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Chapter 2 quiz

1. A literature review:
a. Is not always necessary in a research paper; it is sometimes optional
b. Is like a references list; it is a sequential ordering of each study a researcher read
*c. Is a short written synthesis of previous research on a topic
d. Identifies what the purpose of your paper is

2. Which of the following is considered a Tier 1 source?
*a. Peer Reviewed Research Articles
b. News Magazines
c. Working Papers
d. Academic Reports

3. Which of the following does NOT belong in an annotated bibliography?
a. The study's research question
b. A summary of the theory that is presented in the study
*c. The relevance to your own research question
d. The methods and data the author uses to answer the research question

4. Which of the following pieces of information has to be cited?
a. Fact
b. Historical detail
*c. An opinion/idea
d. Common knowledge

5. When reading scholarly work, what should you look at first?
*a. Title
b. Abstract
c. Introduction
d. Conclusion

6. What should the first line of a good literature review contain?
a. A summary of the literature review
b. Connections among the literature
c. Your research question
*d. An introductory statement that broadly summarizes as much of the literature as possible

7. Why would a researcher analyze a newspaper article as opposed to a peer reviewed article?
a. The quality is higher in newspapers
b. To understand generalizable theory
*c. To understand the particular details of a case
d. Newspaper articles go through a more extensive editing process

8. What is the purpose of creating an annotated bibliography?
a. To serve as a framework for your research

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*b. To summarize and organize each piece of scholarship that you read
c. To find connections among the literature review
d. To establish the author's credibility

9. What does a literature review establish?
*a. The credibility of the researcher and it presents how other scholars have approached similar topics
b. It predicts your future results
c. It shows the researcher how to proceed with his or her research design
d. The purpose of your research paper

10. What is the best was to start your literature search?
a. Do a Google search
b. Ask your professor
*c. Think of the different ways a topic could have been studied by others
d. Conduct a very specific search

11. What is a references list?
*a. An alphabetical listing of all sources referenced or cited
b. A summary of the work you reviewed
c. An annotated bibliography
d. An excerpt of a conclusion

12. Why is reviewing academic books about your research question essential?
a. Academic books are tier one sources while peer reviewed research articles are not
b. Academic books are more reliable than other tier one sources
c. Academic books are not formally published and can contain more information
*d. Academic books usually provide a broader treatment of a general topic and are more comprehensive than research articles

13. Do the following statements need to be cited?
The United States utilizes a plurality electoral system for the election of Congress.
a. Citation needed
*b. No citation needed

14. Per capita income is higher in advanced industrial democracies than in developing countries.
a. Citation needed
*b. No citation needed

15. Lower voter turnout in the U.S. does not mean that Americans do not participate in politics because different ways of participating have been evolving over time.
*a. Citation needed
b. No citation needed

16. High per capita income is generally linked with post-materialist values, which include a concern for the protection of individual expression and enhancement of the quality of life.

*a. Citation needed
b. No citation needed

17. Despite their differences, the French, Russian, and Chinese Revolutions bear striking similarities that can be studied in a single research design.
*a. Citation needed
b. No citation needed

18. What is the order of tasks for creating a literature review?
I. Find the studies that are most relevant for understanding what other scholars have concluded about your research topic.
II. Find themes among the studies and write a literature review
III. Read the studies
IV. Create annotated bibliographies for each study you have read

a. II, I, IV, III
b. III, II, I, IV
*c. I, III, IV, II
d. II, IV, III, I

19. Kennedy F. Johnson, Wells B. Fargo, and King Martin all wrote a research paper in 1967. What is the proper format for a parenthetical citation for a source with three authors?

a. (Johnson, Fargo, Martin)
b. (Johnson 1967)
*c. (Johnson, Fargo, and Martin 1967)
d. (Johnson, Fargo, and Martin 67)

20. Place the following components of the peer review process in order.
I. Internal Review
II. Blind External Review
III. Recommendations

a. II, III, I
*b. I, II, III
c. III, II, I
d. II, I, III

Teaching materials

Lesson plan

Chapter 2 – Reviewing the Literature

Slide 1: Chapter 2 – Reviewing the Literature

Slide 2: Reviewing the literature: Explain why a good literature review in a research study is important. Present research as an ongoing conversation among researchers who work on similar research topics. Most researchers spend considerable time reviewing the work of others as a means to determine what they will study through their own work. A review of the literature can help a researcher 1) determine what good research question to ask and 2) write an eventual theory for why variables associated with the research topic should be correlated with each other.

Slide 3: Sources of information for literature reviews: Not all sources are of the same quality. There are generally three tiers of quality:
Tier 1: Peer reviewed research articles and academic books. Explain the process of peer review. Most of what is included in a literature review involves research work that has undergone the peer review process. Perhaps even bring a letter from an editor about something you have published (either a positive or negative letter!) to show how peer review works.
Tier 2: Academic reports and working papers
Tier 3: News magazines and newspapers

Slide 4: How to conduct a literature search: Explain that students need to develop a list of keywords related to their research topics. Do a demonstration on how to use the online resources at your academic institution to find literature using the keywords. (Insert additional slides with links to your institution's resources.) Show how to include various manipulations of keywords to capture as much literature as possible. Also, it may be possible for a research librarian at your institution to hold an information session in the classroom or even in the library itself. It may also be helpful to take a trip to the library to show students how to use the library's resources and how to use call numbers for books on the shelves. It is possible that some students will not know how to use the library effectively. For the literature search itself, explain how to use Boolean connectors (AND and OR) and how to use different synonyms for keywords (for example political "participation" or "involvement" or "engagement"). Be careful not to use "AND" in this case.

Slide 5: A few tricks: Go over "a few tricks" when looking for literature:

1. Use * at the end of a word or partial word to return results that contain the word or partial word (i.e., democra* returns results with "democracy," "democracies," "democratizing," and "democratization").
2. Use the keywords listed in a relevant study to provide ideas for keywords (bring in an example from a study).

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3. Use Boolean connectors with caution—use “and” and “or” carefully.
4. Review a recent study to identify other relevant studies (bring in an example from a study).
5. If most of the studies reviewed make reference to a seminal work, do a literature search to see if other studies referenced that particular work, too.

Slide 6: What to do once relevant literature is identified: Encourage students to stay organized by keeping their notes in order. Maybe bring in something you have written (like your dissertation or something you have published) to show how many sources are cited in the references list. Clearly, it pays to be organized when doing research in the preparation of a literature review because of the number of sources that are reviewed and the many different ideas presented in the studies. Do a demonstration of Zotero or Endnote (or some other program) to show how notes and bibliographic information can be organized. Check with your institution’s library to see if students have web-based access to any particular bibliographic program through the library.

Slide 7: Annotated Bibliographies: Many scholars do not keep the text of every article or book in their office; rather they keep their notes. Maybe even bring in a copy of an annotated bibliography that you have written to provide an example. Include at least the following points in an annotated bibliography:

1. The study’s research question
2. The relevance of the research topic
3. A summary of the theory presented
4. The methods and data used
5. The main results and conclusion
6. The potential generalizability of the conclusions

Slide 8: The Literature Review: Encourage students to study their annotated bibliographies carefully to determine where there are areas of agreement or disagreement or where there are similarities or differences among the studies. These patterns will determine how the literature review will be organized and presented in the final report.

Slide 9: The first sentence of each paragraph in the literature review is very important: Go over the hypothetical examples of introductory sentences for the overall literature review from the text. Emphasize that the example(s) that each student could follow will be determined by the patterns that are identified among the specific studies that will eventually be included in the literature review. Encourage students to use parenthetic citations whenever they include work that is not their own.

Slide 10: Another example of an introductory sentence: Again, the introductory sentences for each student’s literature review will differ based on what is contained in the annotated bibliographies.

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Slide 11: Study the literature reviews of the studies you review: One good way to learn how to write an effective literature review is to study the literature reviews written by other scholars. This will be an exercise at the end of the chapter.

Slides 12: Example1– Morgan and Buice (2013): Go over the three examples in the text that were taken from literature reviews from actual research studies. In each example there is at least one sentence that provides a good synthesis of the literature that was reviewed for that study. Have students go through the examples and discuss how the summary sentences presented in the literature reviews were organized in the three examples. Highlight those sentences as models for the students to follow as they begin to write their own literature reviews. Note, too, how these examples provide some clue as to what is "missing" from the literature as a means to promote the relevance for the research itself.

Morgan and Buice: This article develops a theory of attitudes regarding women in politics, integrating explanations at both the contextual and individual levels. A growing literature has demonstrated the significance of context for explaining gender gaps in political engagement and efficacy (Atkeson 2003; Desposato and Norrander 2009; Hansen 1997; Schwindt-Bayer and Mishler 2005), and previous research hints at the idea that the political, economic, and cultural environment has important effects on gender attitudes by establishing that cross-national differences in these attitudes cannot be explained by individual-level factors alone (Banaszak and Plutzer 1993a). But apart from a few notable exceptions (e.g. Banaszak and Plutzer 1993b; Inglehart and Norris 2003; Moore and Vanneman 2003), little research has explored how context shapes gender values, and virtually no studies have theorized about contextual effects on feminist attitudes in developing democracies. Here we take on the important task of theorizing and testing how context influences support for women in politics.

Slide 13: Example 2 – Bartels, Cozzi, and Mantovan (2013): The literature provides important insights about the determinants of voluntary work for the total population or specific segments. Studies focusing on the total population showed that people can decide to volunteer or give money to charity because of pure altruism or warm-glow altruism (Andreoni 1990), a desire to personally "make a difference" (Duncan 2004), impatience to receive a certain good (Bilodeau and Slivinski 1996), social pressure (Della Vigna, List, and Malmendier 2011), obliging social norms (Olken and Singhal 2009), or because giving can enhance their well-being (Meier and Stutzer 2008). The decision to volunteer can also be influenced by the socioeconomic or ethnic composition of the neighborhood community (Alesina and La Ferrara 2000; Atkinson and Kintrea 2001; Goodlad and Meegan 2005). All of these variables together create a complex picture of individuals with multiple motivations for volunteering (Clary, Snyder, and Stukas 1996).

Slide 14: Example 3 – Reynolds (2013): Over the last 20 years, the inclusion of women and ethnic minorities in national parliaments has increasingly been seen as an indicator of the strength of democracy in

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established democracies and as a sine qua non of democratization in the developing world. Much has been written about the growing numbers and influence of women members of parliament (MPs) in the legislatures of the world (for example, see Baldez 2003; Krook 2009; Wolbrecht, Baldez, and Beckwith 2008). In 2012, the Inter Parliamentary Union identified 7,443 female members of national lower houses (20% of the total). A similar literature is emerging on the existence and influence of ethnic minority MPs in national legislatures. One of the largest surveys to date of minority MP presence covers 50 nations and identifies more than a thousand MPs with an ethnic minority background (see Reynolds 2006). Such descriptive (sometimes called "passive" or "symbolic") representation does not necessarily imply that the group members vote together or that individual representatives see themselves as primarily "women MPs" or "minority MPs." But without some visible inclusion of the faces and voices of the historically marginalized, it is unlikely that the interests of such groups will be at the forefront of decision makers' minds.

The literature on openly lesbian, gay, bisexual, and transgender (LGBT) MPs in national parliaments is undeveloped. Although there have been important studies of their presence in individual national parliaments (see Rayside 1998 on Britain, the United States and Canada) as well as analyses of gay legislators in U.S. state legislatures (see Haider-Markel 2007; 2010; Haider-Markel, Joslyn, and Kniss 2000) there is very little cross-national research on the existence and influence of openly LGBT MPs in national parliaments.

Slide 16: To cite or not to cite: Have a rigorous discussion about the difference between a fact or historical detail on the one hand and an opinion or idea on the other. Facts and historical details do not require a citation, but any opinion or idea that is taken from something in the literature must be cited properly. Any quotation must also include a page number.

Slide 17: Fact or opinion? The United States utilizes a plurality electoral system for the election of Congress. Since this is a fact, it does not need to be cited. But . . . The use of the plurality electoral system generally leads to a two-party system. This must be cited since it is a hypothesis that Downs developed in his book *An Economic Theory of Democracy*.

Slide 18: Fact or opinion? Voting is one manifestation of political participation. Since this is a fact, it does not need to be cited. But . . . Lower voter turnout in the U.S. does not mean that Americans do not participate in politics because different ways of participating have been evolving over time. This must be cited since it is an idea explored

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by Norris in her book *Democratic Phoenix: Reinventing Political Activism*.

Slide 19: Fact or opinion? Per capita income is higher in advanced industrial democracies than in developing countries. Since this is a fact, it does not need to be cited. But . . . Higher per capita income is linked with materialist values, which include a concern for the protection of individual expression and enhancement of the quality of life. This must be cited since it is a conclusion of Inglehart's book *Modernization and Postmodernization: Cultural, Economic, and Political Change in 43 Societies*.

Slide 20: Cite if you are not sure! Emphasize that students should always cite a source if they are unsure whether to cite or not. It is better to cite than be accused of plagiarism.

Slide 21: Parenthetic citation style: Concerning parenthetic citations, instruct students to follow the style presented throughout the text. Each example presented also uses a standard bibliographic style. However, if you have a particular reference style that you would like students to use, go over that style carefully at this point so students will know what to do. The American Political Science Association has a guide that students can use as well:
http://www.apsanet.org/files/APSAStyleManual2006.pdf

Slide 22: Writing your own literature review: This information is also contained in the "Paper Progress" section (below). Step 1, find the studies; Step 2, read the studies; Step 3, create annotated bibliographies; Step 4, find themes and write a literature review.

Slide 23: Coming up: Asking an analytical research question

Exercises (from text)

Use a research database to find articles from one of the mainstream journals in political science. Some good examples are the *American Political Science Review* and the *Journal of Politics*. Scroll through several articles and study how the authors constructed their literature reviews. Articles may or may not have subheadings to identify the article's literature review, but you should be able to find the article's literature review from the article's content. Make notes of how introductory summary statements were written. Was there agreement in the literature? Have several authors studied similar topics and reached different conclusions? This exercise will be helpful as students begin to prepare the writing of their own literature review.

Paper progress (from text)

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Step 1: Find the studies that are most relevant for understanding what other scholars have concluded about the research topic (the topic should be the one students chose in Chapter 1).

Encourage students to start by using one of the mainstream search engines most likely available through your institution's library. Since students are going to use the World Values Survey for the quantitative portion of their analysis, the term "World Values Survey" could be included along with the research topic in the search engine to determine if other scholars have used the data pertaining to the specific topic in the World Values Survey in their research.

Step 2: Read the studies

Identify the minimum number of studies you would like students to review for their literature review. This number could be between five and ten, depending on your goals and the timing of the course.

Step 3: Create annotated bibliographies

Encourage students to include the six points presented earlier, in addition to any relevant quotations that might eventually be included in the final paper. Require a minimum number of annotated bibliographies that will be turned in for evaluation.

Step 4: Find themes among the studies and write a literature review

Determine the length for students' literature reviews. This will depend on the number of studies you have asked students to review. If the number of studies is between five and seven, two to three double-spaced pages are likely enough. If the number of studies is greater, add pages to the minimum length.

Consider creating a stand-alone assignment for the annotated bibliographies and literature review that students turn in for evaluation. This will ensure that every student has a topic and does not fall behind in producing work.

Coming up
Asking an analytical research question in political science

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