PRELIMINARY COURSE OUTLINE
Changes may be made

EURR 5010 (A and B)
Research Design and Methodology in European, Russian and Eurasian Studies
(Winter 2019)
Wednesdays 11:30-2:30
Location for joint sessions: 3228 Richcraft Hall
Locations for split sections: Group 1: Richcraft Hall 3228 / Group 2: Richcraft Hall 3302 (EURUS seminar room) / Group 3: Richcraft Hall 3101

Instructors

Dr. Joan DeBardeleben
E-mail: joan.debardeleben@carleton.ca
Phone: 613 520-2600, ext 2886
Office: 3307 Richcraft Hall
Office hours: Tuesdays 1-2PM
Thursdays 4:45-6:00PM or by appointment

Dr. Crina Viju
E-mail: crina.viju@carleton.ca
Phone: 613 -520 -2600, ext 8440
Office: 3312 Richcraft Hall
Office hours: Thursdays 3-5PM, Wednesdays 1-2PM or by appointment

Dr. James Casteel
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Phone: 613-520-2600 x1934
Office: 3306 Richcraft Hall
Office hours: Mondays 1-2:30PM or by appointment.

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 (details below):

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Deadline</th>
<th>Evaluation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform us of possible research supervisor (by email)</td>
<td>Jan. 14</td>
<td>Completed/not completed</td>
<td>Supervisor will be assigned if not completed</td>
</tr>
<tr>
<td>Gain agreement of research supervisor</td>
<td>Jan. 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim assignment (i): 1 page written statement of research question, and possible revision</td>
<td>Jan. 19, 4 pm</td>
<td>Completed/not completed</td>
<td>-5% on Research Proposal (RP) if not completed on time</td>
</tr>
<tr>
<td></td>
<td>Jan. 25, 4 pm</td>
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</tr>
<tr>
<td>Research materials assignment</td>
<td>Feb. 1, 4 pm</td>
<td>10%</td>
<td>See below on late submissions</td>
</tr>
<tr>
<td>Interim assignment (ii): 2-3 page written statement of theoretical</td>
<td>Feb. 9, 4 pm.</td>
<td>Completed/not completed</td>
<td>-5% on RP if not completed on time</td>
</tr>
</tbody>
</table>
### Framework and Hypotheses or Thesis

- **Statement:** Feb. 15, 4 pm
- **Completed/Not completed:** Mar. 9, 4 pm / Mar. 15, 4 pm
- **Revision:** Feb. 5, 4 pm

### Interim Assignment (iii): 3-page Written Statement

- **Primary and Secondary Materials Assessment:** Mar. 9, 4 pm / Mar. 15, 4 pm
- **Completed/Not completed:** Mar. 27, 11 am
- **Revision:** Mar. 27, 11 am

### Complete Research Proposal (RP) (10 Pages + Bibliography)

- **Completed/Not completed:** Mar. 13, 11 am
- **Resubmission:** Mar. 27, 11 am

### Abstract of Draft Chapter to be Completed (1/2 Page)

- **Completed/Not completed:** Mar. 20, 11 am

### Draft Chapter (15-20 Pages, Developed in Conjunction with Your Supervisor)

- **Completed/Not completed:** April 19, noon

### Seminar Participation

- **Weekly:** 25%

### Attendance at 3 Extracurricular Lectures or 3 Reaction Papers

- **Pass/Fail:** Hand in list April 3, EURUS Dropbox or one of the instructors

### TOTAL

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Completed/Not completed</th>
<th>Completion Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework and Hypotheses or Thesis</td>
<td>Feb. 15, 4 pm</td>
<td>Complete/Not completed</td>
<td>-5% on RP for each not completed; -2% on RP for each handed in late</td>
</tr>
<tr>
<td>Interim assignment (iii): 3 page written statement of how primary and secondary materials will be used to assess the hypotheses or thesis</td>
<td>Mar. 9, 4 pm</td>
<td>Complete/Not completed</td>
<td>Mar. 15, 4 pm</td>
</tr>
<tr>
<td>Complete Research Proposal (RP) (10 pages + bibliography) and possible revision, if requested.</td>
<td>Mar. 13, 11 am</td>
<td>Complete/Not completed</td>
<td>Mar. 27, 11 am</td>
</tr>
<tr>
<td>Abstract of Draft Chapter to be completed (1/2 page)</td>
<td>Mar. 20, 11 am</td>
<td>Complete/Not completed</td>
<td>Mar. 20, 11 am</td>
</tr>
<tr>
<td>Draft chapter (15-20 pages, developed in conjunction with your supervisor)</td>
<td>April 19, noon</td>
<td>Complete/Not completed</td>
<td>April 19, noon</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>Weekly</td>
<td>25%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Attendance at 3 extracurricular lectures or 3 reaction papers</td>
<td>Hand in list April 3, EURUS Dropbox or one of the instructors</td>
<td>Pass/Fail</td>
<td>Hand in list April 3, EURUS Dropbox or one of the instructors</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

1. **Seminar Participation (25%):** All students must complete all course readings, attend class sessions, and participate in class discussions. Expectations for participation in particular class sessions may be provided weekly. Disruptions to class (e.g., ringing cell phones, late arrivals) will result in a reduction of the grade. 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. Participation will be evaluated for both types of sessions. For the small group sessions students will be expected to read the interim assignments (see #4) of other students in their group before the seminar session and be prepared to offer input.

   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.

2. **Identify and gain agreement of a research supervisor.** You must inform your Section instructor by email of your proposed supervisor by January 14, then arrange a meeting with the proposed supervisor and gain his/her agreement by January 21. Your temporary supervisor can advise you as to appropriate supervisors for your
If you have not arranged for a supervisor by the date indicated, you will be assigned to a supervisor, based on your research interests. Once you have your research supervisor, you should consult with him/her at each stage of developing your research proposal.

3. **Research Materials Assignment (10%)**: Each student is to prepare a guide to specified research materials (3 pages) to be handed by February 1 at 4 p.m.. More detailed instructions on this assignment are provided below (near the end of the course outline).

4. **Interim Assignments for Development of the Research Proposal** (pass/fail if handed in on time; impact on mark on #5 if handed if late; see deadlines above and penalties below.) Three such assignments will be required. See due dates above. 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.

5. **Complete Version of Research Proposal (35%)** (Due March 13, 11 am): 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. No complete proposals will be accepted after March 20 as a condition for completion of the course, absent a valid medical or equivalent excuse.
Proposal revisions: In some cases, students may be asked to revise their complete proposals. If this is the case, students will need to submit those revisions by March 27, 11 am. Failure to submit those revisions will result in a 10 point reduction (of 100) to the final proposal mark. Revised proposals that are submitted late will receive a 2 points (of 100) deduction per day late. No proposal revisions will be accepted after April 2 as a condition for completion of the course, absent a valid medical or equivalent excuse.

6. 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. On March 20 you must provide a half page abstract of that chapter. We would suggest completing the chapter that deals with your theory or hypotheses, or with some portion of your primary source materials. The draft chapter is due on April 19. Draft chapters will not be accepted after April 26 as a condition for completion of the course absent 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), www.carleton.ca/ces) Attendance should be verified by the event organizer. A list of events attended should be provided to your Section instructor or in EURUS Dropbox no later than April 3. 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 the same day. 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 a penalty will be applied if it is not fulfilled (see below).

Submission of coursework
- All written assignments must be submitted to the electronic drop box in CU Learn.
- For the Research Materials, Complete Research Proposal (and possible revisions), and Draft Chapter assignments, in addition to the electronic submission in CU Learn, a hard copy printout should be submitted. Hardcopies can be submitted in class (if due on the date of a class meeting), to your section leader, in the EURUS office, or the EURUS physical Dropbox (outside the EURUS office) by the due date.
- Unless a specific exception has been arranged, the instructors will not accept assignments sent by email.

Due Dates and Penalties
Please note the following important rules associated with this course:
- A student will not receive a passing grade in the course if the final research proposal and draft chapter are not submitted.
o If the three guest lectures/conferences or three reaction papers are not completed (#7 above), five points (of 100) will be deducted from the final course mark.

Penalties for late assignments that are graded (e.g., research materials assignment, final research proposal and revisions, draft chapter) will be as follows (waived with a valid medical or equivalent excuse):

➢ Two points (of a 100 % scale) for each day late (including weekend days)

o If interim assignments are not handed in, the mark on the final proposal will be reduced by 5 points (of 100) for each assignment missed. If an interim assignment is handed in late, this will result in a 2 point deduction (of 100) on the final proposal for each late assignment. If a revision to the final proposal is required but not handed in, a 10 point reduction (of 100) will be applied to the final proposal mark.

o If the draft chapter outline is not handed in on time, 5% will be deducted from the final mark on the draft chapter.

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 or augmented. Such changes will be announced through CU Learn. Please check CU Learn regularly.

January 9, Week 1 (whole group), DeBardeleben
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 (on cuLearn).


▪ “How to Write a Research Question” (on cuLearn)

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

January 16, Week 2 (whole group), DeBardeleben
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:
- *W. Lawrence Neuman (2011), Social Research Methods: Qualitative and Quantitative Approaches (7th edition), Chpt 6 (pp. 178-193)

January 23, Week 3 Small group discussion (in Sections)
Discussion of Research Question drafts. Be prepared to present your research question briefly (5 minutes)

January 30, Week 4 (whole group), DeBardeleben
Literature Review
Comparative Method, Case studies and examples

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.

February 6, Week 5 (whole group), Viju
Policy Studies
Required readings:
Example articles for discussion. Read one article from each sub-category of readings.

**Policy development:**

**Policy evaluation:**

**February 13, 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

**Feb. 27, Week 7 Research techniques I (whole group), Casteel**

**Required Readings:**
- *John van Maalen” Tales from the Field: On Writing Ethnography 2nd. ed. (Chicago: University of Chicago Press, 2011), 1-7

**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.).


**March 6, Week 8 (whole group) DeBardeleben**

**Research Techniques**

**In-depth interviewing, sampling, media analysis and discourse analysis, research ethics**

**Required Readings:**

- 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:**


**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.

- *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
March 13, 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.

March 20, 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)

**Part 2 - Hypothesis construction and testing**
- *W. Lawrence Neuman (2011), Social Research Methods: Qualitative and Quantitative Approaches (7th edition), Chpt 6 (pp. 178-193)*

March 27, Week 11 (whole group) Dutkiewicz
**Research Talk, Policy Studies**

Readings to be added

April 3, 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.

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**ACADEMIC ACCOMMODATION**

**Requests for Academic Accommodation**
You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation**
Please contact your instructor 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. For more details, visit the Equity Services website:
Religious obligation
Please contact your instructor 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. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

Academic Accommodations for Students with Disabilities
If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

Survivors of Sexual Violence
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. [https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf](https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf)

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own”. This can include:
reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;

submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

using another’s data or research findings;

failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

All suspicions of plagiarism will be dealt with according the Carleton’s Academic Integrity Policy (http://carleton.ca/studentaffairs/academic-integrity/). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

SUBMISSION, RETURN, AND GRADING OF TERM WORK

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 Richcraft Hall. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
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</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
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<tr>
<td>73-76</td>
<td>B</td>
<td>8</td>
<td>53-56</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
<td>1</td>
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Standing in a course is determined by the course instructor subject to the approval of the
Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**CARLETON E-MAIL ACCOUNTS:** All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and university information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

**OFFICIAL COURSE OUTLINE:** The course outline posted to EURUS website is the official course outline.