

COURSE OUTLINES

Research Design and Methodology in European, Russian and Eurasian Studies

EURR5010

(European and EU Stream)

(Core MA seminar)

The course outline is provided here in generic form as a curricular resource. The course was offered in Winter 2017, with Prof. Joan DeBardeleben as co-instructor as part of her activities for the Jean Monnet Chair in EU Relations with Russia and the Eastern Neighbourhood (Sept. 2016-August 2019), Carleton University, Ottawa. This course outline is the most recent version, updated Winter 2019. Co-instructors in 2019 were Prof. Crina Viju and Prof. James Casteel.

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EURR 5010A
Research Design and Methodology in European, Russian and Eurasian Studies
(European and EU Stream)

Instructors

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This course represents a follow-up to EURR 5001, which is normally a prerequisite for this course. The purpose of EURR 5010 is threefold:

- To familiarize you with questions of research design and research methods, and develop the ability both to design a research project and evaluate research design
- To complete your proposal for your MA Research Essay or Thesis
- To complete a draft of one chapter of your MA Research Essay or Thesis

All students must complete the following requirements:

	Evaluation
Interim assignment (i):1 page written statement of research question, and possible revision	Completed/not completed
Research materials assignment	10%
Interim assignment (ii):2-3 page written statement of theoretical framework and hypotheses or thesis statement, and possible revision	Completed/not completed
Interim assignment (iii): 3 page written statement of how primary and secondary materials will be used to assess the hypotheses or thesis	Completed/not completed
Complete Research Proposal (RP) (10 pages + bibliography) and possible revision, if requested.	35% Completed/not completed
Abstract of Draft Chapter to be completed (1/2 page)	Completed/not completed
Draft chapter (15-20 pages, developed in conjunction with your supervisor)	30%
Seminar participation	25%
Attendance at 3 extracurricular lectures or 3 reaction papers	Pass/fail
TOTAL	100%

1. **Seminar Participation (25%)**: All students must complete all course readings,

attend class sessions, and participate in class discussions. Please note that students in the seminar will be divided into three groups (Groups 1, 2, 3) and several sessions will be held in these group sessions. Other sessions will be held with all three groups together.

2. **Research Materials Assignment (10%):** Each student is to prepare a guide to specified research materials (3 pages). More detailed instructions on this assignment are provided below (near the end of the course outline).
3. **Interim Assignments for Development of the Research.** These are draft portions of your research proposal. In some cases a revision of these assignments will be required after the student receives comments.

Interim Assignment (i): A one page (double-spaced) written statement of your research question, justifying it based on how it speaks to existing knowledge and its significance (the ‘so what?’ question). Avoid yes/no questions; preferable are ‘how’ or ‘why’ questions. Ideally, this question should grow out of the readings for your Fall Critical Literature Review assignment and the associated brainstorming assignment. You will be asked to deliver a short (no more than 5 minute) summary of the statement in the appropriate class session.

Interim Assignment (ii): A two to three-page written discussion of the theoretical framework that relates to your project and your preliminary hypothesis/hypotheses. You should provide a paragraph or two of discussion of your theoretical framework, citing some relevant literature, and a paragraph or two explaining the basis for your hypotheses, including why you have picked them. You will be asked to deliver a 5 minute summary of the statement in the appropriate class session.

Interim Assignment (iii): A two to three-page discussion of what empirical methods you will use to conduct your research and how these methods will allow you to test your hypotheses. Briefly address the types of research materials you will use, referring to your research materials assignment or supplementing it. You will be asked to deliver a 5 minute summary of the statement in the appropriate class session.

4. **Complete Version of Research Proposal (35%)** This proposal will integrate materials from the interim assignments, adding other elements (literature review, chapter outline, timetable, and discussion of scope, as outlined in the Institute’s ‘Regulations for Research Essay/Thesis and Language Requirements’). This should be approximately 10 pages in length, plus the bibliography. The mark for this component will be based on the final product handed in. You may be asked to revise the first version handed in; if so, your mark will be on the revised version.

Proposal revisions: In some cases, students may be asked to revise their complete proposals.

5. **Draft of one chapter (15-20 pages)** of the research essay or thesis (30%). You will

select one chapter to complete, from the chapter outline in the proposal.

6. **Attendance at three guest lectures/conferences or three reaction papers:** Students in the core seminar are expected to attend at least three guest lectures/conferences/workshops/roundtables relating to the program outside of class time.

COURSE OUTLINE

Week 1 (whole group), DeBardleben: Introduction to the course: Selecting a topic and choosing a research design (whole group)

Required Readings:

- The Institute's 'Regulations for Research Essay/Thesis and Language Requirements' Come prepared with any questions you may have.
- Michael Watts (Institute of International Studies, Berkeley, California), "The Holy Grail: in Pursuit of the Dissertation."
- "How to Write a Research Question"

Optional

- *Ted Palys and Chris Atchison, *Research Decisions: Quantitative and Qualitative Perspectives*, Research Decisions: Quantitative and Qualitative Perspectives (Toronto: Thomson Nelson, 2008), useful reference when constructing your research proposal throughout the term

Week 2 (whole group), DeBardleben: Part I: Social science research design, types of research design, theories and hypotheses, the comparative method

Part II: Presentation by library staff on locating primary source materials

Required reading:

- *Gary King, Robert O. Keohane & Sidney Verba (1994), *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton: Princeton UP), 3-28
- *Craig Leonard Brians, Lars Willnat, Jarol B. Manheim and Richard C. Rich, *Empirical Political Analysis: Quantitative and Qualitative Research Methods*, 8th edition (Boston: Longman, 2011), Chpt. 2, 16-36. 75-87
- *W. Lawrence Neuman (2011), *Social Research Methods: Qualitative and Quantitative Approaches (7th edition)*, Chpt 6 (pp. 178-193)
- *Ted Palys and Chris Atchison, *Research Decisions: Quantitative and Qualitative Perspectives*, Research Decisions: Quantitative and Qualitative Perspectives (Toronto: Thomson Nelson, 2008), pp. 31-50

Week 3 Small group discussion (in Sections): Discussion of Research Question Drafts

Be prepared to present your research question briefly (5 minutes)

**Week 4 (whole group), DeBardeleben: Literature Review
Comparative Method, Case studies and examples**

*Adam Przeworski and Frank Salomon, "On the Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions" (8pp).

*Todd Landman (2008), *Issues and Methods in Comparative Politics: An Introduction*, 3rd edition (London: Routledge), 24-49, 67-78, 86-94 (R)

AND

Sample articles:

Read the following articles, focusing on their research design and method. Be prepared to make a short summary of one of the two articles focusing on (a) how the author uses the literature review; and (b) why the author chose to use a comparative approach or not, advantages and disadvantages of using a comparative or single-case approach, and methods of study. Also consider how cases were selected.

- *Rachel Vanderhill, "Promoting Democratization and Authoritarianism: Comparing the Cases of Belarus and Slovakia," *Europe-Asia Studies* 66, no. 2 (2014), pp. 255- 283 (comparative)
- *Miroslav Beblavý and Emília Sičáková-Beblavá, "The Changing Faces of Europeanisation: How Did the European Union Influence Corruption in Slovakia Before and After Accession?" *Europe-Asia Studies* 66, no. 4 (2014), 336-556. (single case study)

Week 5 (whole group), Viju: Policy Studies

Required readings:

- Dunn, W.N. (2008). *Public Policy Analysis. An Introduction.* (4th edition), Chapters 1 and 5 (R).
- *Browne, J., Coffey B., Cook, K., Meiklejohn, S. and C. Palermo (2018). "A guide to policy analysis as a research method." *Health Promotion International Perspectives.* pp. 1-13.
- *Young, A. R. (2015). "The European policy process in comparative perspective." in Wallace, Pollack and Young (eds.) *Policy-making in the European Union*, Oxford University Press (7th edition), pp. 46-71.

Example articles for discussion. Read one article from each sub-category of readings.

Policy development:

- *West, A. and Nikolai, R. (2017). "The Expansion of "Private" Schools in England, Sweden and Eastern Germany: A Comparative Perspective on Policy Development, Regulation, Policy Goals and Ideas." *Journal of Comparative Policy Analysis: Research and Practice* 19(5) pp 452-469.
- *Dean, L.A. (2017). "The Diffusion of Human Trafficking Policies in the post-Soviet Region: A Comparative Analysis of policy Adoption in Ukraine, Latvia, and Russia." *Journal of Comparative Policy Analysis: Research and Practice* 19(5) pp. 403-418.

Policy evaluation:

- *Ryan, L., Convery, F. and Ferreira, S. (2006). “Stimulating the use of biofuels in the European Union: Implications for climate change policy.” *Energy Policy* 34 pp. 3184-3194 (ON)
- *Clinch, J.P. and Healy, J.D. (2001). “Cost-benefit analysis of domestic energy efficiency.” *Energy Policy* 29 pp. 113-124 (ON)

Week 6 Small group discussion (in Sections): Discussion of theoretical frameworks and hypotheses of students in the group.

Be prepared to present your approach briefly (5 minutes)

Readings may be added for each group

Week 7 (whole group) Casteel: Research techniques I

Required Readings:

- *Jeff Sahadeo, “‘Without the Past There Is No Future:’ Archives, History and Authority in Uzbekistan” *Archive Stories: Facts, Fictions and the Writing of History* ed. Antoinette Burton. (Durham: Duke University Press, 2005), 45-67.
- *John van Maalen” *Tales from the Field: On Writing Ethnography* 2nd. ed. (Chicago: University of Chicago Press, 2011), 1-7
- *Valerie Raleigh Yow, *Recording Oral History: A Guide for the Humanities and the Social Sciences*, 2nd edition (Walnut Creek, CA: AltaMira Press), 1-23.

Example articles for discussion (required readings):

Choose two of the three following articles to read with a focus on the authors’ research design and method (and skim the third). Be prepared with answers to the following questions: What are the authors’ research questions? Why do you think the authors might have chosen to employ cultural approaches to answer their research questions? What types of sources do they use? What methods do they employ to evaluate their sources? How suitable or effective is each author’s method for addressing his or her research question? How sound are each author’s conclusions? You might also wish to reflect on the presentation of the research (how the author situates his or her work in the academic literature, how evidence is presented, style, different disciplinary conventions in writing, etc.).

- *Synnøve Bendixen, “The Refugee Crisis: Destabilizing and Restabilizing European Borders.” *History and Anthropology* 27, no. 5 (October 19, 2016): 536–54.
- *James Mark, “Antifascism, the 1956 Revolution and the Politics of Communist Autobiographies in Hungary 1944–2000,” *Europe-Asia Studies* 58, no. 8 (2006): 1209-40.
- *Föllmer, Moritz. “Was Nazism Collectivistic? Redefining the Individual in Berlin, 1930-1945.” *The Journal of Modern History* 82 (2010): 61–100.

Week 8 (whole group) DeBardleben: Research Techniques
In-depth interviewing, sampling, media analysis and discourse analysis, research ethics

Required Readings:

- *Craig Leonard Brians, Lars Willnat, Jarol B. Manheim and Richard C. Rich, *Empirical Political Analysis: Quantitative and Qualitative Research Methods*, 8th edition (Boston: Longman, 2011), pp. 194-208, 365-376, 408-410.
- Students planning research involving human subjects are asked to take a look at the Carleton Research Ethic Board's instructions for your ethics clearance application: <http://carleton.ca/researchethics/human-ethics/>

Recommended:

- *Jeffrey M. Berry (2002), 'Validity and Reliability Issues in Elite Interviewing', *PS: Political Science and Politics*, 35(4), 679-682
- *Beth L. Leech (2002), "Asking Questions: Techniques for Semistructured Interviews," *PS: Political Science and Politics*, 35(4), 665-668 (ON)

Required: Examples for discussion: Read one of the following, depending on which research methodology interests you. Consider why the author selected the method used, how it was implemented, and whether it was successfully used to test the hypotheses.

- *Nathaniel Coprey and Karolina Pomorska, "The Influence of the New Member States in the EU: The Case of Poland and the Eastern Partnership Policy," *Europe-Asia Studies* 66, no. 3 (2014), pp. 422-443 (interviews) OR
- *Achim Hurrelmann, "The Politicization of European Integration: More than an Elite Affair?", *Political Studies*, Early View, DOI: 10.1111/1467-9248.12090 (focus groups) OR
- *Petr Kratochvíl and Lukas Tichy, "EU and Russian discourse on energy relations" *Energy Policy* 56 (2013) 391-406 (qualitative content/discourse analysis)

Week 9 Small group discussion (in Sections)

Discussion of research methodologies and empirical research methods to be used by students. Be prepared to give a five minute presentation on your proposed research methods.

Week 10 (whole group) Viju: Quantitative Methods

Part I - Using Quantitative Data

Required reading:

- *Blaikie, Norman (2003). *Analyzing Quantitative Data. From Description to Explanation*. (SAGE Publication). Chapters 1, 3, 6 (R) (just skim Chapters 3 and 6)
- *W. Lawrence Neuman (2011), *Social Research Methods: Qualitative and Quantitative Approaches (7th edition)*, Chpt 12 (pp. 383-419)

Example articles for discussion (both required)

- *Dickens, R. and Ellwood, D.T. (2003), “Child poverty in Britain and the United States.” *The Economic Journal* 113(June) pp. F219 – F239 (ON)
- *Constant, A. and Zimmermann, K. F. (2005), “Immigrant performance and selective immigration policy: A European perspective.” *National Institute Economic Review* 194 pp. 94-106.
<http://ner.sagepub.com/content/194/1/94.full.pdf+html>

Part 2 - Hypothesis construction and testing

- *W. Lawrence Neuman (2011), *Social Research Methods: Qualitative and Quantitative Approaches (7th edition)*, Chpt 6 (pp. 178-193)
- *Todd Landman (2008), *Issues and Methods in Comparative Politics: An Introduction*, 3rd edition (London: Routledge), 4-11

Week 11 (whole group) Dutkiewicz: Research Talk, Policy Studies

Week 12 Individual or group consultations with small group instructor on sample chapters and proposals

GUIDELINES FOR THE RESEARCH MATERIALS ASSIGNMENT

Each student should identify primary and original language research materials in a defined topic area. (Students who do not yet have adequate language proficiency may rely on translated sources for primary source materials. These materials should, however, emanate from the region of study in most cases, unless they involve statistical materials or data sets. If this applies to you, you must contact one of the instructors for permission). The materials should preferably be related to the projected topic of the student’s MA research project; if they relate to a different topic, this must be approved by one of the instructors in advance. The task is to identify various types of original source materials that may be helpful, including, but not limited to, original language materials.

Types of materials may include:

Primary materials:

- a) Newspapers (when used as primary source material). Identify particular newspapers that deal with your topic, with examples of 2-3 relevant articles for each newspaper. Do not include more than 3 newspapers among your list of 10 sources.
- b) Legal documents
- c) Proceedings of legislative bodies, assemblies, or other meetings
- d) Data sets
- e) Memoirs
- f) Speeches
- g) Archival materials
- h) Statistical data

These may include translated sources (please indicate where translations are available.)

Secondary materials in appropriate regional language:

- a) Journal articles or books in a regional language
- b) Internet sources for research reports

For the assignment, students are to identify and discuss at least ten sources. You need not read all of the sources in detail but should provide a description of the source and of the purpose for which the materials may be useful. Your report should be 4 pages in length (double-spaced); it should (a) give a short overview of each source; (b) discuss its general utility; (c) consider limitations of the resource, or biases; and (d) discuss whether the material is current or dated. Also discuss the availability of the materials, the search tools you used, and the methods of analysis that might be applied to them. Indicate whether you located references to other materials that would be useful but are not easily available here or through Interlibrary Loan.