

**MGDS 5003
RESEARCH SEMINAR IN MIGRATION AND DIASPORA STUDIES**

Tuesdays 2:35-5:25 pm

Whole Group Classes: Richcraft Hall, room 2420R

Workshops: Richcraft Hall 2420R (Prof. Masoumi's group) and Nicol Building 3022 (Prof. Casteel's group)

Professor Sarah Phillips Casteel
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Virtual office hours: by appointment.

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 coursework stream, you will have produced a research paper.
- You will gain experience in conducting research (finding materials using library catalogue and databases, compiling bibliographies, taking notes on sources).
- In oral presentations and in participation in class discussions you will hone 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.

REQUIRED COURSE READINGS:

Course readings and other materials will be made available via Brightspace page (<https://brightspace.carleton.ca/>) and the 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 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 in non-workshop sessions	2% x 5 = 10%	January 10 January 17 February 14 February 28 April 4
Attendance and Participation in workshops	5% x 3 = 15%	January 24 February 7 March 7
Draft Sections of Proposal/Paper 1) Research Question (1 page)	Completed/Not completed 5% x 3 = 15%	1) Friday, January 20 2) Friday, Feb 3 3) Friday, March 3

Assignment	Percentage	Due Date
2) Conceptual Approach and Working Argument (2-3 pages) 3) Sources and Methodology (3-4 pages)		Given the short timeline for peer-reviews, late submissions will not be accepted.
MA Proposal/Research Term Paper Full Draft and Revised Draft	60%	<ul style="list-style-type: none"> ● Full Draft- Due March 21 ● Revised Draft – Due April 11 ● A deduction of 1/3 of a letter grade per late day for failure to submit a full draft and/or revised draft

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

Attendance and Participation in non-workshop sessions

Active participation in classroom activities are important components of the course that provide opportunity to engage with ideas in the readings and to learn from your peers. We will meet for five sessions as a whole group (January 10, January 17, February 14, February 28 and April 4) to discuss key components of research design and methodologies, ethics, library research and scholarly writing. Evaluation will be based on regular attendance and the quality of your participation in class discussions, including your ability to demonstrate in-depth understanding of key issues, concepts, and themes raised in the readings

Attendance and Participation in workshops

Attendance and participation in workshop sessions are especially important. We will hold three workshop sessions (January 24, February 7, March 7). 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. **Participation will be evaluated solely based on the questions and comments that you pose for your fellow students during small group discussions.** 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.

Please note that we will not have a class meeting or workshop for four dates (January 31, March 14, March 21, and March 28). These weeks will be devoted to individual work on course assignments. The instructors will be available for individual consultation as necessary.

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 by the due date will result in a mark of incomplete (zero). In order to receive a mark of “complete,” a draft section needs to follow the instructions as outlined below and include all required elements. Draft sections that do not meet minimum standards for graduate-level academic work will receive the mark “incomplete.” Draft sections should be posted to the relevant discussion forum and will be available for other students in your group to read and provide feedback during 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 3-4 pages (double-spaced) discussion of the sources and methodology for your research project. This involves two components: 1) the research methods you will employ and how they will help you to answer your research question? 2) a minimum of 8 primary sources you will examine and how these sources help you answer different aspects of your question. 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. Be sure to discuss 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?). Please be prepared to provide a 2-3 minute summary of your sources and methodology 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.

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 between March 28th and 31st for those submitted on time. You will need to submit a revised version by the due date indicated above. Students **MUST** submit **BOTH** the initial **AND** the revised drafts to receive full marks for this assignment.

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 due dates indicated.
- Given the short timeline for peer-reviews before workshop sessions, late submissions of draft sections will not be accepted.
- For each day of late submission, the Full Draft and Final Revised Version of the Research Proposal/Paper will receive a deduction of 1/3 of letter grade.
- 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 prevent your submission of the assignment on time, please contact one of the Professors as soon as possible 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 10: INTRODUCTION – Whole Group (Casteel)

Guest speaker: Prof. James Milner, MDS Program Director

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

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 17: RESEARCH DESIGN IN THE HUMANITIES AND SOCIAL SCIENCES – Whole Group (Masoumi)

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 .

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 January 20 Submit Research Question on Brightspace

Week 3, January 24: WORKSHOP I: RESEARCH QUESTION (simultaneous sessions Casteel and Masoumi)

- Please read the submissions of the students in your group. Come to class with questions and comments prepared for your classmates.

Week 4, January 31: No class meeting. Individual work on Conceptual Approach and Working Argument; individual consultation as needed.

Assignment Due Feb 3 Submit Conceptual Approach and Working Argument on Brightspace

Week 5, February 7: WORKSHOP II: CONCEPTUAL APPROACH AND WORKING ARGUMENT (simultaneous sessions Casteel and Masoumi)

- Please read the draft material of the students in your group. Come to class with questions and comments prepared for your classmates.

Week 6, February 14: RESEARCH TECHNIQUES – Whole Group (Masoumi)

Pairault, Louis-Gilles. 2020. "Reconstituting 'the Archives of Silence': How to 'Recreate' Slavery and Slave Trade Archives." *Archives and manuscripts* 48 (3): 259–270.

Weima, Yolanda. 2022. "Ethically (un)bounding Camp Research: Life Histories Within and Beyond Camp Boundaries." *Area (London 1969)* 54 (3): 374–382.

Shah, Alpa. 2015. "Ethnography? Participant observation, a potentially revolutionary praxis." *Hau* 7(1): 45–59.

Alaazi, Dominic A., Alphonse Ndem Ahola, Philomina Okeke-Ihejirika, Sophie Yohani, Helen Vallianatos, and Bukola Salami. 2021. "Immigrants and the Western Media: a Critical Discourse Analysis of Newspaper Framings of African Immigrant Parenting in Canada." *Journal of ethnic and migration studies* 47 (19): 4478–4496.

Further readings are available on Brightspace.

***** Reading Week February 20-24 *****

Week 7, February 28: LIBRARY RESEARCH + RESEARCH ETHICS (Casteel)

Guest Speakers:

Julie Lavigne (Carleton University Library)

Leslie McDonald-Hicks (Office of Research Ethics)

Assignment Due March 3 -- Submit Methodology and Sources on Brightspace

Week 8, March 7: WORKSHOP III – SOURCES AND METHODOLOGY (simultaneous sessions Casteel and Massoumi)

- Please read the draft material of the students in your group. Come to class with questions and comments prepared for your classmates.

Week 9, March 14: No 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 10, March 21: No Class Meeting. Individual Consultation as needed.

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

Assignment Due March 21: Submit your First Full Draft of Proposal / Research Paper

Week 11, March 28: No Class Meeting

- You will receive feedback on your full draft between March 28th and 31st

Week 12, April 4: 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*, 3rd. Edition. Wiley Blackwell, 59-73, 152-153.

Assignment Due April 11: Revised Proposal/Final Research Paper Due

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 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>