

**EURR 5010 (A and B)**  
**Research Design and Methodology in European, Russian and Eurasian Studies**  
**(Winter 2015)**  
**Mondays 11:30-2:30**  
**Location for joint sessions: RB 3228**  
**Additional location for split sections (A) group: EURUS seminar room**

**Instructors**

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This course represents a follow-up to EURR 5001, which is normally a prerequisite for this course. EURR 5010 has two components: Several sessions will be devoted to questions of research design and research methods. Each student will do an oral presentation for one of these sessions. The other sessions will be devoted to discussion of student research proposals. The class is split into two sections for some sessions, but unless indicated is held jointly for the A and B sections).

All students must complete the following requirements:

1. **Seminar Participation:** All students must complete all course readings, attend class sessions, and are expected to participate in class discussions. Expectations for participation in particular class sessions may be provided. Disruptions to class (e.g., ringing cell phones, late arrivals) will result in a reduction of the grade.
2. **Quiz** on research methodology materials (**February 2**).
3. **Research Materials Assignment:** Each student is to prepare a guide to specified research materials (3 pages) to be handed in by **February 23 at the beginning of class (11:30 a.m.)**. More detailed instructions on this assignment are given below.
4. **Commentary on other Students' Research Proposals:** Each student is expected to provide at least one written suggestion, question, or constructive criticism on each of the other students' research proposals (see point 5 below). The comment should be about one page in length. It must be handed in at the beginning of the class session, but its core points should also be brought up in the discussion. If the student proposal requiring comment is handed in more than 24 hours late, no written commentary is

required.

5. **Presentation of Research Proposal:** Each student is to prepare a draft research proposal for his or her MA research essay or thesis (8 pages) and present it in class. He or she will present the proposal during a seminar session. Two presentations will be scheduled for each session, and these will be the sole order of business. By the *Thursday* (by 5 p.m.) before the presentation the student will provide a copy of the draft proposal to each member of the class through e-mail (via CULearn). This synopsis should include a bibliography of key items (at least 6-8 important sources). Each student must also designate one article-length reading (no more than 35 pages) for other students to read in preparation for the session. The reading should be provided 2 weeks before the class session at which the proposal is presented either by providing the course instructors with information about on-line access or a full bibliographic citation. At the session, the student will make a presentation of 15 minutes MAXIMUM on the proposal. This should NOT repeat the content of the written proposal, but rather supplement it with additional comments or, ideally, clarification of issues that the presenter would like discussed in the session. The bulk of the session will be an in-depth discussion of the proposal. If possible, students should have their research supervisor (if they have one) attend the class.
  
6. **Final Version of Research Proposal:** Taking into account the class discussion and feedback from instructors, each student will complete a second version of the research proposal (10 pages plus bibliography) by **April 6 at the beginning of class**. This proposal will be commented on by one of the instructors **by April 13**; on the basis of these comments, the student will prepare a third, final version **by April 20 by 5 p.m.** to Professor DeBardeleben in hard copy and electronic copy. This proposal should, if possible, be accompanied by an approval form from the student's supervisor. Completion of this assignment is required to pass the course. The mark for this component will be based on the final product handed in on the final deadline, assuming all stages of the process have been followed as required. If any preliminary drafts of the proposal are not handed in, the mark on the final proposal will be reduced by 5 points (of 100) for each draft missed. If drafts or other assignments are handed in late, 2 points (of 100) will be deducted for each day late. No final proposals will be accepted after **April 27** as a condition for completion of the course without a valid medical or equivalent excuse.
  
7. **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. A list of events is available on the EURUS and CES websites ([www.carleton.ca/eurus](http://www.carleton.ca/eurus), [www.carleton.ca/ces](http://www.carleton.ca/ces)) Attendance should be verified by the event organizer. A list of events attended should be provided to the Prof. DeBardeleben no later than **April 17, 2014**. Students have the option of completing three short reaction papers, each one involving a summary and critical analysis of extra course readings, in lieu of attending these events, to be handed in no later **April 17, 2014**. Each paper should be three pages in length (double-spaced) and the

readings should be from the optional readings list for different weeks in the term. The paper must meet a passing standard. The requirement is pass/fail, but must be satisfactorily fulfilled to pass the course.

**Evaluation:**

Seminar participation	20%
Research materials assignment	10%
Quiz on research methods	10%
Commentary on other students' research proposals	10%
Presentation of research proposal	10%
Final version of research proposal	40%
Attendance at 3 guest lectures/conferences or 3 reaction papers	Pass/Fail

Hard copies and electronic copies must be submitted for all materials to be evaluated.

**Due Dates and Penalties**

Seminar participation will be graded on the basis of attendance and the quality of regular contributions to the class discussion; familiarity with required course readings will be considered an important criterion of evaluation. Each student will be evaluated according to these criteria during each seminar session.

Please note the following important rules associated with this course:

- No final proposals will be accepted after **April 27** as a condition for completion of the course without a valid medical or equivalent excuse.
- A student will not receive a passing grade in the course if the final research proposal is not submitted.
- Penalties for other late assignments will be as follows (waived with a valid medical or equivalent excuse):
- Research materials assignment: Two points (of a % scale) for each day late (including weekends). No papers accepted after **March 2**.
- Students absent on a date of an oral presentation will receive a “0” for the oral component unless a valid medical (or equivalent) excuse is provided. Students who are not able to be present for the presentation must inform the instructor as far as possible in advance of the class.

**COURSE OUTLINE**

Note: All required readings are available either online through the Ares, CU Learn, the Carleton catalogue, or on library reserve. All readings listed under Required Readings should be done in their entirety. These readings should be given priority. Students are also asked to review selections for each week under the heading “Example articles for discussion”, as instructed, where such a heading exists.

Please note that some reading assignments may be adjusted. Such changes will be announced through CULearn. Please check CU Learn regularly.

## **January 5, Week 1 (joint)**

### **Introduction to the course: Selecting a topic and designing a research proposal (DeBardleben)**

#### Required Readings:

- The Institute's 'Regulations for Research Essay/Thesis and Language Requirements' Come prepared with any questions you may have (on CU Learn)
- Gary King, Robert O. Keohane & Sidney Verba (1994), *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton: Princeton UP), 3-28 (ON R)
- Ted Palys, *Research Decisions: Quantitative and Qualitative Perspectives* (2009), pp. 31-54

## **January 12, Week 2 (DeBardleben) (joint)**

### ***Social Science Approaches: Choosing a research design; comparative research***

#### Required readings:

- Todd Landman (2008), *Issues and Methods in Comparative Politics: An Introduction*, 3rd edition (London: Routledge), 23-49, 68-78, 86-94 (R)
- W. Lawrence Neuman (2011), *Social Research Methods: Qualitative and Quantitative Approaches (7<sup>th</sup> edition)*, Chpt 6 (pp. 163-180), Chpt 7 (partial), pp. 198-217 (R)

#### Optional

- Ted Palys, *Research Decisions*, pp. 54-65 (optional, for another perspective on materials in the Neuman book, Chpt 7 if you are finding that needing further explication)

Required example articles for discussion: Read two articles below and be prepared to make a short summary of one, focusing on research design, why a comparative approach was selected or not, how cases were selected for analysis, advantages and disadvantages of using a comparative or single-case approach, and methods of study, including measurement issues. Consider reliability and validity of the methods and studies.

- (required) 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), pp. 336-556 (case study) (required)
- \*AND ONE OF THE FOLLOWING (required)

- Rachel Vanderhill, "Promoting Democratization and Authoritarianism: Comparing the Cases of Belarus and Slovakia," *Europe-Asia Studies* 66, no. 2 (2014), pp. 255-283 (comparative)

OR

Thomas F. Remington; Irina Soboleva; Anton Sobolev; Mark Urnov, "Economic and Social Policy Trade-offs in the Russian Regions: Evidence from Four Cases," *Europe-Asia Studies* (Dec. 2013), 65 (10), pp. 1855-1876 (comparative)

### **January 19, Week 3 (Viju) (joint)**

#### **Policy Research**

##### Required readings:

- Dunn, W.N. (2008). *Public Policy Analysis. An Introduction*. (4<sup>th</sup> edition), Chpt. 1, pp. 1-23 (R).
- Guess, G.M. and Farnham, P.G. (2011). *Cases in Public Policy Analysis*. (3<sup>rd</sup> edition), Chpt. 6 (pp. 275-302), Chpt. 7 (pp. 315-333) (R)

##### Example articles for discussion (both required)

- 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)

### **January 26, Week 4 (Casteel) (joint)**

#### **Cultural and Historical Approaches**

##### Required Readings:

- Keith Jenkins, *Re-thinking History* (London: Routledge, 2003), 6-32
- James Clifford, “Spatial Practices: Fieldwork, Travel and the Disciplining of Anthropology” in *Routes: Travel and Translation in the Late Twentieth Century* (Cambridge: Harvard University Press, 1997), 52-91.
- Valerie Raleigh Yow, *Recording Oral History: A Guide for the Humanities and the Social Sciences*, 2<sup>nd</sup>. edition (Walnut Creek, CA: AltaMira Press), 1-23.
- Jeffrey Burds, “Ethnicity, Memory and Violence: Reflections on Special Problems in Soviet and East European Archives” in *Archives, Documentation, and Institutions of Social Memory. Essays from the Sawyer Seminar*, edited by Francis X. Blouin, Jr. and William G. Rosenberg (Ann Arbor: University of Michigan Press, 2006), 466-479.

##### Example articles for discussion (required readings):

Read both of the following articles focusing on their research design and method. 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.).

- Madeleine Reeves, “Clean Fake: Authenticating Documents and Persons in Migrant Moscow,” *American Ethnologist* 40, no. 3 (2013): 508-24.
- 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.

Recommended:

- Review Clifford Geertz (1973), 'Thick Description: Toward and Interpretative Theory of Culture,' *The Interpretation of Cultures* (New York: BasicBooks), 1-30 (assigned for Cultural Studies Session in EURR 5001)

**February 2, Week 5 (joint)**

**Part 1 – Quiz**

**Part 2 – Field work: an example (Dutkiewicz)**

**No required readings**

**February 9, Week 6**

**Discussion of four research proposals (split group, instructors and schedule TBA)**

**February 23, Week 7**

**Discussion of four research proposals (split group, instructors and schedule TBA)**

**\*\*\* *Research Materials Assignment is due February 23 at the beginning of class.* \*\*\***

**March 2, Week 8**

**Discussion of four research proposals (split group, instructors and schedule TBA)**

**March 9, Week 9**

**Discussion of four research proposals (split group, instructors and schedule TBA)**

**March 16, Week 10**

**Discussion of four research proposals (split group, instructors and schedule TBA)**

**March 23, Week 11**

**Discussion of four research proposals (split group, instructors and schedule TBA)**

**March 30, Week 12**

**Part 1 - Using Quantitative Data (Viju) (joint)**

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)

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 (split group, DeBardeleben and Viju)**

**Readings to be added**

- Todd Landman (2008), *Issues and Methods in Comparative Politics: An Introduction*,

3rd edition (London: Routledge), 4-11

- W. Lawrence Neuman (2011), *Social Research Methods: Qualitative and Quantitative Approaches* (7<sup>th</sup> edition), Chpt 6 (pp. 178-193)

### **April 6, Week 13 (DeBardleben) (joint)**

#### **Research techniques: In-depth interviews, content analysis, research ethics**

##### Required Readings:

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

From the following, please read the parts appropriate to your work (if applicable):

- Jarol B. Manheim, Richard C. Rich, Lars Willnat & Craig L. Brians (2006), *Empirical Political Analysis: Research methods in political science*, 6<sup>th</sup> edition (New York: Pearson Longman); elite interviewing, pp. 355-64; content analysis, pp. 169-181 (R and Library Data Centre)

Example articles for discussion (required): Read one of the following, depending on which research methodology interests you:

- 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, Anna Gora and Andrea Wagner, “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 (content/discourse analysis)

### **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). Here you should identify particular newspapers that deal with your topic, with examples of 2-3 relevant

articles for each newspaper you list. Please do not include more than three newspapers among your list of ten 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.

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**Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

It takes time to review and consider each request individually, and to arrange for accommodations where appropriate. Please make sure you respect these timelines particularly for in-class tests, mid-terms and final exams, as well as any change in due dates for papers.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>

**Plagiarism**

The University Senate defines plagiarism as “to use and pass off as one’s own idea or product the work of another without expressly giving credit to another”. (Calendar p. 48).

- Copying from another person’s work without indicating this through appropriate use of quotations marks and citations of footnotes.



- Lengthy and close paraphrasing of another person's work (i.e. extensive copying interspersed with a few "different" phrases or sentences).
- Submitting written work produced by someone else as if it were one's own work (e.g. another student's term paper, a paper purchased from a commercial term paper "factory", material downloaded via the Internet, etc.)

In an academic environment plagiarism is a serious offence, and it is not a matter that can be dealt with by an informal arrangement between the student and the instructor. In all cases where plagiarism is suspected, instructors are now required to notify their departmental Chair, and the Chair in turn is required to report the matter to the Associate Dean of the Faculty. The Associate Dean makes a formal investigation and then decides on an appropriate sanction. Penalties can range from a mark of zero for the plagiarized work, to a final grade of F for the course, to suspension from all studies, to expulsion from the University. (Students should also be aware that the Senate classifies as an instructional offence the submission of "substantially the same piece of work to two or more courses without the prior written permission of the instructors involved.")

### **Requests for Academic Accommodations**

#### **For Students with Disabilities:**

"Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre, 613-520-6608, every term to ensure that I receive your letter of accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations.

#### **For Religious Obligations:**

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor for alternate dates and/or means of satisfying academic requirements. Such request should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but not later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the students.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodations policies, or may contact an Equity Services Advisor in the Equity Services Department of assistance.

#### **For Pregnancy:**

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two

weeks prior to the first academic event in which it is anticipated the accommodation will be required.