

**MGDS 5003**  
**Research Seminar in Migration and Diaspora Studies**

**Tuesdays 2:30-4:30 pm** regular scheduled time for synchronous class meetings unless otherwise indicated. Synchronous class meetings will always be held within the **2:30-5:30 pm** window as indicated in the public class schedule (see below for more details).

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**COURSE DESCRIPTION:**

This course continues the core course sequence for the Migration and Diaspora Studies MA program. The main focus is on research design and research methods in Migration and Diaspora Studies. The course takes a hands-on approach in which you will workshop your draft material and receive guidance as you design and implement your own research project.

The main written assignment for the course will vary depending on your stream in the program. Research Essay and Thesis stream students will submit a research proposal for their Research Essay or Thesis. Coursework-Only students will submit a research paper on a topic of their own choosing.

**COURSE OBJECTIVES AND OUTCOMES:**

- Upon successful completion of this course, you will have gained knowledge about issues in interdisciplinary research design and methods in the fields of Migration and Diaspora Studies and you will have applied this knowledge and skills in the design of your own research project
- If in the research essay or thesis stream, you will have produced a proposal for your research essay or thesis. For students in the course work stream, you will have produced a research paper.
- You will gain experience in the conduct of research (finding materials using library catalogue and databases, compiling bibliographies, taking notes on sources).
- In oral presentations and in participation in online synchronous and asynchronous discussions you will have honed public speaking skills and your ability to present arguments and opinions that are supported by evidence.

- You will gain practice in engaging in collegial and constructive peer review of other students' work, important foundations of participating in a scholarly community.

**REMOTE LEARNING CLASS WORK AND SCHEDULING:**

Synchronous class meetings will be scheduled via Zoom on **Tuesdays from 2:30-4:30 pm** most weeks except for weeks dedicated to individual work and consultation (see below). If there is a need to move the class meeting time, it will still be held in the scheduled synchronous class meeting time of 2:30-5:30 pm and students will be informed of any changes at least one week in advance. Zoom links posted on the Brightspace page for the course.

You will also be expected to engage in asynchronous online activities, activities that students do on their own time outside of regularly scheduled class sessions (working on assignments, readings, viewing pre-recorded materials, posting to a discussion forum, etc.).

Please be sure that you have a good internet connection and that your device (computer, tablet, phone) has a webcam and microphone for use during these sessions. During online synchronous sessions, we encourage students to keep their video on, especially when speaking, as the visual cues will facilitate interaction and building an intellectual community with other students. Zoom does allow for the addition of backgrounds that you can use if you do not want your filming location on display. As a courtesy, you should mute when others are speaking to avoid background noise.

**REQUIRED COURSE READINGS:**

Course readings and other materials will be made available via Brightspace page (<https://brightspace.carleton.ca/>) making use of the Library Ares electronic reserves system. *If you find that a required reading is not available for a given week, please notify the instructor for that week **immediately**.* Students are expected to have prepared **all** of the required readings and other course materials for a particular week before synchronous class meetings.

There are a number of guides to different research methods that you might be employing in your project. You may find the Sage Research Methods database available via the Carleton library helpful: <http://methods.sagepub.com.proxy.library.carleton.ca> It contains high quality material on research methods in a variety of formats (e-books, articles, videos, podcasts).

**Course Requirements and Grading Scheme:**

Assignment	Percentage	Due Date
Attendance and Participation	25%	Participation in Zoom session and posts/comments for weeks required. See below for details.
Primary Source Material Assignment	15%	Friday, February 11 5:00 pm

Assignment	Percentage	Due Date
<p>Draft Sections of Proposal/Paper</p> <p>1) Research Question (1 page)</p> <p>2) Conceptual Approach and Working Argument (2-3 pages)</p> <p>3) Sources and Methodology (2-3 pages)</p>	<p>Completed/Not completed</p>	<p>1) Wednesday, January 19, 5:00 pm</p> <p>2) Friday, January 28 5:00 pm</p> <p>3) Friday, March 4, 5:00 pm</p> <p>5 point deduction to Proposal or Term Paper mark for each of the three sections not completed.</p> <p>2 point deduction to Proposal or Term Paper mark for each draft section that is submitted late.</p>
<p>2 Brief (2-3 minutes) presentations to introduce your project during workshops (first on Conceptual Approach, second on sources and methodology)</p>	<p>Completed/Not Completed</p>	<p>Schedule to be decided during first class.</p> <p>5 point deduction to Final Proposal or Term Paper Mark for missing the oral presentation on draft sections to workshop during assigned week.</p>
<p>MA Proposal/Research Term Paper</p> <p>Full Draft and Revised Draft</p>	<p>60%</p>	<ul style="list-style-type: none"> <li>• Full Draft- Due <b>Friday, April 1, 5:00 pm</b></li> <li>• Revised Draft – Due <b>Friday, April 22 5:00 pm</b></li> <li>• 10 point deduction to Final Proposal or Term Paper Mark for failure to submit a full draft and/or revised draft</li> </ul>

Note: Page lengths do not include notes and bibliography and assume 250 words/page.

Attendance and Participation:

Active participation in a variety of online classroom activities are important components of the course that provide opportunity to engage with ideas in the readings and to learn from your peers. Attendance in all synchronous Zoom sessions is mandatory. In particular, attendance

and participation in Workshop sessions is especially important -- one half of your participation mark will be based on workshop sessions. The weekly activities will vary from week to week.

- 4 sessions we will meet as a whole group (Weeks 1, 2, 6, 12).
- 4 sessions both instructors will be running simultaneous Workshops on your research projects based on draft material (weeks 4, 5, 8, 9). You will meet in separate groups during these weeks (groups will be posted on Brightspace).
- 5 sessions (Weeks 3, 7, 10, 11, 13) will not have a synchronous Zoom meeting, but will be devoted to individual work on course assignments. The instructors will be available for individual consultation as necessary.

During the Whole Group meetings for Weeks 2, 6, and 12 (no post is required for Week 1), students should submit

- **a minimum 100 word post** to the discussion forum based on the readings, videos, or other materials for the week **by 5 pm on the Monday** before our Zoom session. In addition, each student will also post **at least one comment (minimum 100 words)** on another student's post.
- One comment on another student's post should be **posted by noon on the Tuesday of our class meeting**

The discussion forum is a space for scholarly exchange of ideas and students should adhere to the same etiquette and respect for their peers that they would in a standard classroom setting.

Participation marks for whole group sessions will be calculated on the basis of your discussion forum posts, your comments on other posts, and your participation on Zoom. The evaluation for each session will be based on a 10 point scale rubric (posted on Brightspace). 5 points will consist of in-class participation and 5 points for the initial discussion post (3.5 points) and 1.5 points for the comment on another student's post.

During workshop sessions, we will divide the class into two groups and each group will meet with one of the instructors. The focus will be on providing constructive feedback on your fellow students' draft sections of their research proposal or paper, providing practice in the scholarly process of peer review and discussion. There will be no discussion posts due in workshop weeks. **Participation will be evaluated solely based on the questions and comments that you pose for your fellow students during small group discussions via Zoom.** Students who have an excused absence during a workshop week may make up missed participation marks by submitting written comments on other students' work via the discussion forum. This should be done within one week of the missed session. Unexcused absences will receive a **zero** for the week's participation.

Evaluation will be based on regular attendance and participation in synchronous class sessions and discussion forum posts and comments for weeks in which they are required. Oral and written contributions will be evaluated based on the quality of your contributions, the extent to which your contributions demonstrate understanding of key issues, concepts, and themes raised in the readings or demonstrate thoughtful critical engagement and constructive critique of draft work submitted by your peers.

#### Primary Source Materials assignment:

Each student should identify primary source materials that are relevant to their research topic and that will be useful in potentially answering their research question(s). Primary sources are

original sources that provide first-hand accounts of events in a variety of forms from people who had a connection to the events you are analyzing. They differ from scholarly secondary sources which generally draw on primary sources in their analysis.

Examples of primary source materials may vary depending on your topic, but may include newspapers, legal documents, official documents, proceedings of government bodies or other meetings, data sets, memoirs, interviews (or interview transcripts), speeches, archival collections, statistical data, works of literature, artwork, films, or other creative works. For newspapers, please provide an example of an article from each publication that is relevant to your project.

For the assignment, students are to identify and discuss at least 8 sources and provide proper citation in an annotated bibliography. The assignment should be 3-4 pages in length (double spaced). You need not read all of the sources in detail but should provide a description of each source and a discussion of how the source might be useful as a source for your Master's research project or term paper (for the coursework-only stream). You should aim to have a variety of different types of sources. As you discuss the source, you may wish to consider the strengths and limitations of the source, potential biases in the source, methods that might be useful to analyze them. You might also mention the availability of the material (Would you need to get it via interlibrary loan? Would you need to travel to use the resource?). For students writing a term paper for MGDS 5003, given the limited timeframe to research and write your paper, it is advisable to focus on materials that are available this term.

#### Draft Sections of Proposal/Paper

You will write three draft sections of your proposal or paper over the course of the term. All of these assignments are required and failure to submit them on time or at all will result in penalties to the final paper/proposal mark. Draft Section 2 and 3 will be the focus of our workshop sessions via Zoom. Draft sections should be posted to the relevant discussion forum for the week that you are presenting and will be available for other students in your group to read and provide feedback during our workshop sessions. It is vitally important that these are submitted on time, no exceptions.

#### Draft Sections:

- 1) Research Question– Write a one page (double spaced) written statement of your research question. You should outline your research question, discuss how it relates to existing knowledge, and discuss its broader significance (i.e. why is it significant to answer this research question? What will it tell us – the infamous “so what?” question). Your research question should not be a yes/no question, but rather a how and why question.
- 2) Conceptual Approach and Working Argument: Write a 2-3 page (double spaced) discussion of your theoretical or conceptual framework for your project and your working argument (or preliminary hypothesis). Ideally you would devote a paragraph or two to your conceptual framework and a paragraph or two to your working argument (in a sense, an educated guess of potential answers to your research question). Please be prepared to provide a 2-3 minute summary of your framework/argument during the workshop session. You may also mention issues or areas where you would appreciate feedback.
- 3) Sources and Methodology: Write a 2-3 pages (double-spaced) discussion of the methodology for your research project. What research methods will you employ and how will

they help you to answer your research question? You also may address some of the research materials that you will use (supplementing your research assignment) and how different sources might help you answer different aspects of your question. This assignment differs from your research materials assignment in that the main focus should be in articulating your methodology. Please be prepared to provide a 2-3 minute summary of your framework/argument during the workshop session. You may also mention issues or areas where you would appreciate feedback.

#### Complete Draft of MA Proposal /Term Paper

Students in the Research Essay or Thesis pathway should submit a 10-12 page (excluding bibliography) proposal for their MA Research essay or thesis. They should also provide a 2 page bibliography of the main primary and secondary sources to be consulted. The proposal should include all the required components as outlined on Brightspace.

Students in the course-work pathway should submit a 20-25 page research paper (excluding bibliography) based on both primary and secondary sources.

After the initial submission, the instructors will provide students with comments on the complete draft within 7 days for those submitted on time. You will need to submit a revised version by the deadline indicated above.

More details about the assignment will be posted to Brightspace.

#### Submission of Coursework:

All written assignments must be submitted using the electronic assignment drop box or discussion forum in Brightspace. Unless a specific exception has been arranged, hardcopies of assignments or assignments sent per email will not be accepted. Comments and grades on assignments will be provided on Brightspace.

The preferred citation format is Turabian/Chicago Manual of Style. Students may, however, use other styles that are standard for their main disciplinary approach.

#### Late Penalties:

- You are strongly encouraged to plan ahead, manage your time, and submit your work by deadlines indicated.
- For the Research Materials, the Full Draft and Final Revised Version of the Research Proposal/Paper, there is a three-day grace period for late assignments. If an assignment is submitted during the three-day grace period (72 hours from the assignment deadline), no late penalties will be applied. This means that if you are submitting within the three-day grace period, there is no need to provide a medical note, explanation, excuse, or request an extension.
- After the three-day grace period, a penalty of 2.5 point deduction per day late will apply (i.e. Day 4 = -2.5 points, Day 5 = -5 points, Day 6 = -7.5 points, Day 7 = -10 points).
  - The Grace Period does NOT apply to the 3 draft sections of the proposal

- Unless an extension has been granted, assignments submitted more than seven days late will **not be accepted and a mark of zero will be entered.**
- If you have serious medical or other equivalent circumstances that prevents your submission of the assignment more than three days after the initial due date, please contact one of the Professors as soon as possible and ideally no more than 3 days after the original deadline to request an extension. It is very important to be in communication with your professors if you are facing circumstances that are preventing you from submitting your assignments on time.

## **IMPORTANT INFORMATION:**

### Email Communication:

Following university policy, the instructors will communicate by e-mail with students using university “cmail” e-mail addresses. If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructors expect to reply to e-mail or voicemail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to discuss matters with the instructor are encouraged to meet during virtual office hours or by appointment.

### Academic Integrity:

Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research. Students are responsible for being aware of the University’s Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy. **Any suspected violations of the academic integrity policy will be referred to the College Director and then to the appropriate Dean for further investigation.** Students who are found to have violated the standards of academic integrity will be subject to sanctions. An overview of the University’s Academic Integrity Policy is available at <https://carleton.ca/registrar/academic-integrity/> and the full policy at <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>.

### Unauthorized Recordings or Distribution of Materials:

Unauthorized student recording of classroom or other academic activities (including advising sessions, office hours, or student presentations posted on Brightspace) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and provincial or federal law. Students requesting the use of assistive technology as an accommodation should contact the Paul Menton Centre. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

### Grading:

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **COURSE CALENDAR:**

Please note that the instructor may make changes to the syllabus over the course of the semester.

#### **Week 1, January 11 – Introduction – Whole Group (Casteel)**

Course introduction.

MDS MA Program Handbook (in particular Guidelines for Research Essay and Thesis and for the Research Paper for Course-Work Only Students) 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, 112-126 (other chapters might be relevant for particular questions/issues).

#### **Week 2, January 18 – Research Design in the Humanities and Social Sciences – Whole Group (Rutherford)**

Creswell, John. 2007. Ch 3 Designing a Qualitative Study." *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 2nd edition. pp. 35-52. Thousand Oaks, CA: Sage.

Jenkins, Keith. 2003. Ch. 1, "What History Is" *Rethinking History*. pp. 6-32. London: Routledge.

Leurs, Koen and Madhuri Prabhakar. 2018. "Doing digital migration studies: Methodological considerations for an emerging research focus." In Ricard Zapata-Barrero and Evren Yalaz (eds.), *Qualitative Research in European Migration Studies*, pp247-266. Cham, Switzerland: Springer. Open access: [https://library.oapen.org/bitstream/handle/20.500.12657/29754/10.1007\\_978-3-319-76861-8.pdf?sequence=1#page=253](https://library.oapen.org/bitstream/handle/20.500.12657/29754/10.1007_978-3-319-76861-8.pdf?sequence=1#page=253) .

Lafleur, Jean-Michel and Maria Vivas Romero. 2018. "Combining transnational and intersectional approaches to immigrants' social protection: The case of Andean families' access to health." *Comparative Migration Studies* 6 (14): 1-17.

**Assignment Due→ Wednesday, January 19 by 5:00 pm** Submit Section 1 Research Question to online dropbox for comments.

#### **Week 3, January 25 – No Synchronous Class Meeting – Individual Work on Conceptual Approach/Research Materials. Individual Consultation as Needed.**



**Offline Activities:**

- Work on your Conceptual Approach and Working Argument assignment Due January 29.
- Work on preparing your Research Materials Assignment.

**Assignment Due→ Friday, January 28 by 5:00pm** Post Section 2 Conceptual Approach and Working Argument Draft Section to forum.

**Week 4, February 1 – WORKSHOP IN GROUPS -- Conceptual Approach and Working Argument Session 1 – (Rutherford and Casteel)**

Readings: Please read the draft material for students presenting this week in your group. Come to class with questions and comments prepared for the presenters.

**Week 5, February 8 – WORKSHOP IN GROUPS – Conceptual Approach and Working Argument Session 2 – (Rutherford and Casteel)**

Readings: Please read the draft material for students presenting this week in your group. Come to class with questions and comments prepared for the presenters.

**Assignment Due→ Friday, February 11** Submit Research Materials to Dropbox on CU Learn.

**Research essay and thesis students only – Identify a supervisor by Friday, February 11 (if you have not already)**

**Week 6, February 15 -- Research Techniques – Whole Group (Rutherford)**

Readings and/or videos on methodology will be posted on Brightspace.

**\*\*\* Reading Week February 21-25 – Happy Reading! \*\*\***

**Week 7, March 1 -- No Synchronous Class Meeting – Individual work on Methodology. Individual Consultation as Needed.**

**Assignment Due→ Friday, March 4, 5:00 pm** -- Submit Section 3 Methodology and Sources Draft Section to Discussion Forum

**Week 8, March 8 – WORKSHOP IN GROUPS – Methodology and Sources Session 1 (Casteel and Rutherford)**

Readings: Please read the draft material for students presenting this week in your group. Come to class with questions and comments prepared for the presenters.

**Week 9, March 15 – WORKSHOP IN GROUPS – Methodology and Sources Session 2 (Casteel and Rutherford)**

Readings: Please read the draft material for students presenting this week in your group. Come to class with questions and comments prepared for the presenters.

**Week 10, March 22 – – No Synchronous Class Meeting – Individual Work on Full Draft of Proposal / Research Paper. Individual Consultation as needed.**

- work on completing full draft of research proposal/research paper

**Week 11, March 29 – – No Synchronous Class Meeting – Individual Work on Full Draft of Proposal / Research Paper. Individual Consultation as needed.**

- work on completing full draft of research proposal/research paper

**Assignment Due** → First Full Draft of Proposal / Research Paper — **Friday, April 1 @ 5:00 pm**

**Week 12, April 5 – The Practice of Research and Writing – WHOLE GROUP (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*, 3<sup>rd</sup>. Edition. Wiley Blackwell, 59-73, 152-153.

**Week 13, April 12 – No Synchronous Class Meeting – Individual Work on Proposal/Research Paper Revisions -- Individual Consultation as needed.**

**Assignment Due** → Revised Proposal/Final Research Paper Due -- **Friday, April 22 @ 5:00 pm**

## 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:** 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. For more details [click here](#).

**Religious obligation:** 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. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-5206608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**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 where 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: <https://carleton.ca/equity/sexual-assault-support-services>

**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. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>