yönetim ve ekonomi araştırmaları dergisi
journal of management and economics research

Cilt/Volume: 21 Sayı/Issue: 1 Mart/March 2023 ss. /pp. 187-204
E. U. Gökçe http://dx.doi.org/10.11611/yead.1230732

TEACHING METHODOLOGICAL APPROACHES ON THE STUDY OF INTERNATIONAL RELATIONS: CASE OF TÜRKİYE

Asst. Prof. Emrah Utku GÖKÇE (Ph.D.) *

ABSTRACT

This study focuses on the contents of the syllabuses of scientific research methods and equivalent courses in International Relations (IR) graduate programs in Türkiye. The study aims at analyzing what the subjects in the syllabus are and which subjects are taught. To display the distributions, two categories were determined under the theme of methodology and method. The first is the "meaning of science, philosophy of science and methodology" category, which represents the more philosophical and theoretical dimension, and the second is the "research methods" category, which represents the more technical dimension. Among 133 graduate programs, 141 syllabuses were scanned, and 68 syllabuses were examined. The research was designed according to the case study within the qualitative research approach. The data collection method of the study is document analysis. The data analysis method is content analysis. According to the findings, it was observed that there was a concentration on the "research methods" category at a rate of 81% and the category of "meaning of science, philosophy of science and methodology" at a rate of 19%. It was seen that the subjects of data collection methods, research designs, and data analysis methods were mostly covered in the category of "research methods". The mixed research approach is almost non-existent in the syllabuses. It was determined that there is a concentration on the meaning of science and positivism within the category of the meaning of science, philosophy of science and methodology. Critical realism, anti-positivism, and pragmatism are among the least covered subjects. As a result, it showed that the syllabuses were not up-to-date, and the philosophical and theoretical part of the method was not discussed in depth in the lessons. In the study, a syllabus for research method courses was presented. This syllabus proposal is considered to be a guide for bringing method courses up-to-date.

Keywords: *Methodology, Methods in International Relations, Scientific Research, Syllabuses, Content Analysis.*

Jel Codes: *F59.*

* Bandırma Onyedi Eylül University Manyas Vocational School, Department of Property Protection and Security, Balıkesir/ Türkiye. E-mail: e.utku.g@gmail.com

Makale Geçmişi/Article History

Başvuru Tarihi / Date of Application : 7 Ocak / January 2023
Düzeltme Tarihi / Revision Date : 27 Şubat / February 2023
Kabul Tarihi / Acceptance Date : 16 Mart / March 2023

Araştırma Makalesi/Research Article

1. INTRODUCTION

The ongoing methodological discussions have defined what the procedures and methods should be followed to generate scientific knowledge (Betz, 2011: 21). Methodology examines which methods are convenient to produce reliable knowledge and makes philosophical discussions about the method (Moses and Knutsen, 2012: 4-5). The scientific method is "a set of methods […] that allow to collect data to explain the relationships between observable phenomena or events, to analyze them, to bring together the possible relations obtained in logical consistency, to develop theories and to test those theories" (Demir, 2019: 58). Natural sciences have laid out the principles and procedures of scientific research in detail and contributed to the culture of science. Social sciences, on the other hand, have followed the research methods of natural sciences and adopted its research language (Keyes, 2010: 20).

When students start learning in any department of social sciences, they take courses on scientific method. Because the scientific method forms the basis of not only natural sciences but also social sciences. Although students acquire knowledge about the scientific method in secondary and high school, they are not competent enough to know the scientific method in depth (Keyes, 2010: 18). For instance, even though they knew what some concepts such as hypothesis, assumption, argument, data, findings and results, research question, they might have problems in using them. To overcome the problem, they must take detailed scientific research methods courses in undergraduate and graduate education.

At graduate -master's and doctorate- levels in particular, students should study scientific methods in depth on field and enhance their research skills (Meer and Marks, 2016: 111). Research methods should be learned to be able to pick a topic for a research, ask research questions, form hypotheses, search the literature, design the research, collect data, analyze the data, and interpret the findings. Moreover, there is a requirement for a method to prevent loss of time and money in the research process. Thus, students will be able to write their graduate theses comfortably and they might even have the opportunity to publish their research in international journals.

The scientific method has a significant place in IR discipline. IR, which is a branch of Political Science, focuses on international politics. It makes use of the scientific method and research procedures to explain and understand the nature of international politics. Therefore, it strives to scientifically answer the causes of change in international politics. In 2003, at the Bologna Process meeting where the standardization in higher education was discussed within European Union, it was recommended to teach methodology (including statistics) in Political Science and International Relations departments (Reilda, 2008: 391). In 2001, the Council of Higher Education (YÖK) in Türkiye was included in the Bologna Process to which universities in Türkiye were accredited. The syllabus of IR departments was shaped within the framework of the process in question. Scientific research methods are defined as mandatory in the syllabus of IR graduate programs. In addition, the workshop held by YÖK for the improvement

of graduate programs aims at increasing the number of the method courses (Yükseköğretim Kurulu, 2022).

So, what is the case of the syllabuses of methodology and scientific research methods courses in the curriculum of IR graduate programs in Türkiye and which subject are taught? In order to answer this question, it is necessary to examine the contents of methodology and the scientific method syllabuses in the IR graduate programs (master's and doctorate) of universities in Türkiye on a topic-by-topic basis. To achieve this, the question "How is the distribution of topics in the syllabus of methodology and the scientific research methods courses in IR graduate programs?" must be addressed.

Some studies on IR and methodology teaching are present in Turkish literature. Kentmen-Çin and Canan-Sokullu (2018) evaluated the importance of methods in IR. Likewise, the book compiled by Aydınlı (2021: 11-20) mentions the inadequacy of methodology courses in IR education. Sula (2022) on the other hand, addressed the methodological deficiencies in the studies of Turkish academics and argued that the methodology should be taught well for international relations research to be of higher quality. This study, on the other hand, focuses on the course contents of scientific research methods in IR graduate programs; it aims at putting forward the distribution of the subjects covered in scientific research method courses in IR programs, to understand the case in Türkiye and to discuss it in depth. A possible syllabus proposal will be the output of this study. Therefore, creating an up-to-date content will contribute to the course syllabuses to be prepared in the future, as well as to the learning of methods from a broader perspective of students studying in graduate programs. In addition to these purposes, it is aimed to provide a starting point for a discussion on course content among researchers interested in methodology and method in IR.

In the first part of the study, the philosophical foundations of scientific research, research types and methods are defined and classified. Thus, what is meant by the theoretical and technical dimension within the theme of methodology and method will be clearer. In the second part of the study, 68 syllabuses will be analyzed, and findings will be presented in the context of the "meaning of science, philosophy of science and methodology" representing the philosophical and theoretical dimension and the "research methods" categories representing the more technical dimension. The third part of the study will put forward a discussion followed by suggestions.

2. METHODOLOGICAL FOUNDATIONS OF SCIENTIFIC RESEARCH, RESEARCH APPROACHES AND METHODS

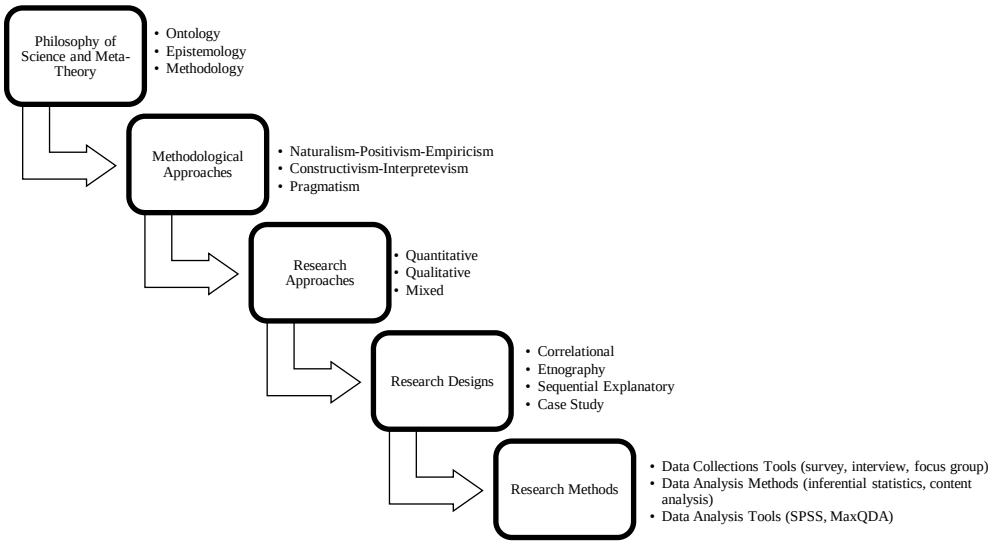
Modern science began to form its own methodological diversity as of the 17th century (Henry, 2002: 1-8). Francis Bacon argued that knowledge could be obtained through senses, systematic observation, measurement, and experimentation and defended empiricism. René Descartes perceived reason as the source of knowledge or verification and defended rationalism. Bacon and Descartes expanded the discussion of methodology in science and contributed to the formation of modern naturalist

methodology. In the 18th century, Immanuel Kant claimed that experience is subjective and the theoretical knowledge to be produced with pure reason would be nothing, but an "illusion" (Bhattacherjee, 2012: 7-8). This thought of Kant formed the roots of the constructivist methodology. Basically, constructivist methodology argues that humans and their social environment cannot be studied in the same way as physical phenomena, and therefore social science research should not imitate the natural sciences. He criticized positivist attempts to discover certain, universal laws that apply to all (Kratochwill, 2008: 83-84; Saunders, Lewis, and Thornhill, 2007: 106-109).

Auguste Comte and Emile Durkheim, who adopted the naturalist methodology in the 19th century and tried to explain the society based on its methods, produced positivism, and tended to explain the society through the methods of the naturalist methodology. In the 20th century, neo-positivism/logical empiricism (*Vienna Circle*) blended observation and experimentation with reasoning. While the theory was created with reasoning, it was necessary to verify it through observations. The Vienna Circle argued that the natural and social sciences could use a single standard method, which is called "the unity of science." In neo-positivism, the principle of the unobservable is rejected. Neo-positivists defended the principle that the hypotheses are accepted as scientific as long as they are confirmed. Against this verification principle of neo-positivism, Karl Popper put forward the principle of falsifications and opened the doors of post-empiricism. Falsifications argued that a hypothesis would have scientific status to the extent that it could be falsified. Thus, Popper drew the line between science and the problem of demarcation (Moses and Knutsen, 2012: 30-44).

Pragmatism emerged in the USA under the leadership of William James and John Dewey (Baert, 2005: 146-147). Pragmatism values knowledge to enable successful execution of actions. In the pragmatic approach, research begins with a problem and aims to contribute to practical solutions (Baert, 2005: 150-156). Pragmatists recognize that there are many ways of interpreting the world and conducting research, that a single point of view can never present the whole picture, and that there can be more than one reality. This doesn`t mean that pragmatists always use more than one method. Pragmatism focuses on the method or methods that enable the collection of well-founded, reliable, and relevant data that advances research (Saunders, Lewis, and Thornhill, 2007: 110-111).

Figure 1. Methodological Approaches and Research Methods



Source: Figured by the researcher

Methodology is of great importance when it comes to philosophy of science and meta-theory. Methodology represents philosophical discussions and approaches to method. Methodological approaches are the source of research approaches on a philosophical basis. Research approaches is the field that represents research methods as a whole. When designing the research, one makes use of research designs. Each research approach has its own unique design. Research methods, on the other hand, represent the techniques to be applied in the research. Data collection tools and data analysis methods represent the technical part of the method issue (Figure 1) (Moses and Knutsen, 2012: 19-25).

Methodological approaches and research techniques used for scientific research are categorized under three main headings as quantitative, qualitative, and mixed methods. Quantitative methods aim to measure, calculate, generalize, and make inferences for the future. It adopts naturalist/positivist methodology. The main motivation of researchers using the quantitative research approach is to statistically reveal the relationships between the variables and the causal effect. The approach of quantitative method has two main designs: experimental and non-experimental. It uses questionnaires, scales, datasets, and experiments as a data collection method. Data analysis is carried out within the framework of descriptive and inferential statistics (Creswell, 2009: 11-16). Later, the idea that social sciences should adopt unique methods developed qualitative methods. In the qualitative research process, priority is attached to the use of verbal expressions. The qualitative approach is close to the constructivist methodology, but also to the positivist methodology in process analysis. Data collection methods are composed of interview, focus group, and document scanning. Data analysis method is defined as content, discourse, and process analysis (Gökçe, 2022). The approach of mixed method is mainly the collection of both quantitative and qualitative data and integrates them into the research. The traces of philosophical origins of the mixed method can be observed in pragmatic methodology. Pragmatism is flexible in choosing the scientific method. Methods are tools to solve the research

question. According to pragmatism, there is no right or wrong method. However, there are useful methods that work to the researcher's advantage. The mixed method follows the research process from quantitative analysis to qualitative analysis, from qualitative analysis to quantitative analysis (Teddlie and Tashakkori, 2009: 11-23).

In the post-World War I period, international relations studies began to move from normative evaluation to a positive social science. Methodological discussions took place within the discipline. Various methods have been included in the discipline within the framework of not only positivist but also constructivist and pragmatist methodological approaches (Lamont, 2015: 16-25). Though originated in Europe, positivism was developed in the USA and adapted to political science and international relations studies. To put IR on a scientific basis, positivist-behavioralist methodology was applied. The methods of natural sciences with objective description, measurement, observation, statistics and mathematical calculations, positivist-based quantitative research methods in the most general sense were transferred to IR (Hoffmann, 1977: 46-47). Post-1980 constructivist methodology, or with a more inclusive definition: post-positivist methodology, clashed with the causality logic of positivism. Quantitative and mathematical research tools weren`t considered adequate to analyze international reality. Case study, content analysis and interviews were highlighted among qualitative research approaches. In addition, the choice of subject and research method in research was related to the intellectual and political interest of the researcher (Samra, 2021).

3. RESEARCH METHOD OF THE STUDY

Qualitative research approach was used to assess the content of methodology and scientific research methods course syllabuses that are present in IR graduate programs and to interpret the case in general. The research design was based on the case study, which gives the opportunity to describe a pre-determined subject in depth.

The data collection method of the research was document scanning. In the first stage, the number of International Relations (=Political Science and International Relations) programs at the master's and doctorate levels in 127 public and 78 private universities in Türkiye in April 2022 was defined. International Relations programs were found in a total of 87 universities, 56 of which are public and 31 are private universities (Table 1).

Table 1. Number Distribution of IR Graduate Programs

Type of University	Master's Program	Doctoral Program	Total Graduate Program
Public	56	28	84
Private	31	18	49
Total	87	46	133

A total of 84 IR graduate programs, 56 of which are master's and 28 doctoral programs, were identified among 56 public universities. A total of 49 IR graduate programs, 31 of which are master's and 18 doctoral programs, were identified among 31 private universities. A total of 133 International Relations graduate programs were identified, with 87 programs at the master's level and 46 programs at the doctorate level (Table 1).

In the second stage, courses with the title methodology, scientific research methods, or derivatives in the syllabus of 133 graduate programs were scanned. The scans were collected from universities' own websites and Bologna Course Content catalogues. Methodology, scientific research methods and 141 courses equivalent to this topic were identified after the screening (Table 2).

Table 2. Scientific Research Methods and Derivative Courses in IR Graduate Programs

Scientific Research Methods and Derivatives Courses	Total Numbers of Courses	Scientific Research Methods and Derivatives Courses	Total Numbers of Courses
Scientific Research Methods Scientific Research Techniques Scientific Research Methods and Science Ethics Scientific Research and Publication Ethics Scientific Research Methods and Publication Ethics Scientific Research Techniques and Science Ethics Scientific Research Techniques and Ethics Research Techniques and Publication Ethics Research Methods Research Methods and Ethics	73	Methodology in International Relations Studies International Relations Studies Methodology	2
Research and Methodology in Social Sciences	13	Advanced Research Methods in International Relations	1
Research Methods and Scientific Ethics in Social Sciences	8	Qualitative Studies in International Relations	1
Advanced Research Methods Advanced Research Techniques and Ethics	6	Quantitative Methods in International Relations	1
Research Methods in International Relations	6	Science Education and Ethics	1
Research Methods in Social Sciences Research and Methodology in Social Sciences Advanced Research Methods and Publication Ethics in Social Sciences Research Methods and Publication Ethics in Social Sciences	5	Philosophy of Science and Ethics	1
Political Science Research Methods	4	Philosophy of Science and Methodology	1
Applied Research Methods and Ethics in International Relations	4	Methodology	1
Quantitative Research Methods	4	Quantitative Data Analysis	1
The Philosophy of Social Research	1	Qualitative and Interpretive Methods	1
Methods and Knowledge Theories in Social Sciences	1	Empirical Methods in Political Analysis	1
Social and Political Research	1	Research Methodology of Political Science	1
Theoretical and Applied Methods in Social and Political Studies	1	Political Science and International Relations Methodology	1
Theory and Methodology	1	TOTAL	141

Source: Created by the Author

As a result of the scanning, 73 syllabuses which were similar to each other and not up to date were not included in the analysis. During the analysis process, 68 syllabuses were examined in the study for analysis. It should be noted that this study has limitations. It is quite difficult to collect and analyze syllabuses. Although the syllabuses stated on the websites are carefully examined, they may not express the absolute truth in directly representing the subjects covered in the courses. In order to reach the

absolute truth about the course contents, the syllabuses could collect from the lecturers. But the data obtaining would likely be difficult. Consequently, only the course syllabuses on the websites were taken as data in this study.

Table 3. Syllabuses Included in the Analysis

Public University	The Name of Course and Syllabus	Public University	The Name of Course	Private University	The Name of Course and Syllabus
Adnan Menderes University	Scientific Research Methods Scientific Research Techniques and Science Ethics	Kırşehir Ahi Evran University	Scientific Research Methods	Altınbaş University	Research Methods in International Relations
Akdeniz University	Scientific Research Techniques and Ethics Advanced Scientific Research Techniques and Ethics	Kütahya Dumlupınar University	Scientific Research and Ethics	Atılım University	Research Methods
Aksaray University	Research Methods in Social Sciences	Manisa Celal Bayar University	Scientific Research Methods and Publication Ethics	Bahçeşehir University	Research Methods and Ethics
Ankara Hacı Bayram Veli University	Research Techniques and Publication Ethics	Mardin Artuklu University	Method in Social Sciences	Beykent University	Advanced Research Methods and Publication Ethics in Social Sciences Research Methods and Publication Ethics in Social Sciences
Social Science University of Ankara	Research Techniques and Publication Ethics	Muğla Sıtkı Koçman University	Scientific Research Techniques and Publication Ethics	Çağ University	Bilimsel Araştırma Yöntemleri ve Yayım Etiği
Ankara University	Research Methods	Nevşehir Hacı Bektaş Veli University	Research Methods in Social Sciences	Doğuş University	Research Methods
Ankara Yıldırım Beyazıt University	Research and Methodology in Social Sciences Scientific Research Methods and Science Ethics	Selçuk University	Method in International Relations	İhsan Doğramacı Bilkent University	Fundamentals of Social Research Design Research Methods and Academic Publication Ethics
Atatürk University	Science Education and Ethics	Süleyman Demirel University	Scientific Research Techniques	İstanbul Aydın University	Research Methods in Political Science Research Methods and Principles
Çankırı Karatekin University	Scientific Research and Publication Ethics	Tekirdağ Namık Kemal University	Scientific Research Methods	İstanbul Bilgi University	Methodology in Social Sciences
Çukurova University	Research Methods in Social Sciences	Tokat Gaziosmanpaşa University	Scientific Research and Publication Ethics	İstanbul Gedik University	Research Methods and Ethics
Dokuz Eylül University	Philosophy and Ethics of Science Research Methods in Social Sciences	Trakya University	Ethics in Scientific Research	İstanbul Gelişim University	Social Sciences Research and Design Methods Philosophy of Science and Methodology
Ege University	Scientific Research Methods and Ethics	Türk-Alman University	Research Methods	İstanbul Kültür University	Methodology in Social Sciences
Erciyes University	Research Methods	Yalova University	Research Techniques and Ethics in International Relations	İstanbul Medipol University	Research Methods in Social Sciences
Eskişehir Osmangazi University	Research Methods and Publication Ethics in Social Sciences			İstanbul Sabahattin Zaim University	Scientific Research Methods
Galatasaray University	Research Techniques and Methods			İstanbul Ticaret University	Scientific Research Methods and Scientific Ethics Scientific Research Methods and Ethics
Hacettepe University	Research Methods and Ethics Advanced Research Methods			İstanbul Yeni Yüzyıl University	Research Methods and Scientific Ethics in Social Sciences
İnönü University	Research Methods in Social Sciences Theoretical and Applied Methods in Social and Political Studies			İzmir Ekonomi University	Research Methods Research Design and Methods in Social Sciences
İzmir Katip Çelebi University	Scientific Research Methods and Ethics			Kadir Has University	Research Methods
Karabük University	Scientific Research Techniques and Science Ethics			Ufuk University	Research Methods
Karadeniz Technical University	Research Methods-I Research Methods-II			Üsküdar University	Scientific Research Methods and Academic Ethics
Kırıkkale University	Scientific Research and Publication Ethics			Yeditepe University	Scientific Research and Ethics

Source: Created by the Author

The data analysis method of the research is content analysis. The subjects included in the content of 68 syllabuses were examined in detail. Before the analysis, two categories were created. The coding method of this study is based on deductive coding or top down coding.

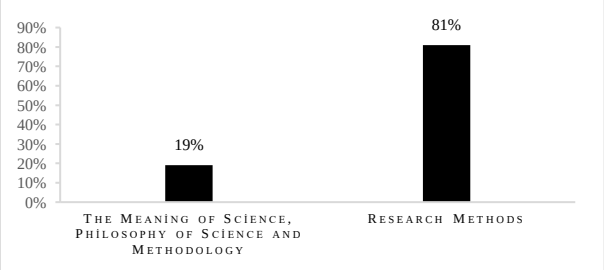
> Deductive coding is a top down approach where you start by developing a codebook with your initial set of codes. This set could be based on your research questions or an existing research framework or theory. You then read through the data and assign excerpts to codes. At the end of your analysis, your codes should still closely resemble the codebook that you started off with. This is good when you have a pre-determined structure for how you need your final findings to be. For example, you may practice deductive data analysis and deductive approaches when doing program evaluation studies or content analysis (Delvetool, 2022).

The first is the category of "meaning, philosophy and methodology of science," which represents the philosophical and theoretical dimension. The second is the category of "research methods." The subjects mentioned in the syllabus were coded according to these two main categories. For instance, when a subject with a title positivism, epistemology, philosophy of science was written in a syllabus, it was coded in the "meaning, philosophy and methodology of science" category, or in the "research methods" category when a literature review and data analysis method was written. Code masses put forward numerical findings.

4. **FINDINGS: CASE OF SYLLABUSES**

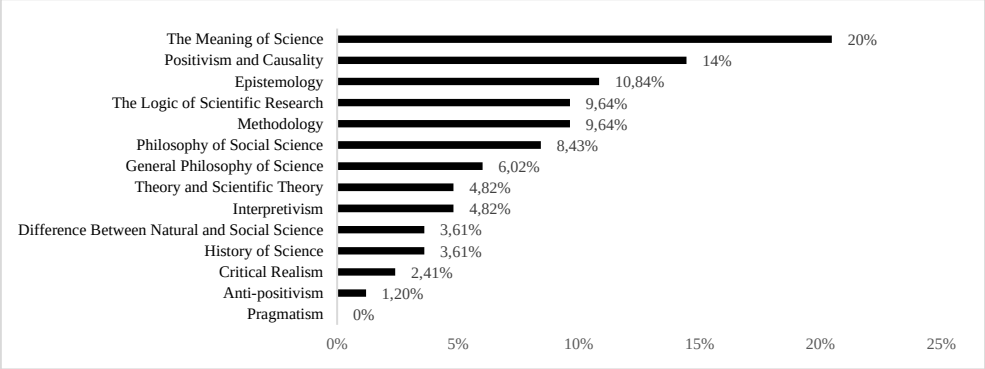
When 68 syllabuses were analyzed according to two main categories, it was seen that 19% concentrated on the meaning of science, philosophy of science and methodology, and 81% on the research methods category.

Graph 1. Categorical Distribution of Syllabus



The distribution of the topics covered within the main category of "the meaning of science, philosophy of science and methodology", which represents 19%, is shown in Graph 2.

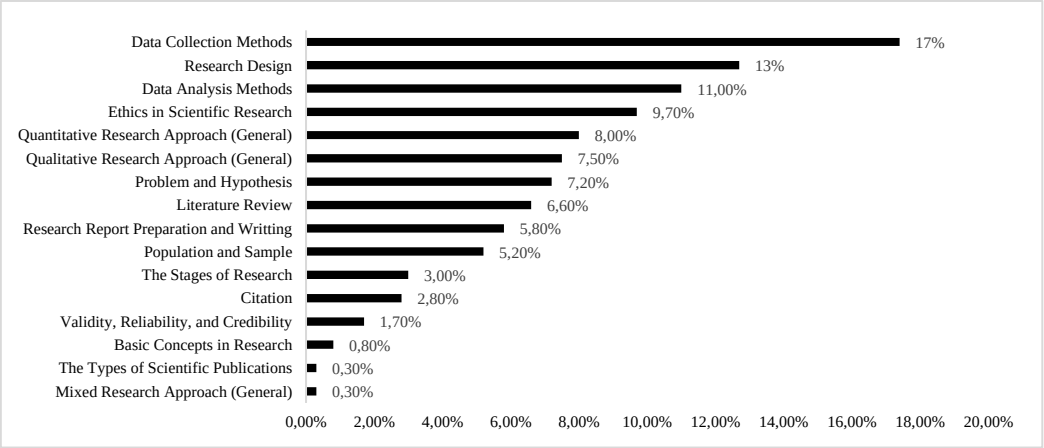
Graph 2. Distribution of the Topics of the Meaning of Science, Philosophy of Science and Methodology



According to Graph 2, it was seen that the meaning of science, positivism and causality and epistemology were dealt with the most in the 19% slice. Although critical realism and anti-positivism were the least covered topics, pragmatism has not been encountered in the syllabus.

The distribution of the subjects covered within the main subject of "research methods", which represents 81%, is shown in Graph 3.

Graph 3. Distribution of the Topics of the Research Methods Category

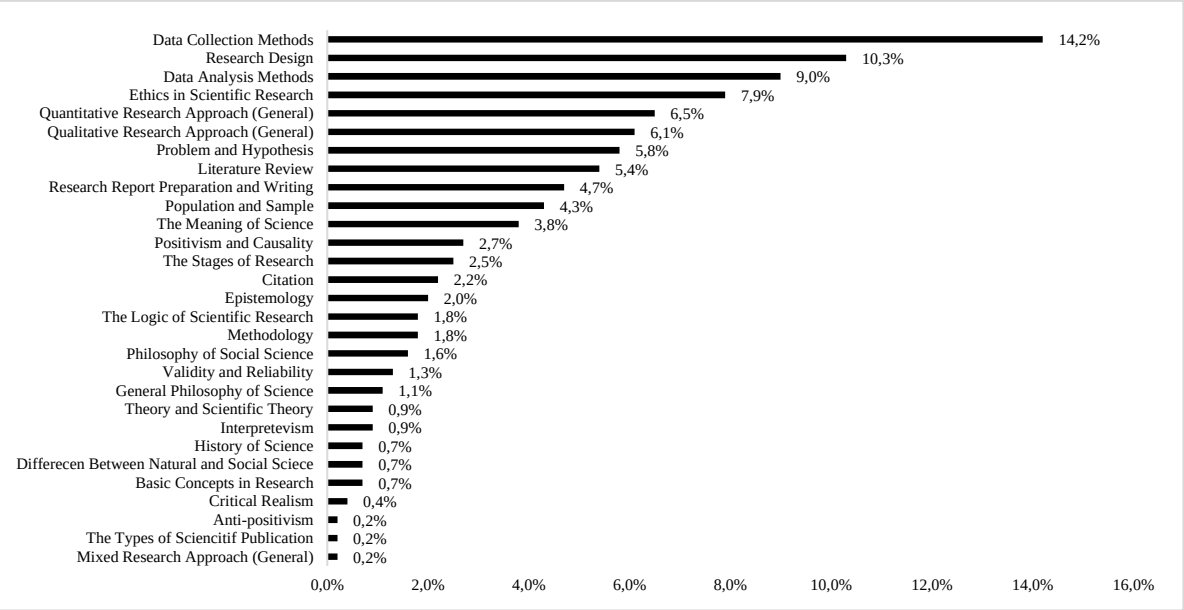


It was observed in Graph 3 that data collection methods, research design and data analysis methods were discussed the most in the 81% slice. Basic concepts, types of scientific publications and mixed method approach are among the least covered topics in the research. It was seen that there was a backlog for field research and case study in the research design. Among the data collection methods, an intensity was determined for the use of data collection tools such as questionnaires, interviews, and focus groups. It has been determined that the focus is content, discourse, and statistical analysis on data analysis methods.

The 68 syllabuses were analyzed as a whole in the context of the subjects without dividing them into two main categories and are shown in Graph 4. It was found that the most studied topics were data collection methods, research design and data analysis method. It was seen that basic concepts, critical

realism, anti-positivism, types of scientific publications, mixed method approach were among the least covered topics in the research.

Graph 4. Distribution of All Topics



5. DISCUSSION AND SUGGESTIONS

The findings acquired following the analysis are discussed according to the order in Figure 1. The meaning of science, general philosophy of science and methodological approaches are limited in the syllabuses. In order to understand the methodology and scientific research methods, in the first stage, the meaning of science should be defined and the relationship between methodology and science should be explained. This can only be possible by conveying the methodological discussions within the philosophy of science.

Even though the scientific research methods course is mainly created for method and technical subjects, it will be difficult to understand the issue of scientific method without understanding the core of science and the logic of research. It is essential to build a foundation for the philosophy of scientific research. It is required to know the philosophical and global views that form the core of research approaches. In particular, the philosophical foundations of quantitative, qualitative, and mixed research approaches cannot be understood without understanding positivist, constructivist, and pragmatist philosophies (Žukauskas, Vveinhardt, and Andriukaitienė, 2018: 121-135). In addition, views such as critical realism, anti-positivism and anti-method should be discussed for a more up-to-date syllabus. Only then, the place of methodological approaches in IR can be discussed in terms of discipline. To understand the methodological debates, it is necessary to know the methodological approaches.

Once the methodology and its philosophical foundation have been understood, the three research approaches should be broadly taken into consideration. While qualitative and quantitative research

approaches find a place in the syllabus, it is actually a big problem that the mixed research approach is present in only one syllabus. Research approaches guide how to answer the research question and which methods to use under which design. Knowing the research approaches in the IR discipline -especially knowing the mixed methods- will make the research more qualified. Quantitative methods test theories and hypotheses, create data sets with large samples, focus on correlations and causal relationships between variables. However, in quantitative analysis, dependent and independent variables are handled only through mathematical and statistical expressions. To provide complementarity in the research, qualitative methods should be applied to understand and explain the processes that reveal causality (process tracing) (Bennet and Checkel, 2015: 20). Especially in international relations, the causes of war and peace should not be explained only by quantitative methods through calculations of the material capacities of states, but through the use of qualitative methods, findings should be revealed with a deeper understanding. However, the use of qualitative methods alone may leave the research findings incomplete. Qualitative analysis makes inferences on narrow groups and has non-generalizable findings. In order to overcome this problem, qualitative findings can be hypothesized, verified, and falsified by quantitative methods, and the findings can be generalized. Quantitative findings complement qualitative findings. As a result, mixed methods will make a multidimensional contribution to IR research.

Research design indicate which design to be chosen within qualitative, quantitative, and mixed research. Each research approach has its own design. It has been observed that these designs are not defined in detail in the syllabus. However, according to the findings, the case study design, which is generally included in the qualitative research in the syllabuses, is chosen as the subject. Of the quantitative designs, the non-experimental design is generally the subject of reference. Since the mixed research approach was not chosen as the subject, mixed designs were not found. Here, qualitative designs are referred to by case study. Phenomenology, narrative research, ethnography are the leading designs. Quantitative designs are relational and causal designs. These two designs are mostly used in IR discipline. Mixed designs appear as parallel, explanatory, and exploratory mixed. The use of mixed designs in IR is new. Especially in the Turkish IR literature, the use of mixed designs is almost non-existent. Data collection tools and data analysis methods, which represent the more technical aspects of research methods, are of great importance. They have an adequate place in the syllabus. However, they are not defined in any particular order.

As Sula (2022) said, what IR needs in Türkiye is not just more quantitative methods, but rather more method and methodological knowledge in general. In this context, a course syllabus proposal can be presented to IR graduate students within the framework of the stages given in Figure 1. Thus, graduate students at Turkish universities can have the chance to have a common research language with a global scientific community.

Table 5. Syllabus Suggestion

Week	Topics
1	Meaning of Science, History of Science and Philosophy of Science
2	Meta-Theory: Ontology, Epistemology and Methodology
3	Philosophy of Social Science
4	Methodological Approaches: Positivism, Constructivism Pragmatism, Critical Realism, Anti-positivism
5	The Logic of Scientific Research and Basic Concepts
6	Quantitative Research Approach and Its Designs
7	Quantitative Data Collection Tools and Quantitative Analysis
8	Qualitative Research Approach and Its Designs
9	Qualitative Data Collection Tools and Analysis
10	Mixed Research Approach and Its Designs
11	Mixed Data Collection Tools and Analysis
12	Literature Review and Writing the Research
13	Validity and Reliability
14	Scientific Ethics
15	Citation

Source: Generated by the researcher

A course syllabus is presented in Table 5. In the week one, the meaning of science, the history of science and the basic subjects of the philosophy of science should be explained. Thus, it will be understood when, where and how the phenomenon called science emerged and where the origins of the modern scientific method go. The topic of week two is meta-theory which deals with ontology, epistemology, and methodology. Emphasis should be placed on the meaning of methodology, as the course focuses specifically on methodology and method. The teaching meta-theoretical discussions in IR, especially discussions on methodology, will provide a theoretical perspective to explain and understand international relations. According to Lamont (2015: 24-25):

> […] *methodology, or the means of knowledge acquisition; epistemology, what knowledge we should acquire; and ontology, the study of being, constitute a core foundation upon which we will build our research agendas. Therefore, a basic awareness of methodological traditions in IR will help unlock appropriate research designs and methods for your particular research project. An awareness of what is under study and how to go about studying presupposes ontological and epistemological assumptions about International Relations.*

Week three can be given as an introductory course to understand the similarities and differences between the natural sciences and the social sciences. In particular, a discussion can take place on the methods used in natural sciences and the methods used in social science. Social science philosophy is needed in order to understand the adventure of IR discipline, which developed at the beginning of the 20th century, as a branch of social science. In the second major debate, Some IR scholars modeled the natural sciences. Specially to understand the second debate, it is necessary to understand the philosophy of nature and social science (Kurki and Wight, 2016). In week four, methodological approaches should be discussed. In Türkiye, positivism is an approach that has been taught enough. In recent years, constructivist methodology has also begun to be taught. However, the treatment of pragmatism, critical realism and anti-positivism will bring the lessons up-to-date. Following the meaning of science,

philosophy of science and methodology are completed for four weeks, the more technical part can be moved to research methods.

In the week five, the logic of scientific research should be explained. It should be stated why and how scientific research is done; concepts such as hypothesis, proposition, argument, data analysis, research question, research design should be discussed. Quantitative research approach and designs should be given by the week six. The relationship between the quantitative approach and positivism should be explained. After describing the quantitative designs, the questionnaire design, the relational design and the causal design, the questionnaire, scale, and experiment, which are among the quantitative data collection tools, should be explained by the week seven. The universe and sample logic should be detailed. It is not enough to teach questionnaire. Questionnaire and scale development and scale adaptation should also be explained. Basic statistical knowledge is required for quantitative data analysis. Statistical analysis is made especially for correlation and regression analysis. For quantitative studies, students should be directed to basic statistics introductory courses. These analyzes are conducted using computer-based programs. Some programs such as SPSS, Amos, SmartPLS etc. should be mentioned. Quantitative research method can be discussed which theories in IR would be prone to quantitative methods. Quantitative methods in IR demonstrate how datasets will be used by researchers. Statistical calculations and mathematical models are used to explain the foreign policy preferences of any states. It is likely to make inferences for the future with this statistical information (Metternich, Gleditsch, and Dworschak, 2016).

The week eight should cover the qualitative research approach and designs. Qualitative research approach is used in IR within both positivist and hermeneutic approaches (King, Keohane, and Verba, 1994). The relationship of qualitative research with positivism and constructivist approach should be explained. Designs such as case study, narrative research, ethnography, and phenomenology should be explained within the qualitative designs. By the week nine, interviews, focus groups and document scanning, being qualitative data collection tools, should be explained. It should be followed by the teaching of data analysis methods that will analyze the data qualitatively. Content analysis, discourse analysis, critical discourse analysis and process analysis should be presented.

As of the week ten, mixed research approach and its designs can be presented. To do mixed research, it is necessary to have a good command of quantitative and qualitative methods. Quantitative and qualitative designs are used when talking about parallel, explanatory, and exploratory mixed designs (Teddlie and Tashakkori, 2009). By the week eleven, mixed method's data collection tools and its data analysis are discussed. Here again, it is necessary to talk about qualitative and quantitative data collection and data analysis methods. In addition, it can be discussed which theories in IR are prone to mixed methods.

In week twelve being one of the most important stages of the research, the literature review should be discussed in detail. It should be taken into consideration how to reach previous studies and how many sources will be sufficient. It should be followed by the teaching of the research writing. Introduction, determination of the research question or hypothesis, literature section, analysis and findings, discussion and conclusion sections should be addressed. By week thirteen, a study can show how to perform validity and reliability tests, especially in quantitative studies. In the week fourteen, the issue of scientific ethics is discussed and as of the week fifteen, the topic of citation is addressed. The topics can be spread over two periods by further detailing.

6. CONCLUSION

The significance of the scientific method for scientific research in the IR discipline is indisputable. While conducting research in international relations, it is required to use the scientific method to make a better description, to reveal the relations between the actors or to make a causal explanation. The validity and credibility enhance a well-designed study. Better methodology and method knowledge help conduct better research. This knowledge can be enhanced more at the master's and doctorate levels. In this study, the syllabuses of methodology and scientific research methods courses in IR graduate programs in Türkiye were examined. The 68 syllabuses examined in the study were analyzed according to two categories. It was observed that the research methods category, which represents a more technical dimension, had a significance of 81%. In general, data collection methods, research designs and data analysis methods are concentrated. It has been observed that the mixed research approach has the least amount of reference. However, it was observed that the course contents were not up-to-date. In future studies, explanatory research can be done on why the course contents are not up-to-date, why various approaches competing with positivism and the mixed research approach are not present in the syllabus. As a result, practice-based studies should be conducted and supported through inter-university method workshops to attract students' attention in IR, where methodology and method issues are generally perceived as unnecessary. This will enable the development of the field of pedagogy and IR in Türkiye and will increase the number of practical practices for the effective teaching of the method course in Türkiye.

REFERENCES

Abou Samra, A. (2021) "The Debates of Methodology and Methods: Reflections on the Development of The Study of International Relations", Review of Economics and Political Science, ahead-of-print (ahead-of-print). https://www.emerald.com/insight/content/doi/10.1108/REPS-06-2020-0063/full/html (12.08.2022).

Aydınlı, E. (2021) "Uluslararası İlişkiler Disiplininde Metodolojik Yoksulluk ve Azgelişmişlik", Ersel Aydınlı (eds.) Uluslararası İlişkilere Metodoloji, İstanbul, Koç Üniversitesi Yayınları.

Baert, P. (2005) "Philosophy of the Social Science: Towards Pragmatism", Cambridge, Polity Press.

Bennet, A. ve Checkel, J. T. (2015) "Process Tracing From Philosophical Roots to Best Practices", Andrew Bennet and Jeffrey T. Checkel (eds), Process Tracing From Metaphor to Analytic Tool, Cambridge, Cambridge University Press.

Betz, F. (2011) "Managing Science: Methodology and Organization of Research", Portland, Springer.

Bhattacherjee, A. (2012) "Social Science Research: Principles, Methods and Practices", Florida, Global Text Project.

Creswell, J. W. (2009) "Research Design: Qualitative, Quantitative and Mixed Methods Approaches", California, Sage Publications.

Delvetool (2022), "Deductive and Inductive Coding", https://delvetool.com/blog/deductiveinductive (22.08.2022).

Demir, Ö. (2019) "Bilimin Üvey Çocukları: Sosyal Bilimlere Giriş", Bursa, Sentez Yayıncılık.

Gökçe, E. U. (2022) "Uluslararası İlişkiler Çalışmalarında Açıklamaya ve Anlamaya Dayalı Nitel Araştırma Süreci, Yöntemler ve Bilgisayar Destekli Veri Analizi", Pamukkale University Journal of Social Science Institute, 51(Special Issue): 37-53.

Henry, J. (2002) "The Scientific Revolution and the Origins of Modern Science", New York, Palgrave.

Kentmen-Çin, Ç. ve Canan-Sokullu, E. (2018) "Uluslararası İlişkiler Öğrencisinin Sayılardan Korkusu ve Bu Korkuyu Aşmanın Yolları", Ebru Canan-Sokullu (eds.), Türkiye'de Uluslararası İlişkiler Eğitimi: Yeni Yaklaşımlar, Yeni Yöntemler, İstanbul, İstanbul Bilgi Üniversitesi Yayınları.

Keyes, G. (2010) "Teaching the Scientific Method in the Social Sciences", The Journal of Effective Teaching, 10(1): 18-28.

King, G., Keohane, R. O. ve Verba, S. (1994) "Designing Social Inquiry: Scientific Inference in Qualitative Research", Princeton, Princeton University Press.

Kratochwill, F. (2008) "Constructivism: What It Is (Not) and How It Matters", Donatella Della Porta and Michael Keating (eds.), Approaches and Methodologies in The Social Sciences: A Pluralist Perspective, Cambridge, Cambridge University Press.

Kurki, M. ve Wight, C. (2016) "International Relations and Social Science", Tim Dunne, Milja Kurki, and Steve Smith (eds.), International Relations Theories: Discipline and Diversity, Oxford, Oxford University Press.

Lamont, C. (2015) "Research Methods in International Relations", Los Angeles, Sage Publications.

Metternich, Nils W., Gleditsch, K. S. ve Dworschak, C. (2016). "Forecasting in International Relations". https://www.oxfordbibliographies.com/display/document/obo-9780199743292/obo-9780199743292-0179.xml (14.08.2022).

Meer, V. D. ve Marks, P. (2016) "Research and Teaching PA: Towards Research as Teaching", Teaching Public Administration, 34(1): 109-116.

Moses, J. W. ve Knutsen, T. L. (2012) "Ways of Knowing: Competing Methodologies in Social and Political Research", Hampshire, Palgrave Macmillan.

Reinalda, B. (2008) "The Ongoing Bologna Process and Political Science", European Political Science, 7: 382-393.

Saunders, M., Lewis, P. ve Thornhill, A. (2007) "Methods for Business Students", Essex, Pearson Educations.

Standford Encyclopedia of Philosophy (2022) Karl Poper, https://plato.stanford.edu/entries/popper/ (05.09.2022).

Sula, İ. E. (2022) "'Global' IR and Self-Reflections in Turkey: Methodology, Data Collection, and Data Repository", All Azimuth, 11(1): 5-23.

Teddlie, C. ve Tashakkori, A. (2009) "Foundations of Mixed Methods Research", California, Sage Publications.

Yükseköğretim Kurulu (2022), "Doktora Öğretiminin İyileştirilmesi Çalıştayı", https://www.yok.gov.tr/Documents/Yayinlar/Yayinlarimiz/2022/doktora-ogretiminin-iyilestirilmesi-calistayi.pdf (20.05.2022).

Žukauskas, P., Vveinhardt, J. ve Andriukaitienė, R. (2018) "Philosophy and Paradigm of Scientific Research", Jolita Vveinhardt (eds.), Management Culture and Corporate Social Responsibility, London, IntechOpen

Hakem Değerlendirmesi: Dış bağımsız.

Çıkar Çatışması: Yazar çıkar çatışması bildirmemiştir.

Finansal Destek: Yazar bu çalışma için finansal destek almadığını beyan etmiştir.

Teşekkür: -

Peer-review: Externally peer-reviewed.

Conflict of Interest: The author has no conflict of interest to declare.

Grant Support: The author declared that this study has received no financial support.

Acknowledgement: -