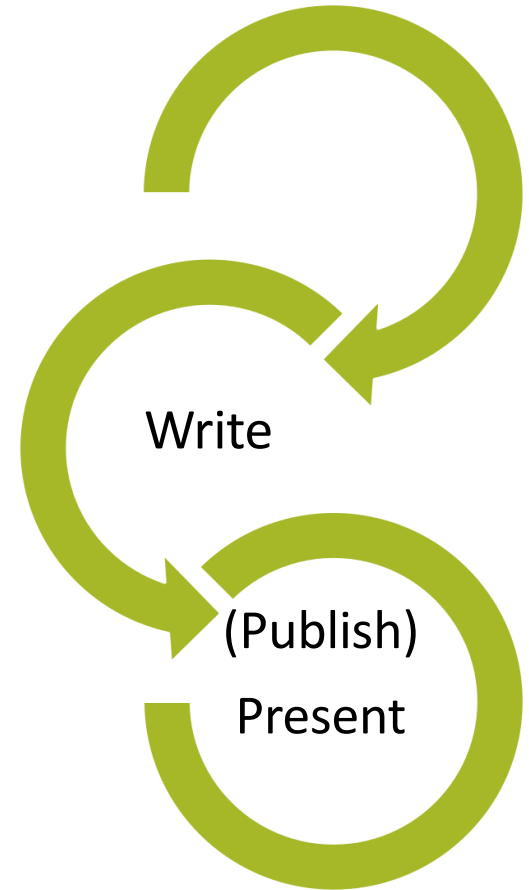
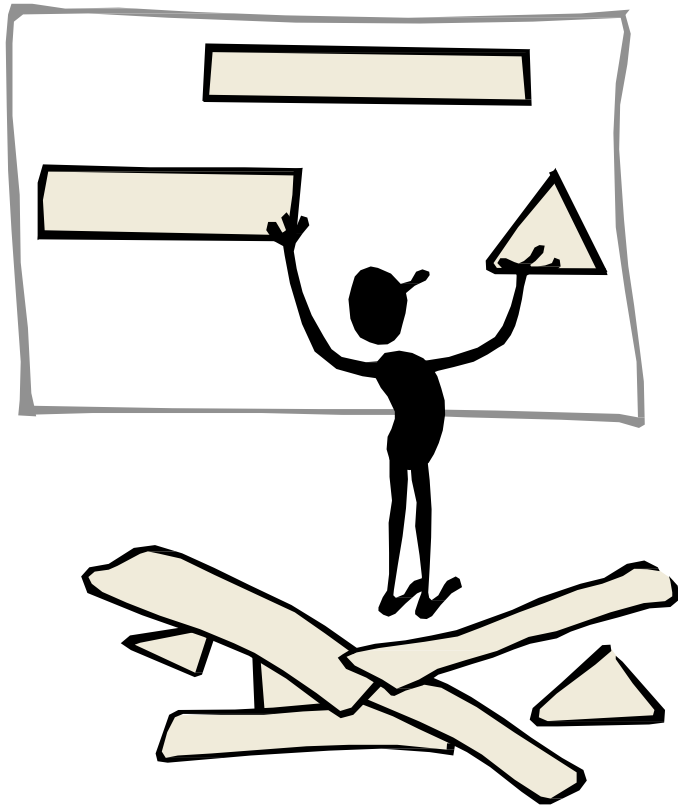


M U N I
E C O N

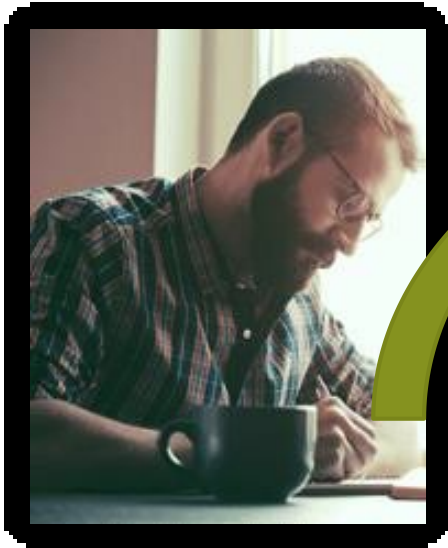
Critical literary research



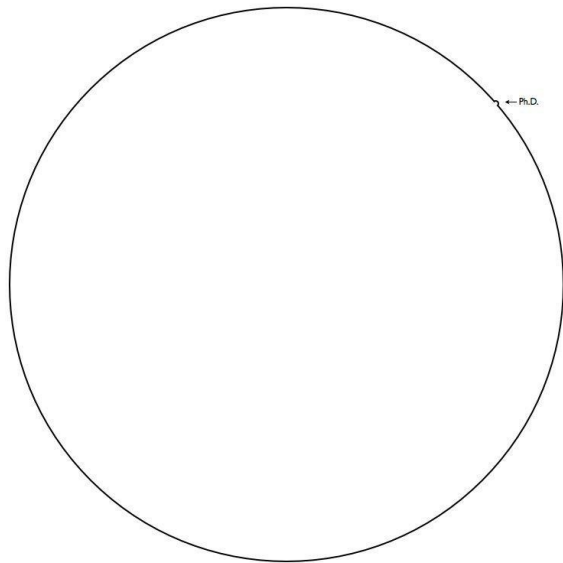
What is scientific communication

Analytical writing can be structured as a logical dialog between the writer and the reader.

Readers generally prefer to descend from higher level ideas to details.



Your goal can be to make a dent in a circle of human knowledge



Imagine a circle that contains all of human knowledge:	By the time you finish elementary school, you know a little:	By the time you finish high school, you know a bit more:
With a bachelor's degree, you gain a specialty:	A master's degree deepens that specialty:	Reading research papers takes you to the edge of human knowledge:
Once you're at the boundary, you focus:	You push at the boundary for several years:	Until one day, the boundary gives way:
And that dent you've made is called a Ph.D.	Of course, the world looks different to you now:	So, don't forget the bigger picture:

Keep pushing.

Source: The Illustrated Guide to the Ph.D., created by Matt Might (<http://matt.might.net/articles/phd-school-in-pictures/>; 2012) and shared under Creative Commons license BY-NC 2.5.

Narrowing your focus of interest

Health Care

Health Care Reform

Health Care Reform in the US •

The Affordable Care Act of 2014

How has the Affordable Care Act of 2014 impacted the middle class in the US?

How has the Affordable Care act of 2014 impacted the middle class in the US from an economic standpoint?

Hmm.

I only want to write a paper,
not a whole book...

Well, this could be quite a different
paper if I were a doctor or insurer
instead of an economist.....

My research question!

What is scientific communication

- Ongoing, documented, structured dialogue between researchers (across countries, times, and disciplines)
- The work of one builds upon that of those who came before
“Stand on the shoulders of giants.”
- Peer review: essential for maintaining high academic standards
- Your work becomes a part of the academic corpus of knowledge
- Contains information obtained by using and applying research methods (qualitative or quantitative)

	THESIS OR DISSERTATION	RESEARCH ARTICLE
AUTHOR	Student	Researcher (might be a student)
REVIEWER	Supervisor, consultant, opponent	Reviewers, journal editor
READER	Supervisor, opponent, colleagues, other students, sometimes restricted access ...	Primarily other researchers plus interested parties (educators, journalists, decision makers, general public)
CONTENT	Longer in general, usually broader theoretical part, does not necessarily include an experiment	Should contribute an original research study to the field; bringing new insights/knowledge

Typical structure of a scientific article

(I.M.R.A.D. structure)

	Title	What is it about?
	Abstract	What was done in a nutshell?
I	Introduction	Why did you do it? (previous related research, state-of-the-art/gap this research is filling, theoretical background)
M	Methods/Theory	How did you do it?
R, A	Results, Analysis	What did you find?
D	Discussion	What does it mean? (in relation to previous research efforts)
	Summary and conclusions	What have you learned, what are the major findings?
	Acknowledgements	Who helped you? (include grants for research; check author guidelines)
	References	Upon whose work did you build yours?
	Appendices	Additional information

□ *Linda is 31 years old, single, outspoken, and very bright. She majored in philosophy. As a student, she was deeply concerned with issues of discrimination and social justice, and also participated in anti-nuclear demonstrations.*

□ Which is more probable?

A. Linda is a bank teller.

B. Linda is a bank teller and is active in the feminist movement.

Conjunction fallacy
(Tversky a Kahneman, 1983)

What is critical literature review?

"Critical" does not mean "negative".

What is literature review?

□ An **overview** of published and unpublished materials which help answer **fundamental questions**.

1. What are the current theoretical or policy issues and debates related to your topic?
2. What is the current state of knowledge about these issues and problems?

A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, **provides a description, summary, and critical evaluation** of these works in relation to the research problem being investigated.

Literature reviews are designed to provide an **overview of sources you have explored** while researching a particular topic and to demonstrate to your readers **how your research fits** within a larger field of study.

Fink, Arlene. *Conducting Research Literature Reviews: From the Internet to Paper*. Fourth edition. Thousand Oaks, CA: SAGE, 2014.

What is Critical Reading?

Reading for facts = non-critical

Reading for interpretation = critical

To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author.

What a Text Says, Does, and Means: Reaching for an Interpretation

Three steps or modes of analysis are reflected in three types of reading and discussion:

What a text **says** – **restatement**

What a text **does** – **description**

What a text **means** – **interpretation**

What a Text Says, Does, and Means: Reaching for an Interpretation

You can distinguish each mode of analysis by the subject matter of the discussion:

What a text says – restatement – talks about the same topic as the original text

What a text does – description – discusses aspects of the discussion itself

What a text means – interpretation — analyzes the text and asserts a meaning for the text as a whole

What is a Critical Literature Review?

The aim of a literature review is to show that the writer has studied existing work in the field with insight.

It is not enough merely to show what others in your field have discovered. You need to synthesize, analyze and evaluate the relevant work of others critically.

Read academic papers critically

- What is the **motivation** for the research? Why should we care about this research (why is it important)?
- What is the **identification strategy** that helps to answer research questions?

(e.g. experiment design; change in legislation; cross-country differences; an exogenous shock)

- What is **a key part of the research** that allows authors to claim what they claim?
- What are the **main findings**? Are these surprising or rather expected? What **implications** do authors claim these findings have?
- How is this research **new**?

Begin by moving from a more general, wider view of the research area to the specific area you wish to focus on

‘Previous literature has looked at/concentrated on ...’

‘Previous work has focused on ...’

‘Early research investigated ...’

‘Substantial work has been carried out on ...’

‘Work done by ... (was) built on ...’

‘Recent work has concentrated on ...’

Avoid the laundry list literature review

- The laundry list is often called
‘He said, she said’

LAUNDRY LIST	
Topi/ Hat	Rp. 5.000
Baju Anak/ Child Shirt	Rp. 5.000
Pengering/ Drying	Rp. 5.000
Penyetrikaan/ Ironing	Rp. 5.000
Jas/ Jacket/ Blazer	Rp. 25.000
Kemeja/ Shirt	Rp. 10.000
Kaos/ T-Shirt	Rp. 8.000
Kaos Dalam/ Undershirt	Rp. 5.000

- Williams (1985) discovered... Stevens (1988) conducted similar experiments and find that ... Later Randle (1991) concluded that...
- By focusing on writers rather than the substantive issue under discussion, you may end up listing and then trying to draw things together. Your goal is not to summarise who said what but on **interpretations of the term.**

The purpose of a literature review is to:

- Place each work in the context of its contribution to understanding the research problem being studied.
- Describe the relationship of each work to the others under consideration.
- Identify new ways to interpret prior research.
- Reveal any gaps that exist in the literature.
- Resolve conflicts amongst seemingly contradictory previous studies.
- Identify areas of prior scholarship to prevent duplication of effort.
- Point the way in fulfilling a need for additional research.
- Locate your own research within the context of existing literature [very important].

Example

Clarifying the concept of neoliberalism neoliberalism is often used as a synonym for the inequalities of the economy more generally. Some scholars use the term very loosely, drawing unrelated life events to suggest that a clandestine power is ‘pulling the strings’ (Bell and Green, 2016, after Latour, 2005). Neoliberalism is also almost always derogatory when used to refer to economic/political policy (Fish, 2009) which produces austerity through the rationality of markets, entrepreneurialism and competition (De Lissavoy, 2014). The term is also associated with ‘bureaucratisation’ (Hibou, 2015), processes of rationalisation and professionalization, driven by the quest for neutrality, objectivity and professionalization, which govern key aspects of everyday life.

Compare with:

How then can the term neoliberalism be understood? Barnett (2005) suggests that it refers to the discreet alteration of the class-driven reform of the state to benefit free markets. Neoliberalism is a form of ideologically driven policies and government that supports privatisation, the free market and increased competition.

Produce an argument – do not simply report summaries of other people’s work, but make one/two points supported by evidence.

- avoid the repetitive use of he says, finds, proposes etc.
- made the writing more authoritative – remove the author’s own view via ‘therefore’
- moved some sentences from passive to active voice.
- highlighted the most important work that the author is using
- produced an argument – I’m not simply reporting summaries of other people’s work, but have made two points supported by evidence.

The following reading strategies can help you to identify the argument of a source

- Identify the author's thesis (central claim or purpose) or research question. Both the **introduction** and the **conclusion** can help you with this task.
- Look for **repetition** of key terms or ideas, especially those occurring in the thesis. Follow them through the text and examine what the author does with them.
- Notice whether and how a **theory** is used to interpret evidence. Identify the **method** used to investigate the problem/s addressed in the text.
- Notice how the text is laid out and organized. What are the main sections? What is **emphasized**? Why? Accounting for why will help you move beyond listing contents and toward accounting for argument. Look also for paragraphs that summarize the argument.

In your literature review you might:

- Give a **new interpretation** of old material or combine new with old interpretations,
- Trace the intellectual progression of the field, including **major debates**,
- Depending on the situation, evaluate the sources and advise the reader on the **most pertinent or relevant research**, or
- Usually in the conclusion of a literature review, identify **where gaps exist** in how a problem has been researched to date.

Questions Your Literature Review Should Answer

- What do we already know in the immediate area concerned?
- What are the characteristics of the key concepts or the main factors or variables?
- What are the relationships between these key concepts, factors or variables?
- What are the existing theories?
- Where are the inconsistencies or other shortcomings in our knowledge and understanding?

- What research designs or methods seem unsatisfactory?
What views need to be (further) tested?
- What evidence is lacking, inconclusive, contradictory or too limited?
- Why study (further) the research problem?
- What contribution can the present study be expected to make?

Paraphrasing Sources

- When you are more interested in content, in findings or claims, than in how a source expresses himself
- To summarize or acknowledge another author's ideas
- When you want to explain difficult material in a way which is easier for your reader to understand
- Don't cobble together a paper out of a series of quotations. You must make your own arguments with your own claims and evidence

Indirect citation

- Paraphrase as much as possible, rather than quote
- In parenthetical citations (**Author, year**) there is a comma between the author and year
- In narrative citations **Author (year)**, there is the date in parentheses after the author
- For 3+ authors abbreviate author names (e.g., first author plus “et al.”)
- All works in the reference list need to be cited in the text
- Avoid patchwriting = omit a few words and substitute synonyms
- Avoid overcitation = for longer paraphrases use one citation when introducing the idea and not repeated the citation

<https://apastyle.apa.org/instructional-aids/in-text-citation-checklist.pdf>

Citation and Qualification Signals

Reporting Verbs

- Hard sciences have a more detached reporting style

The relevant theory was developed by Bruno.

Stein et al. reported that a typical force..

Paiva and Venturinit presented an alternative formulation...

- Contrasted with soft sciences:

Baumgartner and Bagozzi (1995) strongly recommend the use of...

Law and Whitley (1989) argued, for instance, that.....

- Plus use of evaluative adverbial comment

He argues, correctly to my mind, that...

Churchland justifiably rejects this notion....

As Stern and Terrell, correctly assert...

Hedges

- Reduce the force of statements
- Reinforce tentativeness of proposition or an appropriate degree of prudence

...it could plausibly be reported that what seems attractive about it are just...

This suggests that a competition exists...which might account for...

In all probability, the sub-routines would require further development...

Boosters

- Increase the force of statements
- Allow writers to express certainty (or strong probability), mark solidarity with a source or audience, show conviction in argument

The essential role of interference between coherent wave functions is further strengthened by...

This clearly indicates that attractive interactions alone cannot explain...

Dimensions of Praise and Criticism

- Critique specific issues, praise more global features:

Klein's work is significant, not only for the detailed careful study she presents, but also for the myriad issues she raises....

In section IV, however, it is not made clear why the competitive inhibition of....

But this claim turns out to be misleading.

It does not give much of an explanation why neural networks are useful, and does not derive any of the equations

I found the model quite robust at the simplest level of explaining how the banking sector operated, but less convincing in explaining why the sector collapsed in the face of....