

your research methods, representativeness etc. Describe what methods you would use to overcome the limitations of your project and better answer your research question if you had the time and resources to conduct a larger research project. Here you could talk about cause-effect relationships identified by your interviewees, possible causal relationships and generalisations that based on your data you can only nod at cautiously etc.

Appendix Two: Writing a Research Proposal

Due Date: **12.00 noon on Monday of Week 9 of Hilary Term (Monday 11th March 2019)**

Length: Absolutely no more than 2500 words - including references/footnotes but excluding bibliography

How to Write a Proposal

(Assembled from http://iis.berkeley.edu/content/examples and David Silverman, 2000)

There is no single format for research proposals. This is because every research project is different. Different disciplines, donor organisations and academic institutions all have different formats and requirements. There are, however, several key components which must be included in every research proposal. The specific research problem will dictate what other sections are required.

Key components are:

- A description of the research problem.
- An argument as to why that problem is important.
- A review of literature relevant to the research problem.
- A description of the proposed research methodology, including any ethical considerations
- Conclusion and comments on significance of the proposal

1. Describing a Research Problem

Before your proposal can make sense to a reader, he or she must understand clearly what the proposed research will be about. Therefore, you would do well to begin this section with a clear and simple formulation of your research question. Read the following examples:

> This research project explores the extent to which vigilantism is growing within different sectors of the South African population. In particular the research focuses on the factors which promote and maintain vigilantism in our society.
>
> Many community projects in rural Mpumalanga rely on micro-enterprises (such as community gardens and spaza shops), to extend the income generating potential of communities. The following is an investigation of the extent to which these micro-enterprises do actually influence the broader economic position of these communities.

Flesh out this section with some or all of the following:

- Where does this research question come from? If it arises out of a debate in the literature, introduce that debate.
- Clarify or quantify any concepts which may not be clear.

Have a look at a very simple example:

> This research project explores the extent to which vigilantism is growing within different sectors of the South African population. In particular the research focuses on the factors which promote and maintain vigilantism in our society. Recent reports in the media detailing the operation of extensive and organized vigilante groups have created public interest and concern, and there are important implications for policing policy. A "vigilante" is defined as being "a volunteer committee of citizens for the oversight and protection of any interest, especially one organized to suppress and punish crime summarily, as when the process of law appears inadequate" (Smith, 2001).

2. Why the Research is Important

This section, often referred to as the "rationale" is crucial, because it is one place in which the researcher tries to convince her/his supervisor/external examiner that the research is worth doing. You can do this by describing how the results may be used.

Think about how your research:

- May resolve theoretical questions in your area
- May develop better theoretical models in your area
- May influence public policy
- May change the way people do their jobs in a particular field, or may change the way people live.

Are there other contributions your research will make? If so, describe them in detail. Look at the following example:

In the economic example of micro-enterprises in rural communities, the researcher might argue that the research will:

- Provide an understanding of the economic impact of micro-enterprises
- Support the government's plans for start-up loans to micro-enterprises
- Demonstrate the usefulness of micro-enterprises as part of rural development, thereby contributing to the work of government and non-government rural development organisations.

Detail regarding each of these three points should be added to produce a convincing argument as to the usefulness of the research.

3. Literature Review

The literature review presents one of the greatest challenges of the research proposal to experienced and inexperienced researchers alike. A literature review should not just replicate other people's writing. It should rather be an opportunity for you to show your command of a subject area by starting your own conversation on a topic based on what is already known.

The literature review:

- Provides a conceptual framework for the reader so that the research question and methodology can be better understood.
- Demonstrates to the expert reader that the researcher is aware of the breadth and diversity of literature that relates to the research question.

It is important that you are able to provide an integrated overview of your field of study. This means that you show awareness of the most important and relevant theories, models, studies, and methodologies.

It may be helpful to think of the literature review as answering the following questions:

- What do we already know about the topic?
- What do you have to say critically about what is already known?
- Has anyone else ever done anything exactly the same?
- Has anyone else done anything that is related?
- Where does your work fit in to what has gone before?
- Why is your research doing in light of what has already been done?

Effective evaluation of the literature includes the following:

- Respectful use and citation of the work of others, including much earlier works that may still be relevant to your topic – don't dismiss something simply because it was for example published in the 1950s – all writing builds on that which has gone before.
- A strict focus and critical perspective on what you read
- You should avoid simple description, so your literature review should not be like a laundry list of Jones said, as Wang state, Mitchell argued and Smith concluded. Rather than just being a summary your review should also include critique that challenges the way people see things. Then by the end of the review the reader thinks – ah, yes, of course, this is exactly the kind of study that needs to be done in order to move our knowledge about this on further. So you need to give differing amounts of attention to what you read according to how important you think it is for your work. Several articles stating one position can be summarised in a single sentence, while one article with a lot of relevance to your project needs to be critiqued rather than just summarised. A critique could focus on failings of concepts, theory or method or saying how useful the insight is for asking a different kind of question.

Examples: (The research topic is "the History of Mental Illness in Natal in the period up to 1945")

Unsuccessful literature review:

Foucault's works looked at mental illness, asylums, and the archaeology of knowledge. Roy Porter's and Edward Shorter's histories of psychiatry and psychology show that definitions of mental illness have differed across time and place. Ernst and Swartz record that under colonialism, science, and medicine contributed to racial, class, and sexual discrimination. Feminist writers Chesler and Showalter who have written on psychiatry will be important for this study. Post-structuralist and post-modernist approaches to the construction and representation of identities will be used. Post-colonialism's concern with the 'subaltern' and the suppression of 'subaltern voices' will be significant.

Successful literature review:

This study will draw on diverse approaches to the history of psychiatry, and to the origins of segregation in southern Africa. Histories of psychiatry and psychology have shown that, although having a probable partial biochemical basis, the criteria for the definition of mental illness have differed across time and place. The history of science and medicine in both Europe and in the colonial order provide a means for exploring the role of biomedicine (including psychiatry) in contributing to racial, class, and sexual discrimination. Feminist analyses of the centrality of gender, and critiques of psychiatry and psychology, will be a key axis around which this study is formed. For example, while men of all races formed the majority of inmates at the Natal Government Asylum in nineteenth century Natal, women were deemed to be particularly prone to particular forms of mental illness.

Post-structuralist and post-modernist approaches to the construction and representation of identities, and to the articulation of power, will provide a means of deconstructing the 'texts' and discourses which are an important part of this study. In particular, the works of Michel Foucault on mental illness, asylums, and the archaeology of knowledge will be considered. I recognise, however, that the application of Foucault's ideas in the African context is problematic. Post-colonialism's concern with the 'subaltern' and the suppression of 'subaltern voices' will be reflected in attempts to 'hear the voices' of the institutionalised.

4. Empirical Research Methodology

Hypotheses/Research Question

You need to specify either the research question or problem that you will explore,

OR ELSE you need to specific research hypotheses that you will test during data analysis.

Research Design

The guiding principle for writing the Method section is that it should contain sufficient information for the reader to determine whether the project is feasible and sound.

Social scientific discourse, both methodological and substantive, is rife with neologisms and jargon. As with any concept you hope to use, you must be prepared to tease out and concretize the methods you select. This involves explaining in as much detail as is possible at this stage what data you will gather and how you will gather it. If your project is qualitative, as there are no well-established and widely accepted protocols, your method section needs to be more elaborate than what is required for traditional quantitative research. For example, if you intend to conduct open-ended interviews, you must ask a whole series of secondary questions:

- What do I want to get out of these interviews?
- With whom am I going to conduct these interviews?
- How do I know they will talk to me?
- How many interviews must I do?

The same goes for "process tracing" (e.g., what process, where do I see this process, etc.), "archival research" (what archives, what sources, what about accessibility? reliability?), or with any other approach. Not all of your answers to these questions need to go in the proposal, but demonstrating that you have considered them will only help.

You need also to demonstrate your knowledge of alternative methods and make the case that your approach is the most appropriate and most valid way to address your research question. You can also reflect on possible problems or limitations associated with how you plan to conduct your research, and ways that these problems or limitations can be mitigated or else why the approach remains still the most appropriate one for your purposes.

Sampling

Sampling is a component of research design. In quantitative research, the assumption is that the sample accurately represents a population. In qualitative research, your selection of a case or locality and/or documents and interviewees is the basis on which you extrapolate to other cases or localities or make generalizations at a theoretical level. Therefore, the way in which the sample (if relevant) or units under study are chosen is valuable to a discussion about the validity of the research findings.

Data analysis

You should describe in detail which techniques of data analysis you plan to use and why they are well suited to addressing your research question.

Research Ethics

Is there any aspect of how you will gather your data and/or present your findings that could bring harm to any other individual or group of people? Does your project involve working with potentially vulnerable people? How will you ensure that the principles of informed consent and confidentiality are followed?

Structure

Use "Spider Diagrams" to structure your proposal. A spider diagram is a tool for planning your writing.

Try the following:

1. Draw a box in the centre of a large sheet of blank paper. Write the title of your research proposal in that box
2. Draw a "leg" from the central "body" towards the top right hand corner of the page. Label this "leg" with the first topic that you wish to deal with in your proposal
3. Add more legs moving clockwise around the page until all the sections have been included, with the final one being somewhere near the top left of the page
4. Now divide each "leg" up into smaller "legs" with all the points that you wish to make in each section. (Again work clockwise from the top left so that the sequence of ideas is maintained)
5. You may have to redraw your spider diagram several times until you find a structure that works for your proposal

Make sure that you find a proposal structure that suits the needs of your research.

5. Conclusion

In your conclusion you can point out what is significant and original about your proposed project.

Some Thoughts about Writing

Many people assume that any literate person can write a research proposal. This is not automatically true. Writing is a difficult skill to master and one that requires practice and some dedication. Some tips to help you in your writing include:

- Always structure your work in advance
- Know what you want to say before trying to write it
- Every sentence must contain one idea only
- Each sentence must follow logically from the one before. A well written text is a "chain of ideas"
- While writing, keep your reader's needs in mind. This means providing a "verbal map" of your document so that your reader knows what to expect, and placing "verbal signposts" in your text to explain what is coming next

Final Comments on Structure and Style

DO:

- produce a professional looking proposal
- be interesting
- be informative
- write in a way that is easy to read
- include a contents page
- use clear headings and sub-headings
- be concise and precise
- use simple language wherever possible
- construct clear arguments
- check your spelling and grammar
- reference your work fully using an acceptable format

DO NOT:

- use words when you are not absolutely certain of their meaning
- use difficult words to impress your reader
- use overly simplistic language
- repeat yourself
- digress

Before submitting, make sure you have proof-read your work carefully. To see some sample research proposals with evaluators' comments and writers' reflections see: http://iis.berkeley.edu/content/examples

Please note that marks may be deducted if the presentation of your work is sloppy, you fail to reference properly, or you use incorrect or inconsistent romanization in your research proposal.

Reference Texts to Assist with your Research Proposal (available on WebLearn)

https://weblearn.ox.ac.uk/portal/hierarchy/socsci/osga/rm/page/research_propos

Moira Kelly (2004) 'Writing a Research Proposal' in *Researching Society and Culture*, ed. by C. Seale, Sage, pp. 111-122 (Copies available in the Nissan Library and the Chinese Studies Library)

Duncan Branley (2004) 'Writing a Literature Review' in *Researching Society and Culture*, ed. by C. Seale, Sage, pp.145-162

Appendix Three: How to Romanise Japanese words

Romanization should follow the modified Hepburn system as found in *Kenkyusha's New Japanese-English Dictionary*. Use 'n' not 'm' before syllables beginning with 'b', 'm' and 'p' (*shinbun*, not *shimbun*), and an apostrophe after 'n' when it is part of the preceding syllable and the following syllable begins with 'yo', 'yu' or a vowel.

Fieldwork Safety and Training

Fieldwork is not a compulsory part of the MSc/MPhil in Japanese Studies, but students have found short periods in the field to be both highly informative and enjoyable. At the MSc level students do not undertake large scale fieldwork, but are encouraged to do preliminary studies and to familiarise themselves with the fieldwork location. Whether a student should undertake fieldwork and what sort of fieldwork is appropriate, will depend on the topic of the dissertation, and students should be guided by their supervisors.

Costs of fieldwork can vary depending on your area of research and your location. It is advisable to consider these carefully when deciding to carry out fieldwork.

Fieldwork is considered as any research activity contributing to your academic studies, and approved by your department, which is carried out away from the University premises. This can be overseas or within the UK. The safety and welfare of its students is paramount to the University. This includes fieldwork and there are a number of procedures that you must follow when preparing for and carrying out fieldwork. For this reason, fieldwork must be approved by the departments and must comply with University policy.

Preparation

Safe fieldwork is successful fieldwork. Thorough preparation can pre-empt many potential problems. When discussing your research with your supervisor please think about the safety implications of where you are going and what you are doing. Following this discussion and before your travel will be approved, you will be required to complete a travel risk assessment form. This requires you to set out the significant safety risks associated with your research, the arrangements in place to mitigate those risks and the contingency plans for if something goes wrong. There is an expectation that you will take out University travel insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities. The following website contains some fieldwork experiences which might be useful to refer to https://www.socsci.ox.ac.uk/fieldworkers-experiences

Training

Training is highly recommended as part of your preparation. Even if you are familiar with where you are going there may be risks associated with what you are doing.

Departmental course (annually)

- **Fieldwork safety awareness session** covering personal safety, risk assessment and planning tips. All students carrying our fieldwork are expected to attend this. Post-fieldwork students are invited to attend to share their experiences. All students carrying out fieldwork are expected to attend this

Social Sciences Division Research and Skills Training (termly)

http://www.socsci.ox.ac.uk/training

- **Preparation for Safe and Effective Fieldwork**. A half day course for those carrying out social science research in rural and urban contexts
- **Fieldwork in Practice**. A student led course on negotiating the practical aspects of fieldwork.
- **Vicarious trauma workshops.** For research on traumatic or distressing topic areas or contexts.

Safety Office courses

http://www.admin.ox.ac.uk/safety/overseastravelfieldwork/ **(termly)**

- Emergency First Aid for Fieldworkers.
- Fieldwork Safety Overseas: A full day course geared to expedition based fieldwork.

Useful Links

- More information on fieldwork and a number of useful links can be found on the Social Sciences divisional website**:**
  http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork;
  http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork-more-information;
  http://researchtraining.socsci.ox.ac.uk/site-search?keys=fieldwork

Fieldwork preparation step by step (it includes also ethical review)

There are a number of procedures that you must follow when preparing for and carrying out fieldwork.

1. **Discuss your research plans with your supervisor**. Please think about the safety implications of where you are going and what you are doing.

2. If your research involves human participants it should be subject to **ethical review**, please complete the relevant Central University Research Ethics Committee checklist (**CUREC 1A or CUREC 2**) and submit it (signed and complete of all the supporting documents by the deadline in the table below) via email to the Departmental Research Ethics Committees, OSGA DREC at curec@area.ox.ac.uk. Please note that the ethical approval can only be granted to applications that have been submitted before the research has started. Once approved the applicant will receive a confirmation letter that includes the CUREC reference number to report in the consent forms and in the all the documents used during the research. CUREC forms are updated regularly to reflect current practice, so download from Governance and Integrity webpage most updated version of the checklist.

3. Complete the **Travel Risk Assessment form.** This requires you to set out the significant safety risks associated with your research. Please, check University policies on Safety in fieldwork and Overseas travel, the UK Government Foreign and Commonwealth Office FCO and check the arrangements in place to mitigate those risks and the contingency plans in case something goes wrong. Please, deliver it on paper format with wet ink signatures to the Research Officer at 12 Bevington Road by Friday week 4 of each term. Please note that if you plan to undertake fieldwork in counties which the UK Foreign and Commonwealth Office advise "advise against all or all but essential travel to" and/or undertake research that is deemed to be high risk, your plans will be referred to the University Safety Office for further review, permission for travel to these areas is at the Head of School's discretion. Please be aware that permission to travel to these areas under FCO advisement or high risk research may be refused.

4. University staff and students are eligible for University travel insurance when they travel on University business. Insurance is contingent on having an approved travel risk assessment and compliance with the University policies on Safety in fieldwork and Overseas travel. Once you have received a confirmation that your Travel Risk Assessment has been approved, please complete your **Travel Insurance Application** on https://travelinsurance.admin.ox.ac.uk. It will require your Oxford Single Sign-On

credentials. You should upload on the platform the copy of the approved and signed travel risk assessment.

5. Please, check **before starting to complete your forms for updates and additional supporting documents on the WebLearn site for Research Methods**, in "Resources for Fieldwork" https://weblearn.ox.ac.uk/portal/site/:socsci:osga:rm/tool/dfa50580-a730-4f5c-9def-0520a676c83d

Deadlines /Signatures required/ Modalities of delivery

	CUREA 1A	CUREA 2	Travel Risk Assessment Form	Travel Insurance Form
Deadlines	Friday of week 4 of each term	Friday of week 4 of each term (Please submit it earlier if the research starts before 60 days)	Friday of week 4 of each term	Once the Travel Risk Assessment has been approved
Signatures required	Student, Supervisor and Head of Unit signature as Department endorsement.		Student, Supervisor	Student, Supervisor
How to deliver it	Via email to curec@area.ox.ac.uk using the official university account		Originals on paper format to Francesca Tucci (12 Bevington Road).	via the online system TIR
How long the approval process may take up	30 days	60 days	30 days	6 weeks
For queries	curec@area.ox.ac.uk		travel@area.ox.ac.uk	

Further useful Links

- Policy on the ethical conduct of research involving human participants and personal data: https://researchsupport.web.ox.ac.uk/governance/ethics/committees/policy https://researchsupport.web.ox.ac.uk/governance/ethics
- Download CUREC checklist: https://researchsupport.admin.ox.ac.uk/governance/ethics/apply/sshidrec
- Recommended templates, such as for oral / written consent forms: https://researchsupport.admin.ox.ac.uk/governance/ethics/resources#d.en.243079
- FAQ and Glossary https://researchsupport.admin.ox.ac.uk/governance/ethics/faqs-glossary

Where to find documentation

Copies of this document can be found on the Institute WebLearn site
https://weblearn.ox.ac.uk/portal/hierarchy/socsci/osga/nijs/page/japanese_studie

And copies of all other documents relating to Examination and Dissertation information can be found on the Institute WebLearn site
https://weblearn.ox.ac.uk/portal/hierarchy/socsci/osga/nijs/page/handbooks_and_t

Remember to Back-up your work

Make sure to save back-up copies of your work as you progress, you do not want to lose your only copy one week before the deadline! From USB memory sticks, hard-drives, to email attachments… there are plenty of places you can store multiple copies of your work.

And remember to store your back up copies in a safe place away from your computer/laptop so that in the event of something happening to your equipment you do not lose your entire year's work.

Try using an on-line back-up system like **https://www.dropbox.com/**

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