EVX 8001 RESEARCH METHODOLOGY

Learning Outcomes	At the end of the course, students are able to: (1) Identify the nature and process of academic research. (2) Compare the advantages of the major research paradigms; (3) Determine the paradigm appropriate to research; (4) Evaluate the benefits of the research paradigm they use while taking steps to minimize its limitations; (5) Defend various methods used in each stage of the entire research process.
Synopsis of Course Contents	Beginning with a review of the nature of academic research, the course details the major research paradigms (quantitative, qualitative, mixed) and provides an overview of the entire research process. Research design as well as each stage of research process is then discussed together with the paradigm applicable. The merits and drawbacks of each paradigm are made explicit. Concrete examples illustrate the discussions. The course concludes with academic writing for theses and research papers.
Assessment	Continuous Assessment: 100% Final Examination: -

Main References :

(1) Creswell (2013). Research Design. 4th ed. Sage.
(2) Denzin and Lincoln (2005). The SAGE Handbook of Qualitative Research. 3rd ed.: Sage
(3) Ethridge (2004). Research Methodology in Applied Economics. 2nd ed. Blackwell
(4) Neuman (2013). Social Research Methods. 7th ed. Pearson.
(5) Website: *http://www.socialresearchmethods.net/kb/qualapp.php*
(6) Mette Baran (2016). *Mixed Methods Research for Improved Scientific Study*. IGI Global.
(7) Linda Bloomberg & Marie Volpe (2016). *Qualitative Dissertation: A Road Map from Beginning to End*, Third Edition. Sage Publication

EVX 8002 READING COURSE

Learning Outcomes	At the end of the course, students are able to: (1) Define the scope of the reading topic; (2) Identify the research issues and relevant literature, including theoretical and empirical studies; (3) Evaluate past studies critically; (4) Synthesize the information in the literature; and (5) Relate the research issues to the literature.
Synopsis of Course Contents	This course aims at developing the familiarity of the student with the field of research for the thesis. The student is guided by his/her thesis supervisor throughout the course through regular meetings between the supervisor and the student. The reading topic should be related to the area of research of the thesis. The student is required to produce a long essay (assignment of 5,000 to 8,000 words) at the end of the course. The student is guided to define the scope of the reading topic, and to conduct efficient literature search, covering empirical research, and theoretical as well as conceptual work. Research issues are identified, and the student learns to evaluate critically the literature that embodies these issues. In the evaluation, the student is expected to define the scope and objectives of a literature review, discuss the strengths and weaknesses of the reading materials, identify the relations, contradictions and research gaps in the literature, as well as describe the new developments at the frontiers of research. The student is also guided in synthesizing and summarizing ideas and debates in the literature, managing the information and structuring the review appropriately to avoid plagiarism.
Assessment	Continuous Assessment: 100% Final Examination:

Main References :

(1) Oiver, Paul. *Succeeding with Your Literature Review: A Handbook for Students*. Open University Press, McGraw-Hill Education, 2012.
(2) Chong, Phillip. *How to Read Journal Articles in the Social Sciences: A Very Practical Guide for Students*, 2nd ed. Sage Publishing, 2015.
(3) Cooper, Harris. *Synthesizing Research: A Guide for Literature Reviews*, 3rd ed. (*Applied Social Research Methods Series*, v. 2) Thousand Oaks, Calif: Sage Publications, 1998.
(4) Galvan, Jose L. Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences. Los Angeles, CA: Pyrczak, 1999.
(5) Gail Craswell & Megan Poore (2012). *Writing for Academic Success*, Second Edition. Sage Publication.
(6) Linda Bloomberg & Marie Volpe (2016). *Qualitative Dissertation: A Road Map from Beginning to End*, Third Edition. Sage Publication.

EVX 8003 PHD WORKSHOP SERIES

Learning Outcomes	At the end of this course, the students are able to: (1) Adhere to research conduct without plagiarism; (2) Apply techniques of conducting a literature review; (3) Manage information for research; and (4) Write a research proposal.
Synopsis of Course Contents	This course aims at developing the skills of the students in designing their research for the thesis. The students are guided through a series of workshops that emphasize hands-on applications. The workshops provide a forum for students to learn about expectations of a PhD thesis, using resources for research, applying for research funding, format for thesis writing, structuring a research design, and managing their research and supervisors. The students would also acquire skills on how to avoid plagiarism, techniques to write a literature review critically, and preparing an effective research proposal.
Assessment	Continuous Assessment: 100% Final Examination: -

Main References :
(1) Galvan, Jose L. Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences. Los Angeles, CA: Pyrczak, 1999.
(2) Moore, Nick. How to do Research: A Practical Guide to Designing and Managing Research Projects, 3rd ed., Facet Publishing, 2006.
(3) Locke, Lawrence F. Proposals That Work : A Guide for Planning Dissertations and Grant Proposals, Sage Publications, 2007.
(4) Finn, John A. Getting a PhD: An Action Plan to Help Manage Your Research, Your Supervisor and Your Project, Routledge Falmer, 2005.
(5) Lathrop, Ann. Guiding Students from Cheating and Plagiarism to Honesty and Integrity: Strategies for Change, Libraries Unlimited, 2005.
(6) Marian Petre, The Unwritten Rules of Phd Research, Open University Press, 2010
(7) James Hayton, PhD: An uncommon guide to research, writing & PhD life, 2015.
(8) Susan Smith (2015). *PhD by Published Work: A Practical Guide for Success*. Palgrave MacMillan

EVX 8004 SELECTED TOPICS IN ECONOMICS

Learning Outcomes	At the end of the course, students are able to: (1) Identify theories and analytical models pertinent to their interest; (2) Appraise the development and evolution of theories in the topic of interest; (3) Analyse critically major theories and analytical models specific to their research; (4) Debate critically the different methodological strategies used in solving their research issues; (5) Propose a solid theoretical framework specific to their research.
Synopsis of Course Contents :	This course examines key readings in the related literature and provides students with an overview of key concepts, major theories and analytic models that are important to the area of their research. The aim of the course is to equip students with in depth understanding of available models and theories in their specific field of research and the ability to interpret and critically analyze those models. With those knowledge, students are expected to be able to formulate a solid theoretical framework specifically for their own research. The study is required to produce a long essay (assignment of 5,000 to 8,000 words) at the end of the course.
Assessment	Continuous Assessment: 100% Final Examination: -

Main References :
(1) McCloskey, Donald, 1985. "Economical Writing," Economic Inquiry, vol. 23(2), pages 187-222, April.
(2) Harris, S.R. 2014. How to Critique Journal Articles in the Social Sciences. SAGE Publications
(3) David Dieterle (Ed.) (2017). *Economics: The Definitive Encyclopedia from Theory to Practice*, Greenwood.
(4) Damien Cahill & Martijn Konings (2017). *Neoliberalism (Key Concepts)*, Polity.
(5) Philip Mirowski & Edward Nik-Khah (2017). *The Knowledge We Have Lost in Information: The History of Information in Modern Economics*, Oxford University Press

EVX 8005 THEORIES AND ISSUES OF DEVELOPMENT

Learning Outcomes*	At the end of the course, students are able to: (1) Apply development theories to inform research framework; (2) Critically analyse development policy and issues; (3) Evaluate the role and functions of development institutions; (4) Assess the impact of international development on local economies.
Synopsis of Course Contents	This course aims to develop familiarity among students on theories related to development. It focusses on a wide variety of issues, opportunities, threats and challenges which are pertinent to understanding the real situation of development in a particular country and relating the relevant theories of development or their thesis writing. These theories will guide the framing of their research framework. It includes relating development theories and issues, institutions and development, sustainable development, and international developments and local economies. The student is required to produce a long essay (assignment of 5,000 to 8,000 words) at the end of the course.
Assessment	Continuous Assessment: 100% Final Examination: -

Main References :
(1) Hunt, D. Economic Theories of Development: An Analysis of Competing Paradigms. Exeter: BPCC Wheatons Ltd., 1989.
(2) Todaro, M. P. and Smith, S. C. Economic Development. Essex: Pearson Education Ltd, 2006
(3) Richard Peet, Elaine Hartwick, Theories of Development: Contentions, Arguments, Alternatives, Guilford Press, 2009
(4) Gilbert Rist, The History of Development: From Western Origins to Global Faith, 4th edition Zed Books, 2014
(5) Alain de Janvry & Elisabeth Sadoulet (2016). *Development Economics: Theory and Practice*, Routledge.
(6) Alain de Janvry & Elisabeth Sadoulet (2016). *Development Economics: Theory and Practice*, Routledge.
(7) Michael Todaro & Stephen Smith (2015). *Economic Development*, 10th Edition, Pearson Education.

EVX8006 PUBLIC ADMINISTRATION AND POLITICS

Learning Outcomes	At the end of the course, students are able to: (1) Discuss on issues and theories related to administration and politics; (2) Analyze the various perspectives of the relevant theories studied in the course; and (3) Apply the relevant theories in research.
Synopsis of Course Contents	This course will provide exposure to administrative and political theories. It also incorporates concepts and ideas that are useful in research works in the areas of administration and politics. Topics that are covered include issues in public administration and government, comparative political and government systems, planning and development theories, state and local government, and public policy.
Assessment	Continuous Assessment: 100% Final Examination: -

Main References :

(1) Shafritz, J.M; Ott. J.S; and Yong S.K (2005). *Classics of Organization Theory*. Thomson Wadsworth.
(2) Shaftriz, J,M; Hyde, A.C and Parkes, S.J (2004). *Classics of Public Administration*. Thomson Wadsworth.
(3) Stillman, R. J. (2000). *Public Administration: Concepts and Cases*. Boston: Houghton Mifflin Company.
(4) Shively, Phillips (2002). *The Craft of Political Research*. Upper Saddle River, N.J.: Prentice Hall.
(5) Almond, Gabriel A. (1989). *A Discipline Divided: Schools and Sects in Political Science*. CA: Sage Publications, Inc.
(6) Thiele, Leslie Paul (2002). *Thinking Politics: Perspectives in Ancient, Modern and Post Modern Political Theory*. 2nd Edition. New York: Chatham House Publishers.
(7) Lester, J.M and Stewart Jr, J.(2000). *Public policy: An Evolutionary Approach*. Wadsworth Thomson Learning.
(8) William Johnson (2014). *Public Administration: Partnerships in Public   Service*, Fifth Edition, Waveland Press.
(9) William Dunn (2016). *Public Policy Analysis*, Fifth Edition, Routledge.
(10) Stephen Van Evera (2015). *Guide to Methods for Students of Political Science*, E-book Edition, Cornell University Press.

EXV8007 SPECIAL TOPICS IN STATISTICS

Learning Outcomes	At the end of the course, students are able to: (1) Interpret the statistical problem of interest that achieves a specific objective in the analysis of data; (2) Determine statistical methodologies that address the statistical problem of interest; (3) Evaluate the developments in the theoretical and empirical literature regarding the selected methodologies; (4) Investigate empirically the application of these methodologies; and (5) Evaluate critically the findings in the light of the specific objective to be achieved.
Synopsis of Course Contents	This course covers special topics in statistics required by the student in his/her research. Typically these topics will be from Industrial Statistics, Econometrics, Biostatistics or Social Statistics. The main objective of the course is to develop expertise in the statistical methodologies required to address a specific objective in the analysis of data. The student learns to define the related statistical problem of interest, identify and assess various methodologies in the literature that address this problem and then select the one best suited for his or her research needs. For this method (or these methods), the student investigates the theoretical and empirical developments as well as its (their) application to a data set with given characteristics. Finally, through the critical evaluation of findings, the student is able to determine the appropriate statistical methodology to address a specific objective in the analysis of data. The student is required to do a presentation and submit an essay (5,000 to 8,000 words) at the end of the course.
Assessment	Continuous Assessment: 100% Final Examination: -

Main References :
(1) Greene, W. (2012) Econometric Analysis, New York: Pearson Education, Inc. 7th Edition.
(2) Johnson, R.A. and D. W. Wichern (2014) Applied Multivariate Statistical Analysis. London: Pearson Education Limited. 6th Edition.
(3) Felix Abramovich & Ya'acov Ritov (2013). *Statistical Theory: A Concise Introduction*, CRC Press.