

**EURR 5010 (A and B)**  
**Research Design and Methodology in European, Russian and Eurasian Studies**  
**(Winter 2023)**  
**Thursdays 2:35-5:25, RB 1200 & 3110**

**Instructors**

**Martin Geiger**

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Office Hours: Mondays, 11:45 a.m. – 12:45 p.m. and Wednesdays, 10:15 a.m. – 11:15 a.m.  
Office hours will be held online (Zoom/MS Teams); in-person meetings are also possible. For virtual or in-person meetings prior scheduling and appointment by email is preferred.

**Paul Goode**

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**Jeff Sahadeo**

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Office: Richcraft Hall 3312, Office Hours: Mondays 3-5 and by appointment (in-person/virtual)

*Please note:* All email communication is to be via official Carleton university e-mail accounts, not personal emails.

**Remarks:**

First class: January 12  
No classes: February 23 (reading week/winter break), March 2, March 16, March 30  
Last class: April 6

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 collaborate with colleagues in producing materials for research projects
- To complete your proposal for your MA Research Essay or Thesis

**Required textbook**

John Creswell and J. David Creswell (2022), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: Sage). ISBN 9781071817964

Weekly readings will be placed on ARES reserve. Readings for individual weeks may be adjusted after the start of the semester.

**All students must complete the following requirements (details below):**

	<b>Deadline</b>	<b>Evaluation</b>
Inform your small group instructor of possible research supervisor (by email); Signed Agreement of research supervisor	Fri., Jan. 27, 4 pm Fri., Feb. 3, 4pm	Completed/not completed
Research materials assignment	Tues., Feb. 7, 4 pm	12.5%
Interim assignment (i): 1000-word written statement of research question, and theoretical/conceptual framework and hypotheses or thesis statement	Tues., Feb. 14, 4 pm	12.5%
Interim assignment (ii): 750-word written statement of how primary and secondary materials will be used to assess the hypotheses or thesis	Tues., Mar. 7, 4 pm	12.5%
Interim assignment (iii): draft of complete research proposal (2500 words + bibliography)	Tues., Mar. 21, 4 pm	12.5%
Complete Research Proposal (3000 words + bibliography)	Mon., Apr. 10, 4 pm	30%
Revisions (if needed)	Mon., Apr 24, 4 pm	
Seminar attendance and participation	Weekly, as indicated	20%
Attendance at three guest lectures/conferences	Fri., Apr. 14, 4pm	Pass/Fail
TOTAL		100%

1. **Seminar Attendance and Participation (20%):** 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. Please note that students in the seminar will be divided into three groups (Groups 1, 2, 3) and four class sessions will be held in these groups. Participation in the small group sessions will be particularly important for the participation mark. 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.

In addition to the large group sessions (Weeks 1, 2), students will select three mini-sessions on research methods to attend (Weeks 3, 4, 5).

Seminar participation will be graded on attendance and the quality of regular contributions to the class discussion; familiarity with required course readings will be considered an important criterion of evaluation. Students should also prepare for the sessions by referring to discussion questions, where provided.

2. **Identify and gain agreement of a research supervisor.** You must inform your Section instructor by email of your proposed supervisor by **January 27**, then arrange a meeting with the proposed supervisor and gain their agreement by **February 3**. Your temporary supervisor

can advise you as to appropriate supervisors. *If you have not arranged for a supervisor by the date indicated, you will be assigned a supervisor.* Once you have your research supervisor, you should consult with them at each stage of developing your research proposal.

3. **Research Materials Assignment (12.5%):** Each student is to prepare a guide to specified research materials (3 pages) to be handed by **February 7 at 4 p.m.** See detailed instructions for this assignment on Brightspace.
4. **Three Interim Assignments for Development of the Research Proposal (12.5% each; - 5% on Research Proposal grade if handed in late):** These are draft portions of your research proposal. Students will be expected to read the interim assignments of other students in their group before the seminar session and be prepared to offer input. You will be provided feedback on these interim assignments by your small group instructor after the session in which you present.
5. **Complete Version of Research Proposal (30%) (Due April 10, 4 pm):** The proposal will integrate materials from the interim assignments, adding other elements, as outlined in the Institute's '**Regulations for Research Essay/Thesis and Language Requirements**' (available on Brightspace) The proposal should be approximately 3000 words, plus the bibliography and footnotes.

**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 **April 24**. Your mark for the proposal will be on the revised version, if one is required. Failure to submit those revisions will result in a 10 point reduction (of 100) to the final proposal mark. No proposals or proposal revisions will be accepted after April 24 as a condition for completion of the course, absent a valid medical or equivalent reason.

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, or 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)). An online form will be available on the Brightspace page to record the events that you attended. The following information will be required: your name, event title, event date and the name of a Carleton faculty member who can confirm that you attended the event. The completed sheets will have to be submitted on the Brightspace drop-box no later than **April 14 at 4 pm.**

**Submission of coursework.** All written assignments *must* be submitted to the electronic drop box in Brightspace. 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 is not submitted.
- Penalties for late assignments that are graded (e.g., research materials assignment, final research proposal and revisions) will be as follows (waived with a valid medical or equivalent explanation):
  - Two points (of a 100 % scale) for each day late (including weekend days)
  - If an interim assignment is handed in late, this will result in a 5% deduction (of 100) on the final proposal. If a revision to the final proposal is required but not handed in, a 5% reduction will be applied to the final proposal mark.

### COURSE SCHEDULE GRID

WEEK	CLASS	DATE	ASSIGNMENT
Week 1	Introduction (Geiger)	Jan 12	
Week 2	Research design (Goode)	Jan 19	
		Jan 24	Research materials
Week 3	Mini-sessions 1-2 (Sahadeo, Goode)	Jan 26	
		Jan 27	Supervisor agreement
Week 4	Mini-sessions 3-4 (Geiger, Goode)	Feb 2	
Week 5	Mini-sessions 5-6 (Sahadeo, Geiger & Viju- Miljusevic)	Feb 9	
		Feb 14	Interim assignment 1
Week 6	1 <sup>st</sup> Small group discussion	Feb 16	
	Reading week	Feb 20-24	
Week 7	No class	Mar 2	
		Mar 7	Interim assignment 2
Week 8	2 <sup>nd</sup> Small groups	Mar 9	
Week 9	No class	Mar 16	
		Mar 21	Interim assignment 3
Week 10	3 <sup>rd</sup> Small groups	Mar 23	
Week 11	No class	Mar 30	
Week 12	4 <sup>th</sup> Small groups	Apr 6	
		Apr 7	Research Proposal Due

## COURSE OUTLINE

Note: All required readings are available online through Ares. All readings listed under Required Readings should be done in their entirety. Please note that some reading assignments may be adjusted or augmented. Such changes will be announced through Brightspace. Please check Brightspace regularly.

**Jan. 12, Week 1**

### **Introduction: Formulating a Research Topic (Geiger)**

- Library presentation
- Introduction to the course
- Selecting a topic and choosing a research design
- The construction of a research proposal: components and concepts
- Choosing a supervisor (meeting additional EURUS faculty)

#### *Required Readings:*

- The Institute's 'Regulations for Research Essay/Thesis and Language Requirements' Come prepared with any questions you may have (on Brightspace).
- "How to Write a Research Question" (on Brightspace)
- John Creswell and J. David Creswell (2022), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: Sage), Ch.s 4-7.

**Jan. 19, Week 2**

### **Social Science Research Design (Goode)**

- Basic characteristics of social science research
- The place of theory and concepts in social science research
- Developing and testing hypotheses
- Comparative and case study research

#### *Required readings:*

- John Creswell and J. David Creswell (2022), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: Sage), Ch. 1, 3, 8-9.
- Bennett, Andrew, and Colin Elman. "Case Study Methods in the International Relations Subfield." *Comparative Political Studies* 40, no. 2 (2007): 170–95.

**Jan. 26, Week 3**

### **Mini-Sessions 1-2**

**NOTE: Name of your proposed research supervisor due Jan. 27, 4 pm**

#### Mini-Session 1 (2:30-3:50 pm) Identifying and Using Historical Sources (Sahadeo)

This session is appropriate for you if you plan to research the past, either with a history-based paper or a contemporary one that requires historical context. The session will offer guidance on how to work with, and interpret, different types of historical sources

#### *Required readings:*

- Keith Jenkins (2003) *Re-thinking History* (London: Routledge) pp. 6-32
- Jeff Sahadeo (2005) “‘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) pp. 45-67.
- Alexis Peri (2017) *The War Within: Diaries from the Siege of Leningrad* (Cambridge: Harvard UP) pp. 1-15

*Recommended Additional Reading:*

- Putnam, Lara. “The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast.” *The American Historical Review* 121, no. 2 (April 2016): 377–402.

Mini-Session 2 (4:10-5:30 pm) Content and Digital Media Analysis (Goode)

This session will help you to decide which materials to analyze for media or content analysis and how to go about it.

*Required readings:*

- Tom Clark, Liam Foster, Luke Sloan, and Alan Bryman, *Social Research Methods*, 6<sup>th</sup> edition (New York: Oxford University Press, 2021), Ch.s 13, 22-23.

*Recommended readings:*

- “Of Instruments and Data: Social Media Uses, Abuses and Analysis” and “Online Tools for Content Analysis,” *The SAGE Handbook of Online Research Methods* (2017).  
<https://dx.doi.org/10.4135/9781473957992>
- (For Russia-Eurasia stream) Daria Gritsenko, Marielle Wijermars, and Mikhail Kopotev, eds., *The Palgrave Handbook of Digital Russia* (Cham, Switzerland: Palgrave Macmillan, 2021).  
<https://doi.org/10.1007/978-3-030-42855-6>

**Feb. 2, Week 4**

**Mini-Sessions 3-4**

Mini-Session 3 (2:30-3:50 pm) Undertaking Policy Research (Geiger)

This session is appropriate for you if you plan on doing a policy analysis in your research. We will discuss the types of policy analysis and methods used in policy analysis.

*Required readings:*

- Wilder, M. (2016). “Whither the Funnel of Causality?” *Canadian Journal of Political Science*, 49(4), pp. 721-741.
- Morin, F.-F and Paquin, J. (2018). *Foreign Policy Analysis. A Toolbox*. Chapter 1, pp. 1-13,  
<https://link.springer.com/book/10.1007/978-3-319-61003-0>.

*For EU stream students:*

- 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.

*For Russia/Eurasia stream students:*

- Hofmann, E.T., Carboni, J.L., Mitchneck, B. and Kuznetsov, I. (2015). “Policy Streams and Immigration to Russia: Competing and Complementary Interests at the Federal and Local Levels.” *International Migration*. 54, pp. 34-59.

Mini-Session 4 (4:10-5:30 pm) Interviews, Focus Groups, and Research Ethics (Goode)

This session is appropriate for you if you plan to conduct semi-structured or in-depth interviews and/or focus groups for your research. It will guide you through purposes and techniques for each method. You will also learn about research ethics approval, which is required if you plan to do interviews.

*Required readings:*

- Tom Clark, Liam Foster, Luke Sloan, and Alan Bryman, *Social Research Methods*, 6<sup>th</sup> edition (New York: Oxford University Press, 2021), Ch. 18 (skim), 19-20.
- Svend Brinkmann and Steinar Kvale (2018), *Doing Interviews* (London: Sage, 2<sup>nd</sup> edition), Ch. 3 “Ethical Issues of Interviewing” and Ch. 9 “Analyzing Interviews”.  
<https://dx.doi.org/10.4135/9781529716665>

*Recommended readings:*

- “The Ethics of Online Research,” “Online Interviewing,” and “Online Focus Groups” in *The SAGE Handbook of Online Research Methods* (2017). (<https://dx.doi.org/10.4135/9781473957992>)
- Lauren C. Konken and Marnie Howlett. ‘When “Home” Becomes the “Field”’: Ethical Considerations in Digital and Remote Fieldwork’. *Perspectives on Politics*, 8 November 2022, 1–14.  
<https://doi.org/10.1017/S1537592722002572>.
- Guzel Yusupova (2019), “Exploring Sensitive Topics in an Authoritarian Context: An Insider Perspective,” *Social Science Quarterly* 100, no. 4 (2019): 1459–78.
- David R. Stroup and J. Paul Goode (forthcoming), “On the Outside Looking In: Ethnography and Authoritarianism,” *Perspectives on Politics*.

**Feb. 9 Week 5**

**Mini-Sessions 5-6**

**NOTE: Research Materials assignment due Feb. 7, 4 pm**

Mini-Session 5 (2:30-3:50 pm) Cultural Approaches in Research (Sahadeo)

This session is appropriate for you if the study of culture (broadly defined) is relevant for your research. We will explore different ways of approaching culture and incorporating symbols, meanings and actions into our writings.

*Required readings:*

- Clifford Geertz (1973) “Deep Play: Notes on the Balinese Cockfight” *The Interpretation of Cultures* (New York: BasicBooks), pp. 412-453
- Rogers Brubaker (2006) *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP), pp. 1-17, 207-238.

Mini-Session 6 (4:10-5:30 pm) Locating and Using Quantitative Materials in Your Project (Viju-Miljusevic & Geiger)

This session is appropriate for you if you plan on using quantitative data in your research. We will discuss how quantitative analysis can complement qualitative analysis and how you can find data relevant for interdisciplinary research.

*Required readings:*

- Blaikie, Norman (2003). *Analyzing Quantitative Data. From Description to Explanation*. (SAGE Publication). Chapters 1, 3, 6 (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.
- 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>.

**Feb. 16, Week 6**

**Small Group Discussion**

**NOTE: Interim Assignment I due Feb. 14, 4 pm**

Discussion of research question & theoretical framework drafts. Be prepared to present your draft briefly (3-5 minutes maximum). Readings may be added for each group.

*Recommended readings:*

- John Creswell and J. David Creswell (2018), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: Sage), Chs. 4-7.



Feb. 20-24	<b><u>Reading Week</u></b>
Mar. 2, Week 7	<b><u>No Class</u></b>
Mar. 9, Week 8	<b><u>Small Group Discussion</u></b> <b>NOTE: Interim Assignment II due March 7, 4 pm</b>  Discussion of primary and secondary materials drafts. Be prepared to present your draft briefly (3-5 minutes). Readings may be added for each group.  <i>Recommended readings:</i> <ul style="list-style-type: none"> <li>▪ Tom Clark, Liam Foster, Luke Sloan, and Alan Bryman, <i>Social Research Methods</i>, 6<sup>th</sup> edition (New York: Oxford University Press, 2021): Ch. 14 “Using existing data,” Ch. 22 “Documents as sources of data.”</li> </ul>
Mar. 16, Week 9	<b><u>No Class</u></b>
Mar. 23, Week 10	<b><u>Small Group Discussion</u></b> <b>NOTE: Interim Assignment III due March 21, 4 pm</b>  Discussion of draft research proposals. Be prepared to give a 3-5 minute presentation of your draft proposal. Readings may be added for each group
Mar. 30, Week 11	<b><u>No Class</u></b>
Apr. 6, Week 12	<b><u>Next steps: writing your MRP, co-op, staying engaged (Sahadeo)</u></b>
Apr. 10, 4 pm	<b>FINAL RESEARCH PROPOSAL DUE</b>

## **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: [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)

#### **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>

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

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6

85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and Brightspace accounts.

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