

Phil 5900 Research Seminar

Christine Koggel

Winter 2020

Tuesdays 2:30-5:30

Office Hours: Wednesday 12:30-2:30 or by appointment

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COURSE DESCRIPTION

The primary objective of this seminar is to develop topics for theses or research essays. This will be done in the following stages:

- presenting and engaging in class discussion of what you take to be a key reading for your research project (one you need to consider, is important to your topic, will help to identify a possible research topic);
- presenting an extended search for literature on the topic you are considering - prioritizing what you find, and handing in the findings;
- presenting a few other key articles or chapters, situating your view in relation to these;
- presenting a short seminar paper that begins to develop and defend that position;
- applying the knowledge and skills acquired in the previous stages to compose an MA research proposal, consisting of a bibliography and 1000 word statement of the subject matter and aims of thesis or research essay. This component will result in a draft of the “Thesis and Research Essay Approval Form”;
- writing the longer paper, aiming either for a writing sample or part of a first thesis chapter.

Students will consult with supervisors during parts of this process – especially later in the semester when individual research project topics are being delineated and solidified and when supervisors are being identified.

READINGS

Articles selected and circulated by students, on their research topics

Draft of papers to be circulated in advance of their presentation and discussion

COURSE REQUIREMENTS

- 1) Oral presentation and class discussion of a reading that is likely to be central to your research (worth 15% of the final grade).

The reading should be about 20 pages and no longer than 25 pages. It needs to be circulated to everyone in the class no later than the Friday before the Tuesday class in which you present. It could be a photocopy or a scanned version of the reading or a link to an online journal article. The task for each of the presenters will be to take about **20 minutes** of class time to present/discuss the reading. You should explain why the reading is/may be central to your research project as well as outline some of the strengths and weaknesses of the argument(s). The rest of the class will need to do the readings provided

by each of the presenters in advance of the class. The class will then take about **25 minutes** to ask questions, discuss issues or problems presented by the reading, and to use the reading to probe and explore with each presenter the topic of their research paper or thesis. You will be expected to do this again with a shorter reading (10-15 pages) or with the same reading a second time in a later class in which you also do a presentation and the class asks questions and engages in discussion.

- 2) Oral presentation of an extended search of literature you are likely to use and how it fits into your research (worth 10% of the final grade). You should prioritize this literature by distinguishing overviews, central contributions, main issues and debates, and peripheral articles. Each presentation should be about **20 minutes with about 25 minutes** for discussion. A written-up version of the search results should be handed in at the end of class.
- 3) Oral presentation in which you discuss three or four different positions on your research question and aim to situate yourself in relation to them (worth 15% of the final grade). The written-up version needs to be circulated to everyone in the class no later than the Friday before the Tuesday class in which you present. Each presentation will be about **20 minutes with about 25 minutes** for discussion.
- 4) Oral presentation of a seminar paper (first draft of final paper) emerging from stages 1-3 above (worth 15% of the final grade). Each presentation will be about **20 minutes with about 25 minutes** for discussion. The written-up version needs to be circulated to everyone in class no later than the Friday before the Tuesday class. The Tuesday class that follows your oral presentation should have you hand in an outline/reflections on what you need to attend to in light of feedback on the seminar paper and for the writing up of your final paper.
- 5) Oral presentation of a draft of the MA research proposal (following the format of the “Thesis and Research Essay Approval Form”) (Worth 5% of the final grade). Each presentation will be about **5 minutes with 10 minutes** for discussion and feedback. I will collect all of these in the final class on April 7th.
- 6) Class attendance and participation (worth 15% of the final grade).
- 7) Final paper (6000-8000 words). Due no later than **APRIL 25 (university deadline for final assignments)** (worth 25% of the final grade)

WEEK BY WEEK COURSE SCHEDULE

Week 1: January 7

Organizational meeting

Week 2: January 14

Presentation and discussion of a reading (no more than 25 pages long and circulated to class the Friday before) that is likely to be central/key to your research topic (approx. 20 minutes for presentation and 25 for Q&A). We will do three of these.

Week 3: January 21

Presentation and discussion of a reading (no more than 25 pages long and circulated to class the Friday before) that is likely to be central/key to your research topic (approx. 20 minutes for presentation and 25 for Q&A). We will do two of these.

IF anyone from the previous week has a second short “key reading” (10-15 pages) or would like to do more on their first “key reading” in light of feedback on the first round, let me/us know by the Friday before this class. If any of you want to take up this option, the class would read or reread the “key reading” and you would present, answer questions, and engage the class in discussion.

Week 4: January 28

Presentation of a list of sources you are likely to use and why (written version with the search results handed in at the end of class). Take approx. 20 minutes to present and 20 minutes to answer questions. We will do three of these.

IF anyone from the previous week has a second short “key reading” (10-15 pages) or would like to do more on their first “key reading” in light of feedback on the first round, let me/us know by the Friday before this class. If any of you want to take up this option, the class would read or reread the “key reading” and you would present, answer questions, and engage the class in discussion.

Week 5: February 4

Presentation of a list of sources you are likely to use and why (written version with the search results handed in at the end of class). Take 20 minutes to present and 20 minutes to answer questions. We will do two of these.

IF anyone has a second short “key reading” (10-15 pages), let me/us know by the Friday before this class. If any of you want to take up this option, the class would read the “key reading” and you would present, answer questions, and engage the class in discussion.

Week 6: February 11

This class will be a “taking stock.” Each of you will discuss where you are so far: with your topic, with the literature review, with thoughts on how to proceed going into the winter break.

IF anyone still has a second short “key reading” (10-15 pages), let me/us know by the Friday before this class. If any of you want to take up this option, the class would read the “key reading” and you would present, answer questions, and engage the class in discussion.

Winter Break

Week 7: February 25

Presentation that situates yourself with respect to the literature (20 minutes for presentation and 25 for Q&A). A written version of this presentation should be circulated to class the Friday before. We will do three of these.

Week 8: March 3

Presentation that situates yourself with respect to the literature (20 minutes for presentation and 25 for Q&A). A written version of this presentation should be circulated to class the Friday before. We will do two of these.

Week 9: March 10

Presentation of seminar paper (first draft of final paper) (20 minutes for presentation and 25 for Q&A). A written version should be circulated the Friday before the Tuesday class and an outline of/reflections on what you will address/need to do to write up the final paper (in light of presentation and discussion) should be handed in at the beginning of the following Tuesday class. We will do three of these.

Week 10: March 17

Presentation of seminar paper (first draft of final paper) (20 minutes for presentation and 25 for Q&A). A written version should be circulated the Friday before the Tuesday class and an outline of/reflections on what you will address/need to do to write up the final paper (in light of presentation and discussion) should be handed in at the beginning of the following Tuesday class. We will do two of these.

Week 11: March 24

Presentation of an outline of/reflections on what you will address and need to do to write up the final paper in light of presentation and discussion (20 minutes for presentation and 25 for Q&A). A written version will be handed in at the end of class. We will do three of these.

Week 12: March 31

Presentation of an outline of/reflections on what you will address and need to do to write up the final paper in light of presentation and discussion (20 minutes for presentation and 25 for Q&A). A written version will be handed in at the end of class. We will do two of these.

Week 13: April 7 (may need to reschedule this class)

A discussion session that will have each of you present drafts of your MA proposal for the “Thesis and Research Essay Approval Form” (5-10 minutes for presentation and 10-15 minutes for Q&A). You will then hand these in at the end of the class.

All final papers due on final deadline for course work on April 25, 2020

Assignments:

Unless specifically told otherwise by their instructors, students:

- Must not use a plastic or cardboard cover or paper clips.
- Must staple the paper (there is a stapler on the essay box).
- Must include the following on the first page: student name and number; course name and number; instructor's name.
- No assignments will be accepted after the last day for handing in term work – see dates below.
- Assignments handed in through the essay box (just inside the glass doors, Paterson Hall, Floor 3A) must be dropped into the box by **4:15** on a regular business day in order to be date-stamped with that day's date. Assignments handed in after 4:15 or on a non-business day will be stamped as having been handed in on the next business day.
- Students are required to keep copies of their assignments. If your paper is lost at any point, you will be considered not to have submitted it if you cannot produce a copy immediately on request.

Evaluation:

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.

Deferrals for Final Exams:

If you miss a final examination (formally scheduled or take-home) because of circumstances beyond your control, you may apply for a deferral. You must apply within 3 working days after the scheduled date of your formally scheduled exam or within 3 working days after the due date of a take-home exam. Visit the Registrar's Office for more information:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.5>

Plagiarism:

It is the responsibility of each student to understand the meaning of 'plagiarism' as defined in the Undergraduate or Graduate Calendars, and to avoid both committing plagiarism and aiding or abetting plagiarism by other students.

<https://carleton.ca/registrar/academic-integrity/>

Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

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 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

Pregnancy obligation: write to your professor 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: <http://www2.carleton.ca/equity/>

Religious obligation: write to your professor 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: <http://www2.carleton.ca/equity/>

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

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

Important Dates:

Jan. 6	Classes begin.
Jan. 17	Last day for registration and course changes in the winter term.
Jan. 31	Last day for a full fee adjustment when withdrawing from winter term courses or from the winter portion of two-term courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
Feb. 17	Statutory holiday. University closed.
Feb. 17-21	Winter Break – no classes.
Mar. 24	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter courses before the official examination period.
Apr. 7	Last day of two-term and winter term classes. Last day for academic withdrawal from fall/winter and winter courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for two-term and for winter term courses.
Apr. 10	Statutory holiday. University closed.
Apr. 13-25	Final examinations for winter term and two-term courses. Examinations are normally held all seven days of the week.
Apr. 25	All take-home examinations are due on this day.

Addresses:

Department of Philosophy:	3A35 Paterson Hall www.carleton.ca/philosophy 520-2110
Registrar's Office:	300 Tory www.carleton.ca/registrar 520-3500
Academic Advising Centre:	302 Tory www.carleton.ca/academicadvising 520-7850
Writing Services:	4 th Floor, Library http://www.carleton.ca/csas/writing-services/ 520-3822
MacOdrum Library	http://www.library.carleton.ca/ 520-2735