

**EURR 5010 (A and B)**  
**Research Design and Methodology in European, Russian and Eurasian Studies (Winter 2025)**

**Wednesdays 2:35-5:25 pm**  
**Please check location on Carleton Central**

**Instructors**

**James Casteel**

[James.casteel@carleton.ca](mailto:James.casteel@carleton.ca)

Office: Richcraft Hall 3308

Office Hours: Tuesdays, 2:30-3:30 pm

**Paul Goode**

[paul.goode@carleton.ca](mailto:paul.goode@carleton.ca)

Office: Richcraft Hall 3306

Office Hours:

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

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 to provide constructive feedback on draft materials as you develop your research project and to practice engaging in the process of peer review.
- To choose your topic, identify a supervisor, and complete your proposal for your MA Research Essay or Thesis project

**Required Texts and Course Materials**

All required readings are available online through Ares reserve (see details on class schedule below). All 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. If you find that a required reading is not available for a given week, please notify the instructor immediately. Students are expected to come to class having prepared all of the required readings for a particular week.

Please be sure to check Brightspace as readings for individual weeks may be adjusted after the start of the semester.

**Cost of Education Materials**

Students are not required to purchase textbooks or other learning materials for this course.

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

	<b>Due Date</b>	<b>Evaluation</b>
Inform your small group instructor of possible research supervisor (by email); Agreement of research supervisor	Fri., Jan. 24, 4 pm Fri., Feb. 7, 4pm	Completed/not completed
Research materials assignment	Fri., Jan. 31, 4 pm	12.5%
Interim assignment (i): 1000-word written statement of research question, and theoretical/conceptual framework and hypotheses or thesis statement	Fri., Feb. 7, 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	Fri., Feb. 28, 4 pm	12.5%
Interim assignment (iii): draft of complete research proposal (2500 words + bibliography)	Fri., Mar. 14, 4 pm	12.5%
Complete Research Proposal (3000 words + bibliography)	Fri., Apr. 4, 4 pm	30%
Final Version of Proposal and “Form A” signed by supervisor	Fri., Apr 25, 4 pm	
Seminar attendance and participation	Weekly, as indicated	20%
Attendance at up to three guest lectures/conferences	Fri., Apr. 11, 4pm	Up to three bonus points applied to the attendance and participation mark.
<b>TOTAL</b>		<b>100%</b>

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 two groups (Groups 1, 2) and three class sessions that will workshop drafts will be held in these groups. Students will be expected to give a 5 minute presentation on their interim assignment in these classes. 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.

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 24**, then arrange a meeting with the proposed supervisor and gain their agreement by **February 7**. 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 (1300-1500 words) to be handed by **January 31 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; late assignments receive an automatic 10 point deduction):** 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. **Research Proposal (30%):**

**Complete Version of Proposal: Due Friday, April 4, 4 pm**

**Final Version of Proposal: Due Friday, April 25, 4 pm.**

**Complete Version of Proposal:**

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. Failure to submit either the Complete Version or the Final Version of the Proposal will result in a **10 point** deduction on the Research Proposal Mark.

**IMPORTANT:** When submitting the Complete Version of their Research Proposal on April 4, students **should ALSO submit it to their supervisor with a brief note to request feedback (ideally within 7-10 days)**, and also ask their supervisor to sign Form A (available on EURUS website).

**Final Version of Proposal and Submission of Form A (Due April 25, 4 pm).** Students should submit the Final Version of their proposal including any revisions suggested/required by the course instructors or your supervisor. While not a course requirement, students should also submit **Form A** signed by their supervisor (see Program Approval below). Your mark for the proposal will be based on the Final Version. Failure to submit the Final Version will result in a 10 point deduction to the Proposal Mark.

**\*\* No proposals will be accepted after April 25 as a condition for completion of the course, absent a valid medical or equivalent reason. \*\*\***

**Program Approval of Proposal for MRE or Thesis**

The Final Version of the Proposal will also be used to complete the program approval review process for your research essay or thesis proposal. **In order for you to register in the research essay or thesis course in a future term, you MUST have an approved proposal and a Form A signed by your supervisor.** Your course instructors will review the proposals and Form A as part of the Program Approval Process. In some cases, students may be asked by the instructors or their supervisor to make further revisions to the proposal or to write a clarification or addendum to the proposal before the proposal can be approved. If your supervisor is not yet ready to sign the Form A, please let the instructors know at the time of submission. You will need to arrange for this to be

submitted at a later date to complete the program approval process.

6. **Attendance at three guest lectures/conferences:** Students are expected to attend at least three guest lectures, conferences, workshops, or roundtables relating to the program outside of class time and will receive up to 3 bonus points applied to their attendance and participation mark. 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 11 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 Late Penalties**

Please note the following important rules associated with this course:

- A student who does not submit at least one of the Complete Version or Final Version of the Research Proposal will NOT receive a passing grade in the course.
- Penalties for late assignments will be as follows (waived with a valid medical or equivalent explanation):
  - Two points (out of a 100 point scale) for each day late (including weekend days)
  - No assignment will be accepted after 7-days late, unless the student has arranged for an extension for valid medical or equivalent reason with the instructor.
  - For the Final Versions of the Research Proposal, no assignments will be accepted after April 25 unless a request for academic consideration for medical or equivalent purposes has been granted. Students may be required to submit the relevant (short or long-term) forms to the registrar's office if making such a request (see academic accommodation below).
- If an interim assignment is handed in late, this will result in a 10 point (out of 100) deduction on the interim assignment. This is because you will be inconveniencing both your fellow students and your professor by not submitting on time.
- Failure to submit either the Complete Version or the Final Version of the Proposal will result in a 10 point deduction to the Research Proposal Mark (which will be based on the version that is submitted).

## COURSE SCHEDULE GRID

WEEK	DATE	Topic	s	ASSIGNMENT
Week 1	Jan 8	Introduction (Casteel/Goode)	Casteel/Goode	
Week 2	Jan 15	Research Design and Case Studies / Interviews/Focus Groups (Goode)	Goode	
Week 3	Jan 22	Doing History and Cultural Analysis / Working With Primary Sources (Casteel)	Casteel	
	Jan 24			Supervisor agreement
Week 4	Jan 29	Media Analysis (Goode)	Goode	
	Jan 31			Research materials
Week 5	Feb 5	Research Ethics (Geiger) Research Methods Quantitative (Viju)	Viju/Geiger	
	Fri, Feb 7			Interim assignment 1
Week 6	Feb 12	1 <sup>st</sup> Small group discussion (Casteel/Goode)	Casteel/Goode	
	Feb 17-21	READING WEEK / WINTER BREAK		
Week 7	Feb 26	No class		
	Fri, Feb 28			Interim assignment 2
Week 8	Mar 5	2 <sup>nd</sup> Small groups (Casteel/Goode)	Casteel/Goode	
Week 9	Mar 12	GUEST TALK: Lauren Woodard, "A Common Language, a Common Culture"? Producing Similarity, Difference, and Whiteness in Russia"	Class meets	
	Fri, Mar 14			Interim assignment 3
Week 10	Mar 19	3 <sup>rd</sup> Small groups (Casteel/Goode)	Casteel/Goode	
Week 11	Mar 26	Next steps: writing your MRP, year 2 of MA (Casteel)	Casteel	
Week 12	Apr 2	No class		
	April 4	Please also submit your Complete Version of your Research Proposal to your supervisor for feedback and ask them to sign your Form A.		Complete Version of Research Proposal Due
	Apr 25	Submit Final Version of Proposal and Form A		Final Version of Research Proposal Due Submit Form A signed by Supervisor

## COURSE SCHEDULE

### Jan. 18, Week 1 Introduction to EURR 5010 (Casteel/Goode)

- Content, requirements and assignments
- Course schedule and groups
- Choosing a supervisor
- Components of Research Proposal

#### *Required Readings:*

- The Institute's 'Regulations for Research Essay/Thesis and Language Requirements' Come prepared with any questions you may have (on Brightspace).
- Adam Przewoski and Frank Salomon, *On the Art of Writing Proposals* (Social Science Research Council, 1997), [https://s3.amazonaws.com/ssrc-cdn1/crmuploads/new\\_publication\\_3/the-art-of-writing-proposals.pdf](https://s3.amazonaws.com/ssrc-cdn1/crmuploads/new_publication_3/the-art-of-writing-proposals.pdf)
- Jan Allen (2019). *The Productive Graduate Student Writer*. Sterling, VA: Stylus: 1-5, 113-126 (other chapters might be relevant for particular questions/issues).

### Jan. 15, Week 2 Research Design and Case Studies / Interviews and Focus Groups (Goode)

The first half of this class will cover principles of research design with a particular focus on case study methods. The second half of class will be devoted to interviewing and focus groups as components of a research design and as methods.

#### *Required readings:*

##### Case Studies:

- Arend Lijphart (1971). "Comparative Politics and the Comparative Method." *American Political Science Review* 65 (3): 682–93.
- Andrew Bennett and Colin Elman (2007). "Case Study Methods in the International Relations Subfield." *Comparative Political Studies* 40 (2): 170–95.

##### Focus Groups and Interviews:

- Tom Clark, Liam Foster, Luke Sloan, and Alan Bryman (2021). *Social Research Methods*, 6<sup>th</sup> edition. Oxford University Press. Ch. 20 "Interviewing in qualitative research."
- Ivana Acocelle & Silvia Cataldi (2021). *Using Focus Groups: Theory, Methodology, Practice*. Sage. Ch. 3 "Designing a focus group research". <https://doi.org/10.4135/9781529739794>

#### *Recommended readings:*

- Caitlyn Collins, Megan Tobias Neely, and Shamus Khan (2024). "Which Cases Do I Need? Constructing Cases and Observations in Qualitative Research." *Annual Review of Sociology* 50: 21–40.

<https://doi.org/10.1146/annurev-soc-031021-035000>.

- Jacob I. Ricks and Amy H. Liu (2018). “Process-Tracing Research Designs: A Practical Guide.” *PS: Political Science & Politics* 51 (4): 842–46.
- Svend Brinkmann and Steinar Kvale (2018), *Doing Interviews* (London: Sage, 2<sup>nd</sup> edition), Ch. 9 “Analyzing Interviews”.
- Stanley, Liam. 2016. “Using Focus Groups in Political Science and International Relations.” *Politics* 36 (3): 236–49.
- Antonis A. Ellinas (2023). “The Interview Method in Comparative Politics: The Process of Interviewing Far-Right Actors.” *Government and Opposition* 58 (4): 661–81.  
<https://doi.org/10.1017/gov.2021.58>.

**Jan. 22, Week 3**

### **Doing Historical and Cultural Analysis and Working with Primary Sources**

#### Doing Historical and Cultural Analysis

- Keith Jenkins (2003), *Re-thinking History*. London: Routledge, 6-32
- John van Maalen (2011), *Tales from the Field: On Writing Ethnography*, 2nd. ed. Chicago: University of Chicago Press, 1-7
- Valerie Raleigh Yow, “Introduction to the In-Depth Interview,” *Recording Oral History: A Guide for the Humanities and the Social Sciences*, 3rd edition. Walnut Creek, CA: AltaMira Press, 1-23.

#### Identifying and Using (Historical) Primary Sources

This will offer guidance on how to work with, and interpret, different types of (historical) sources

#### Required readings:

- Each student will supply a primary source (1-2 pp.) 1 week before class for discussion and post to Brightspace Discussion forum for Week 3
- How to Analyze a Primary Source:  
<https://www.carleton.edu/history/resources/history-study-guides/primary/>

**Jan 24, 4 pm**

**NOTE: Name of your proposed research supervisor due Friday Jan. 24, 4 pm**

**Jan. 29, Week 4**

### **Media Analysis (Goode)**

This class introduces varieties of media analysis (framing, agenda setting, priming, strategic narration) as well as the uses of media for

content analysis as a research method.

Required readings:

- Dietram A. Scheufele and David Tewksbury (2007). “Framing, Agenda Setting, and Priming: The Evolution of Three Media Effects Models.” *Journal of Communication* 57 (1): 9–20. <https://doi.org/10.1111/j.0021-9916.2007.00326.x>.
- Alister Miskimmon, Ben O’Loughlin, and Laura Roselle (2013). *Strategic Narratives: Communication Power and the New World Order*. New York: Routledge. Ch. 1 “Introduction”
- Tom Clark, Liam Foster, Luke Sloan, and Alan Bryman (2021), *Social Research Methods*, 6<sup>th</sup> edition. Oxford University Press, Ch.s 13, 23.

Further reading:

- Justin Grimmer and Brandon M. Stewart (2013). “Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts.” *Political Analysis* 21 (3): 267–97. <https://doi.org/10.1093/pan/mps028>.
- Klaus Krippendorff (2019). *Content Analysis: An Introduction to Its Methodology*. 4th ed. SAGE Publications, Inc. <https://doi.org/10.4135/9781071878781>.
- Kimberly A. Neuendorf (2017). *The Content Analysis Guidebook*. 2nd ed. SAGE Publications, Inc. <https://doi.org/10.4135/9781071802878>.
- “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>

**Jan 31, 4pm**

**NOTE: Research Materials assignment due Friday, Jan 31, 4 pm**

**Feb. 5, Week 5**

2:35-3:55 pm -- Research Ethics/How to Receive Research Ethics Approval (Geiger)

*Required readings, relevant sources:*

- Carleton University, *Who needs to apply for Ethics?* (2023): <https://carleton.ca/researchethics/who-needs-to-apply-for-ethics/>
- Carleton University, *Web-based tutorial for TCPS CORE 2022 for ethical conduct in research involving humans* (2023): <https://tcps2core.ca/welcome>
- Jaap Bos, *Research Ethics for Students in the Social Sciences*, (Springer, 2020), Ch. 2 (Perspectives), 29-51; Ch. 9 (Research Ethics by Step), both chapters are available in open access: <https://link.springer.com/book/10.1007/978-3-030-48415-6>

4:05-5:25 pm – Quantitative Methods (Viju)



Readings TBA

**Feb. 7, 4 pm**      **NOTE: Interim Assignment I due Feb. 7, 4 pm**

**Feb. 12, Week 6**      **Small Group Discussion (Casteel/Goode, meeting separately)**

Discussion of research question & theoretical framework drafts. Be prepared to present your draft briefly (3-5 minutes maximum). Please read and prepare comments on other students' drafts in your 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. 17-21**      **Reading Week**

**Feb. 26, Week 7**      **No Class – Work on Interim Assignment**

**Feb. 28, 4 pm**      **NOTE: Interim Assignment II due February 28, 4 pm**

**Mar. 5, Week 8**      **Small Group Discussion (Casteel/Goode, meeting separately)**

Discussion of primary and secondary materials drafts. Be prepared to present your draft briefly (3-5 minutes). Please read and prepare comments on other students' drafts in your group.

*Recommended readings (may vary for each group):*

- Tom Clark, Liam Foster, Luke Sloan, and Alan Bryman, *Social Research Methods*, 6<sup>th</sup> edition (New York: Oxford University Press, 2021): Ch. 14 “Using existing data,” Ch. 22 “Documents as sources of data.”

**Mar. 12, Week 9**      **Attend Guest Talk with Visiting Speaker**  
**Note class start time: 4:00-5:30 pm; Room TBA**

Lauren Woodard, Department of Anthropology, Syracuse University  
“A Common Language, a Common Culture”? Producing Similarity, Difference, and Whiteness in Russia”

**Mar. 14, 4 pm**      **NOTE: Interim Assignment III due March 14, 4 pm**

**Mar. 19, Week 10**      **Small Group Discussion (Casteel/Goode, meeting separately)**

Discussion of draft research proposals. Be prepared to give a 3-5 minute presentation of your draft proposal. Please read and prepare comments on other students' drafts in your group.

**Mar 26, Week 11**     **Next steps: writing your MRP, Time Management, Year 2 (Casteel)**

- Amitava Kumar, 2019. “Appendix A: Ten Rules of Writing,” in *Everyday I Write the Book: Notes on Style*. Durham, NC: Duke UP, 216-221.
- Eviatar Zerubavel, 1999. “The Writing Schedule” in *The Clockwork Muse: A Practical Guide to Writing Theses, Dissertations, and Books*. Cambridge: Harvard UP, 14-35.
- Ann Gray, 2003. “Strategies and Tactics in Analysis” in *Research Practice for Cultural Studies: Ethnographic Methods and Lived Cultures*. London: Sage, 131-149.
- Jim Cullen, 2017. *Essaying the Past: How to Read, Write, and Think about History*, 3rd. Edition. Wiley Blackwell, 59-73, 152-153.

**Apr. 2, Week 12**     **No Class**

**Apr. 14, 4 pm**     **COMPLETE RESEARCH PROPOSAL DUE in Brightspace**

**Submit your proposal to your Supervisor with Form A for Feedback/Approval**

**April 25, 4 pm**     **FINAL VERSION OF RESEARCH PROPOSAL DUE in Brightspace**

**Submit signed copy of Form A via Brightspace as part of program approval process.**

## **Appendix**

### **Statement on Student Mental Health:**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please see: <https://carleton.ca/wellness/>

### **Academic Accommodations**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical*

*and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

### **Plagiarism and Academic Integrity**

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

### **Artificial Intelligence:**

- Students are **prohibited from using using generative artificial intelligence tools to compose any of the assessed content for this course.**
- Please note, as AI is increasingly integrated into many word processors and programs for spell-check, grammar correction, or translations (google translate, Deep L), use of these resources is permitted as aids in writing assignments. What is **NOT** permitted is asking a generative AI to write a part or your whole paper for you.

### **Self-Plagiarism:**

Students may not re-use their own work from a different course or assignment without the permission of the instructor(s). Please note that given the workshop format of this course, this prohibition does not apply to draft materials or sections taken from interim assignments for the course that are reused in the complete version of the proposal.

**Intellectual Property:** 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). Students are not allowed to film or record in class sessions without the permission of the instructor. The dissemination of recordings of any kind made in the classroom is strictly prohibited.

**Approval of final grades:** 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 BGInS 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.