

**PECO 5001:
Methodology of Political Economy**

Institute of Political Economy
Carleton University
Winter 2021

January 4, 2021

Instructor: Karen Hébert

Seminar: Wednesday, 11:35 am – 2:25 pm (although we will typically meet from **12 pm noon** to about 2 pm, and at times 2:30 pm during sessions with outside presenters)

Location: <https://carleton-ca.zoom.us/j/91827592504> – passcode located on cuLearn site

Office hours: Thursday, 2:30-3:30 pm

Location: <https://carleton-ca.zoom.us/j/91038595701>

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Course Description

This seminar prepares students to undertake a significant independent research project at the graduate level. Designed in large part as a workshop, the course provides hands-on training in how to carefully design, conduct, and produce scholarly research, with the aim of generating a research proposal at the end of the term. Course materials—including readings, discussions, guest presentations, activities, and assignments—provoke students to think critically about methodology and their own methodological choices as researchers. As a class, we will consider the relationship of methodology to matters of theory and evidence, as well as to epistemology and the ethics and politics of knowledge production. We will also link these concerns to more nuts-and-bolts issues, including how to turn a broad project topic into one or more researchable questions. While the course sets out to expand students' awareness of the range of methodologies they might enlist in their work, it does not offer comprehensive training in any particular method used in the interdisciplinary field of Political Economy. Rather, its goal is to provide students with background and tools for rigorously exploring and evaluating the research methods best suited to their own questions, training, and objects of inquiry.

This seminar is centered in the lively and focused discussion of course readings as well as in iterative writing exercises intended to hone each student's project ideas and research plans. Peer feedback will be a central part of this process. As such, the course demands extensive student participation. Through this sustained work, students will not only become more capable and confident researchers, but also more skilled and constructive readers of one another's work. Major course requirements—including leading class discussion, weekly discussion posts, a Research Design Spine, and a final presentation—are intended to support the final submission of a solid and compelling thesis (or research essay) research proposal, to be developed in conjunction with the student's supervisor.

Course Format and Expectations

This seminar is an online course that will include a mixture of synchronous meetings via web conferencing tools and asynchronous activities. We will use the Carleton cuLearn portal to coordinate course activities and materials; synchronous sessions and office hours will take place via Zoom or a similar platform. The course thus requires reliable high-speed Internet access and a computer with a microphone and, ideally, a webcam.

Students are expected to keep the full course meeting time period—from 11:35 am – 2:25 pm on Mondays—open for course meetings and activities and be prepared to be online for any synchronous sessions held during that time. That said, I do not anticipate that we will often, if ever, be online for this whole period. During most weeks, students will be expected to review course discussion forums and materials beginning at 11:35 am and join for a weekly synchronous check-in, discussion, and activity session beginning at **12 pm noon**. The goal for our synchronous meeting time is to try to retain some semblance of the kind of free-flowing and spirited exchange that is the hallmark of a graduate seminar, while at the same time being mindful of Zoom fatigue and the possibility of technological challenges and disruptions. We will thus typically aim to wrap up our synchronous activities around 2 pm, if possible. The specifics are detailed in the Course Outline section below, although these may be adjusted somewhat during the term.

Course Goals

By the end of this course, students will be able to:

- Examine the relationship of methodology to theory and evidence;
- Understand the process involved in designing a research project, from the selection of a topic, to the design of research questions and choice of methods, to the ethical and political issues involved in the production of knowledge;
- Explore key epistemological debates and to understand the production of knowledge as a contested practice;
- Reflect on the ethical issues that may arise in the research process;
- Think critically about one's positionality, including the ways in which it mediates the research process and the production of knowledge;
- Examine various ways of practicing political economy research, and to consider the possibilities and limits of various methods and methodologies;
- Exhibit greater capability and confidence as researchers;
- Provide more skilled and constructive readings of others' work;
- Develop a solid and compelling draft thesis research proposal (in conjunction with their supervisor).

Required Texts

All readings will be accessible on the course website at cuLearn. *Please note that assigned texts and class activities and guest presentations may be adjusted somewhat over the course of the term depending on how our conversations develop.* No minor changes to readings will be made within less than a week of the class session in question.

You should plan to read required materials *in advance* of the course session in question, which you'll have to do in order to complete any required assignments. As detailed in the Course Outline below, most discussion forum posts and other written assignments are to be submitted by the end of the day on Monday before our synchronous class on Wednesday, unless otherwise indicated; major marked assignments are noted below in bold and with an asterisk *.

Course Outline – Winter 2021

Week	Topic and Readings	Assignment
1. Jan 13	<p>Course Introductions</p> <p>No reading for today.</p> <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p>	<p>Posted to cuLearn by the end of the day on Mon, Jan 11:</p> <ul style="list-style-type: none"> • course intake form • course ground rules form • paragraph about your research and prior research background
2. Jan 20	<p>Introduction to Research Design</p> <p>What is research, and what is a “research design”? How does one transform a general topic into one or more researchable questions? What does a “research proposal” actually look like? Finally, how can we learn to better assist one another in offering feedback in the research development process and beyond?</p> <p>Read:</p> <ul style="list-style-type: none"> • Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. <i>The Craft of Research</i> (Third Edition). Chicago: The University of Chicago Press. <ul style="list-style-type: none"> - Part II, “Asking Questions, Finding Answers,” pp. 29-67 (includes Chapter 3, “From Topics to Questions”; and Chapter 4, “From Questions to a Problem”). • Watts, Michael. 2001. <i>The Holy Grail: In Pursuit of the Dissertation Proposal</i>. Berkeley: Institute of International Studies, University of California. Available at https://dusk.geo.orst.edu/prosem/PDFs/InPursuitofPhD.pdf. • Cronon, William. N.d. <i>Learning to Do Historical Research: A Primer for Environmental Historians and Others</i>. Available at 	<ul style="list-style-type: none"> • Discussion forum posts, due by the end of the day on Mon, Jan 18

	<p>http://www.williamcronon.net/researching/index.htm. Explore the website and read the following two short entries:</p> <ul style="list-style-type: none"> - Hung, Po-Yi, and Popp, Abigail. N.d. How to Frame a Researchable Question: Putting Boundaries on Your Research. Available at http://www.williamcronon.net/researching/questions.htm. - Dart, Liese, and Brian Hamilton. N.d. Positioning Your Argument in a Wider Literature. Available at http://www.williamcronon.net/researching/positioning.htm. <p>• Belcher, Wendy L. 2009. Giving, Getting, and Using Others' Feedback. In <i>Writing Your Journal Article in 12 Weeks</i>. Thousand Oaks, California: Sage Publications. Pp. 221-234</p> <p><i>Supplementary:</i> see folder on cuLearn containing a sample NSF (US National Science Foundation) proposal and browse the book ultimately published from the same research project.</p> <p>Meet: 12 pm noon – synchronous class Zoom session</p> <ul style="list-style-type: none"> • Presenter-led discussion of readings • Roundtable presentation on lessons learned, reflections, tips, and advice, featuring recent Political Economy MA graduates 	
<p>3. Jan 27</p>	<p>Thinking Methodology</p> <p>What is methodology? What is the relationship of methodology to questions, theory, and evidence? How do scholars go about their research craft?</p> <p>Readings:</p> <ul style="list-style-type: none"> • Becker, Howard. 1996. The Epistemology of Qualitative Research. In <i>Essays on Ethnography and Human Development</i>, Richard Jessor, Anne Colby, and Richard Schweder, Eds. Chicago: University of Chicago Press. Pp. 53–71. • Clement, Wallace. 2007. Chapter 2: Methodological Considerations: Thinking about Researching Works. In <i>Work in Tumultuous Times: Canadian Perspectives</i>, Vivian Shalla and Wallace Clement, Eds. Montreal: McGill-Queen's University Press. Pp. 30-51. • Mills, C. Wright. 2000 [1959]. On Intellectual Craftsmanship (Appendix). In <i>The Sociological Imagination</i>. Oxford: Oxford University Press. Pp. 195-226. <p><i>Supplementary:</i> in preparation for our own in-class workshop session and discussion, see folders on cuLearn containing</p>	<ul style="list-style-type: none"> • Discussion forum posts, due by the end of the day on Mon, Jan 25

	<p>materials from the peer review process generously shared by scholars Guntra Aistara (from her 2011 article published in <i>Ethnography</i>), Michael Hathaway (from his 2010 article published in <i>Cultural Anthropology</i>), and Joshua Reno (from his 2009 article published in <i>Journal of Material Culture</i>).</p> <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p> <ul style="list-style-type: none"> • Presenter-led discussion of readings • In-class workshop session on draft research question + ideas for evidence, posted to our discussion forum 	
<p>4. Feb 3</p>	<p>Producing Knowledge</p> <p>How do scholars link questions, theory, methods, and evidence as they produce new knowledge through empirical research? How do they frame their projects, and how do they make the critical choices that enable them to delineate focused studies that develop coherent arguments from research findings? This week, we will review scholarship with an eye to how academic knowledge is composed. We will also consider how the finished form research takes tends to smooth over elements of confusion, uncertainty, and even anxiety—at the same time we explore how such experiences of unease can prove quite generative.</p> <p>Readings:</p> <ul style="list-style-type: none"> • TBA reading by Carleton Political Economy faculty • TBA reading by Carleton Political Economy faculty • Cerwonka, Allaine. 2007. Nervous Conditions: The Stakes in Interdisciplinary Research. In <i>Improvising Theory: Process and Temporality in Ethnographic Fieldwork</i>, Allaine Cerwonka and Liisa Malkki, Eds. Chicago: The University of Chicago Press. Pp. 1-40. <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p> <ul style="list-style-type: none"> • Presenter-led discussion of readings • Roundtable presentation on methodology, featuring faculty appointed in Political Economy 	<ul style="list-style-type: none"> • Discussion forum posts, due by the end of the day on Mon, Feb 1
<p>5. Feb 10</p>	<p>Quantitative Analysis for Research in Political Economy</p> <p>Please familiarize yourself with following readings to prepare for our guest presentation.</p> <p>Readings:</p> <ul style="list-style-type: none"> • An orthodox presentation of the types of quantitative analysis used in the social sciences: Christensen, Larry B., R. Burke Johnson, and Lisa A. Turner. 2011. Chapter 2: Research 	<ul style="list-style-type: none"> • Discussion forum posts, due by the end of the day on Mon, Feb 8

	<p>Approaches and Methods of Data Collection. In <i>Research Methods, Design, and Analysis</i>. Boston: Allyn and Bacon. Pp. 28-52.</p> <ul style="list-style-type: none"> • How to use quantitative analysis for comparative research: Dogan, Mattei. 2006. The Quantitative Method in Comparative Research. In <i>A Handbook of Comparative Social Policy</i>, Patricia Kennett, Ed. Cheltenham: Edward Elgar. Pp. 324-338. • An example of the use of systematic review in the debate about the privatization of public services: Devereaux, P.J., et al. 2002. A Systematic Review and Meta-Analysis of Studies Comparing Mortality Rates of Private For-Profit and Private Not-For-Profit Hospitals. <i>CMAJ</i> 166(11): 1399-1406. • An interesting use of linear regression to analyze income inequality: Wilkinson, Richard, and Kate Pickett. 2011. “Note on graphs” and selections from “Chapter 2: Poverty or inequality?” In <i>The Spirit Level: Why More Equal Societies Almost Always Do Better</i>. London: Bloomsbury Publishing. Pp. xv-xvii; pp. 15-30. • Be careful about cherry-picking your data: Wheelan, Charles. 2013. Chapter 7: The Importance of Data: “Garbage in, garbage out.” In <i>Naked Statistics: Stripping the Dread from the Data</i>. New York W.W. Norton and Cie. Pp. 110-126. <p><i>Supplementary:</i></p> <ul style="list-style-type: none"> • Optional exercise for those who want to learn how to use CANSIM (the Canadian Socioeconomic Information Management System database): Lightman, Ernie and Naomi Lightman. 2017. Appendix 2: Introduction to CANSIM. In <i>Social Policy in Canada</i>. Don Mills: Oxford University Press. Pp. 333-341. • Optional exercise about how to navigate STAT OECD (for research using OECD databases): Gagnon, Marc-André. N.d. How to navigate STAT OECD: Example of per capita cost of medicines. • Optional text about experimental economics: Banerjee, Abhijit and Esther Duflo. 2009. The Experimental Approach to Development Economics. <i>The Annual Review of Economics</i> 2009(1): 151-178. <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p> <ul style="list-style-type: none"> • TBC Guest presentation by Marc-André Gagnon, Associate Professor, School of Public Policy and Administration 	
Feb 17	Winter Reading Week – no class	

<p>6. Feb 24</p>	<p>Decolonizing Knowledge and Methodologies</p> <p>What is the relationship between power, knowledge, and discourse? How might insights drawn from postcolonial, Indigenous, and other critical-theoretical literatures alter the way we conceptualize the enterprise and the ends of research?</p> <p>Readings:</p> <ul style="list-style-type: none"> • Mohanty, Chandra Talpade. 1988. Under Western Eyes: Feminist Scholarship and Colonial Discourses. <i>Feminist Review</i> 30(1): 61-88. • Smith, Linda Tuhiwai. 1999. Imperialism, History, Writing, Theory. In <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. London: Zed Books. Pp. 19-41. • Robbins, Paul. 2009. Research is Theft: Environmental Inquiry in a Postcolonial World. In <i>Approaches to Human Geography</i>, S. Aitken and G. Valentine, Eds. London: Sage. Pp. 311-324. • Tuck, Eve. 2009. Suspending Damage: A Letter to Communities. <i>Harvard Educational Review</i> 79(3): 409–28. <p>Please also familiarize yourself with:</p> <ul style="list-style-type: none"> • Siltanen, Janet. N.d. Teaching Research Design. Available at: http://www.janetsiltanen.ca/research.design.html <p>Meet: 12 pm noon – synchronous class Zoom session</p> <ul style="list-style-type: none"> • Presenter-led discussion of readings. • Discussion of revision of research question + ideas for evidence, posted to our discussion forum • In-class overview of the Design Spine activity with TBC guest presenter Kent Hall 	<ul style="list-style-type: none"> • Discussion forum posts, due by the end of the day on Mon, Feb 22
<p>7. Mar 3</p>	<p>Rethinking the Politics of Knowledge Production</p> <p>What are the contributions of feminist, post-positivist, and other critical scholars to questions of “truth” in knowledge production? What is the role of critique? How might we rethink our own research through reflection on matters of positionality, reflexivity, objectivity/subjectivity, and situated knowledges?</p> <p>Readings:</p> <ul style="list-style-type: none"> • Haraway, Donna. 1988. Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. <i>Feminist Studies</i> 14(3): 575-599. • Latour, Bruno. 2004. Why Has Critique Run Out of Steam? 	<ul style="list-style-type: none"> • Discussion forum posts, due by the end of the day on Mon, Mar 1 • Draft Design Spine posted by the end of the day on Mon, Mar 1

	<p>From Matters of Fact to Matters of Concern. <i>Critical Inquiry</i> 30: 225-248.</p> <ul style="list-style-type: none"> • Roulston, Katherine, and Stephanie Anne Shelton. 2015. Reconceptualizing Bias in Teaching Qualitative Research Methods. <i>Qualitative Inquiry</i> 21(4): 332-342. <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p> <ul style="list-style-type: none"> • Presenter-led discussion of readings. • In-class workshop session on draft Design Spines 	
8. Mar 10	<p>Research and Ethics</p> <p>What are the ethical considerations involved in constructing and representing knowledge? What kinds of ethical challenges emerge in the process of designing, conducting, and writing research? What does it mean to be “ethical”?</p> <p>Readings:</p> <ul style="list-style-type: none"> • Guillemin, Marilys, and Lynn Gillam. 2004. Ethics, Reflexivity, and ‘Ethically Important Moments’ in Qualitative Research. <i>Qualitative Inquiry</i> (10) 2: 261-280. • Jazeel, T., and C. McFarlane. 2010. The Limits of Responsibility: A Postcolonial Politics of Academic Knowledge Production. <i>Transactions of the Institute of British Geographers</i> 35(1): 109-124. • Khan, Shahnaz. 2005. Refiguring the Native Informant: Positionality in the Global Age. <i>Signs: Journal of Women in Culture and Society</i> 30 (4): 2017-2037. • Kleinman, Arthur, and Joan Kleinman. 1996. The Appeal of Experience; The Dismay of Images: Cultural Appropriations of Suffering in Our Times. <i>Daedalus</i> 125(1): 1-13. <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p> <ul style="list-style-type: none"> • Presenter-led discussion of readings. • TBC Guest presentation by Leslie MacDonald Hicks, Carleton Office of Research Ethics. 	<ul style="list-style-type: none"> • Discussion forum posts, due by the end of the day on Mon, Feb 22 * Design Spine (or Alternative Submission) posted to cuLearn by class time
9. Mar 17	<p>Navigating Data Sources and Data Management + Choose Your Own Methodological Adventure</p> <p><i>Readings TBA based on your interests, though they could look like this:</i></p> <p>Please read at least <i>one</i> of the following texts and at least skim whatever else is of interest, choosing the reading(s) that fit your</p>	<ul style="list-style-type: none"> • Discussion forum posts, due by the end of the day on Mon, Feb 22

own project needs most closely.

Readings:

I. Rethinking the Archive

- Dhupelia-Mesthrie, Uma. 2011. The Form, the Permit and the Photograph: An Archive of Mobility between South Africa and India. *Journal of Asian and African Studies* 46(6): 650–662. <https://doi.org/10.1177/0021909611409141>

Supplementary:

- Stoler, Ann Laura. 2002. Colonial Archives and the Arts of Governance: On the Content in the Form. *Archival Science* 2: 87-109.
- Stoler, Ann and E. Valentine Daniel. 2012. Ann Laura Stoler Interviewed by E. Valentine Daniel. *Public Culture* 24(3): 487-508.
- Ketelaar, Eric. 2000. The Panoptical Archive. In *Archives, Documentation and Institutions of Social Memory*, Francis X. Blouin, Jr. and William G. Rosenberg, Eds. Ann Arbor: University of Michigan Press. Pp. 144–50.

II. On Positionality, Research Ethics, and Research on Ethics

- Dave, Naisargi. 2012. Introduction. In *Queer Activism in India: A Story in the Anthropology of Ethics*. Durham: Duke Press. Pp. 1-31.

Supplementary:

- Kennemore, Amy, and Nancy Postero. 2020. Collaborative Ethnographic Methods: Dismantling the ‘Anthropological Broom Closet’? *Latin American and Caribbean Ethnic Studies*: 1-24.
- Hale, Charles R. 2006. Activist Research v. Cultural Critique: Indigenous Land Rights and the Contradictions of Politically Engaged Anthropology. *Cultural Anthropology* 21(1): 96-120.
- Hamdy, Sherine. 2017. How Publics Shape Ethnographers: Translating across Divided Audiences. In *If Truth Be Told: The Politics of Public Ethnography*, Didier Fassin, Ed. Durham: Duke University Press. Pp. 287-309.

III. Doing Critical Theory

- Horkheimer, Max. [1937] 2002. Traditional and Critical Theory. In *Critical Theory: Selected Essays*. Trans. Matthew J. O’Connell and Others. New York: Continuum Press. Pp. 188-243.

Supplementary:

- Strubenhoff, Marius. 2018. The Positivism Dispute in German Sociology, 1954–1970. *History of European Ideas* 44(2): 260-

	<p>276. DOI: 10.1080/01916599.2017.1387802</p> <ul style="list-style-type: none"> • Habermas, Jürgen. 1981. Modernity versus Postmodernity. Trans. Seyla Benhabib. <i>New German Critique</i> 22(Winter): 3-14. <p><u>IV. The Uses and Abuses of Numbers</u></p> <ul style="list-style-type: none"> • Koblitz, Neal. 1981. Mathematics as Propaganda. In <i>Mathematics Tomorrow</i>, L.A. Steen, Ed. New York: Springer-Verlag. Pp. 111-120. <p><i>Supplementary:</i></p> <ul style="list-style-type: none"> • Koblitz, Neal. 2007. Two Cultures. In <i>Random Curves: Journeys of a Mathematician</i>. Springer. Pp. 277-296. E-book available here: https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/reader.action?docID=437809 <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p> <ul style="list-style-type: none"> • TBC Guest presentation on data sources and data management by Jane Fry, Data Services Librarian at the MacOdrum Library • Discussion of readings • Q&A-style discussion of current project dilemmas and challenges 	
<p>10. Mar 24</p>	<p>Individual consultations</p> <p>Each student will have a private ten- to fifteen-minute meeting with me at a set time during our usual class period.</p> <p>Supplementary readings:</p> <ul style="list-style-type: none"> • Review Watts (2001) and sample NSF proposal posted for class readings for Jan 15. • Monk, Janice, and Richard Bedford. 2010. Writing a Compelling Research Proposal. In <i>Qualitative Research Methods in Human Geography</i>, Iain Hay, Ed. Oxford: Oxford University Press. Pp. 314-332. • Cerwonka, Allaine 2007. The Fulbright Proposal: Statement of Proposed Study of Research in <i>Improvising Theory: Process and Temporality in Ethnographic Fieldwork</i>. Allaine Cerwonka and Liisa Malkki, Eds. Chicago: The University of Chicago Press. Pp. 41-43. 	
<p>11. Mar 31</p>	<p>In-Class Workshop Session</p> <p>No reading for today</p> <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p>	<p>• Draft research proposals, due by the end of the day on</p>

		Mon, Mar 29
13. April 7	Research Proposal Presentations No reading for today	
14. Wed, April 14		* Research Proposal due by 5 pm *

Evaluation

Attendance and Participation: 30%

Leading Class Discussion: 10%

Weekly Discussion Forum Posts: 15%

Research Design Spine (or Alternative Submission): 10%

Research Proposal: 30%

Research Proposal Presentation: 5%

Total: 100%

Course Requirements and Grading – Winter 2020

- 1. Attendance and Participation (30%):** This seminar and what you learn in it depend on your regular attendance, preparedness, and engagement. Together, attendance and participation represent a significant percentage of your total mark; each makes up half of this component of your grade. I will take attendance at each synchronous class, and this part of your grade is based on a simple tally. If you need to miss class because of an illness, technical difficulties, or another unforeseen circumstance, please contact me as soon as you are aware of this situation. Any unexcused absence will result in a penalty from the final grade. In terms of participation, you should come to class on time and prepared to make substantive, informed, and insightful contributions about course texts and topics during our discussions each week. This includes raising questions, engaging in discussion, bringing in relevant materials to share with your peers, and completing activities when requested. Your participation grade is based on my qualitative assessment of your active contributions in this regard; it also entails your respectful engagement with your classmates and their perspectives.
- 2. Weekly Discussion Forum Posts (15%):** We will use weekly discussion forums for two distinct but interrelated purposes: first, to facilitate class conversations about course materials asynchronously in advance of our Zoom meetings; and second, to do and share regular writing exercises about your project ideas and developing plans. In your posts about the readings, you will respond to open-ended questions about course materials that encourage your analysis and reflection. There are eight discussion forums on the weekly readings slated for this term, but you are not required to submit a post during the week you lead class discussion (see below); and each student is permitted to skip two additional weekly discussion forum postings on the readings without penalty. **So please plan to submit substantive posts to at least five of the**

eight weekly discussion forums this term. These will be marked on a v/v+/v- scale. You are free to submit additional posts to supplement or improve your marks as well.

To reiterate, exchanges about the readings in the weekly forums will take place *in advance* of class meetings; students should plan to complete their preparations and post at least their initial remarks by the end of the day *on the Monday before class*, unless otherwise noted. Reading and further forum discussion, including any replies or responses to others' posts, can then continue up until class time. The goal of the discussion forums is to kick off our conversation about course materials, themes, and ideas that we will continue later in our synchronous sessions. These posts will also be of use to those leading class discussion on the readings in any given week. The posts don't have to be written in a formal way, but they should reflect evidence of sustained and thoughtful engagement with course materials; plan for at least a substantial paragraph or two in response to one or more of the questions for that day.

The posts that involve writing exercises will not be marked, but they are a course requirement and will be essential for the workshopping activities held during our synchronous sessions. Failure to regularly submit these brief writing exercises will result in deductions from this Discussion Forums component of the course grade.

3. **Leading Class Discussion (10%):** Each student is responsible for contributing to leading class discussion for one week of the course. All scheduled discussants for any given session should plan to coordinate their activities. The weekly discussion leaders should do the readings even more carefully than usual and ideally supplement this with some additional background reading on the assigned authors and texts. You are the experts for the week. At a minimum, leading class discussion involves formulating a few overarching questions to stimulate broad conversation. But you are encouraged to be creative with this assignment as well. Feel free to incorporate additional materials or prepare slides or e-handouts to facilitate discussion and debate. That said, the primary goal here is to stimulate engagement on the part of all students in the course; you are not meant to provide an extended lecture. I am available to meet with you beforehand if you want to review your plans for the session ahead.
4. **Research Design Spine (or Alternative Submission) (10%):** The Research Design Spine is a tool developed by Carleton faculty emerita Dr. Janet Siltanen with Riva Soucie to help with the thinking and decision-making that are part of the research design process. The tool uses the metaphor of a human spine to help organize key research choices, highlighting the significance of both flow and linearity (i.e., that there are logical connections between various aspects of your research, and that each aspect contributes to the whole). The Design Spine approach is meant to be flexible and adaptable to various stages in your thinking—like a spine, it moves. It may help you identify your research questions, theoretical approaches, methodological strategies, and any limits you may be facing. You should be mindful that the elements to include (in concrete terms, the Design Spine headings) will vary at different stages and across different projects.

You will develop this assignment on the basis of a few prior course exercises, but the Design Spine represents the major marked assignment leading up to your Research Proposal. More details on this assignment will be provided in class. You are also free to coordinate with me individually to hand in an alternative submission in place of or in addition to the Design Spine for a mark and feedback. If you are further along in your project planning, you are welcome to submit a draft research proposal or certain sections of it; if you are amid a more significant reconceptualization of your project design, you can write a critical review essay of course readings instead. Please be in touch with me for more details should these situations apply to you and you'd like to request flexibility in the form of this marked assignment. **Please post your Design Spine (or Alternative Submission) by class time to cuLearn.**

5. **Research Proposal (30%):** Students are expected to develop a solid and compelling draft of their research proposal (approximately 10 pages, single-spaced), in conjunction with their tentative supervisor for their MA Thesis or Master's Research Paper (MRP). The proposal should include: (i) a discussion of the selected research topic (including a problem statement, research question(s), and/or issues to be examined, as appropriate); (ii) a brief overview of relevant scholarly literatures and how this project's investigation is situated with respect to their key findings and arguments; (iii) a detailed plan of the proposed methodological approaches and strategies to answer the research question(s); and (iv) a brief reflection on ethical considerations, study limitations, and/or matters of positionality, among other considerations of this sort, relating to your research project. **Please post this assignment electronically to cuLearn by 5 pm on Friday, April 9.**

6. **Research Proposal Presentation (5%):** During the final two course meetings, each student will give a brief (ca. 15-minute, exact timing TBA) presentation to the class on their Research Proposal. Use of Powerpoint or slides is not required, though you may find having images helps you better convey your points and keep your thoughts organized. The goal is to provide your classmates with a succinct overview of your research project and the key points you cover in your major proposal sections.

Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (see below)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Please note, however, that at the graduate level, a final grade of less than B- at the end of the term is considered a failure. As a result, the grading scheme will be as follows:

A: Excellent, high quality, and very insightful work; reveals a very solid engagement with the course materials and an outstanding capacity to articulate their significance; excellent communication skills (written/oral); highly sophisticated analytical and critical thinking skills.

B: Some good insights but with some significant shortcomings too; the capacity to understand and meaningfully engage with the course materials is visible, but the quality of the work is uneven and presents some important flaws or omissions. Some ideas could be more fully articulated, explained, illustrated, or developed.

C: At the graduate level, this is considered a fail. This means that the works does not meet the overall expectations for the assignment, including that it fails to meet the basic guidelines for the assignment, or that it reflects poor analytical or communication skills.

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. Standing in the course will be shown by alphabetical grades.

Deferred Assignments and/or Grades

In the interest of fairness to all students, any assignment turned in late without an extension will be subject to penalties, amounting to five points off (out of 100) for each day late. Please reach out early and communicate with me if you are having, or anticipate having, problems completing course assignments on time. I am here to help you get the assistance you need to succeed in this course. Extensions may be granted; but I would like to help you get into the habit of turning in work on time.

If due to illness or circumstances beyond your control you are unable to submit essential assignments before the end of the term, only official deferrals petitioned through the Office of the Registrar will be honoured.

Additional Course Protocols and Policies

Course Materials: I will post any PowerPoint slides I show to the cuLearn site *after* the course session in which they have been delivered.

Communication and E-mail: I will communicate important information about the course to you via cuLearn. For all electronic correspondence about this course, please make sure that your e-mails to me:

- are sent from your Carleton University account
- include your full name
- include the course number, PECO 5001, in the subject line

In addition, please note that while I will do my best to respond to all e-mail inquiries related to the course, you should not expect an immediate reply, or a reply during the evenings or on weekends. So plan accordingly. If you have more in-depth questions about course materials and/or your performance, come see me during my office hours. You can drop by anytime then, though I recommend that you make an appointment for a specific time so that I can reserve that space for you. If you are not able to make my office hours, we can arrange for an appointment at another time during the week.

Copies of Work: Please retain backup copies of all coursework you submit.

Academic Regulations and Policies

Please take some time to acquaint yourself with Carleton University policies, regulations, and procedures. Rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know is available on the following website:

<https://calendar.carleton.ca/grad/gradregulations/>.

Consult the 2019-2020 Academic Calendar for key information, such as this year's course **drop/add/withdrawal dates**: <https://calendar.carleton.ca/academicyear/>

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available

here: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

Academic Accommodations

Pregnancy

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious Obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca 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.

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 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

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

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of “F” for the course.

More information on the University's Academic Integrity Policy can be found at:
<https://carleton.ca/registrar/academic-integrity/>

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).

Copyright

Carleton University is committed to compliance in all copyright matters. Noncompliance is a violation of the Canadian Copyright Act. In addition to any actions that might be taken by any copyright owner or its licensing agent, the University will take steps against any breach of this policy.

In Canada, copyright for a work is given automatically to the creator of the work. The work does not need to be marked or declared as copyrighted in order to be copyrighted. The majority of works in Canada are copyrighted.

It is important for students to understand and respect copyright. Copyright determines your usage rights for a particular work, which includes textbooks, web pages, videos, and images, both electronic and hard copy. Students may not photocopy entire or major portions of books or other works, even if it is only for their personal use. Carleton's Fair Dealing Policy makes some allowances for copying small portions of works (see <http://carleton.ca/secretariat/wp-content/uploads/Fair-Dealing-Policy.pdf>). If journal articles or portions of works are available through the library, either as hard copies or electronically, students may make a single copy for their personal use. Students may not distribute copies of works that are under copyright. For more information, please consult the MacOdrum Library's copyright website: <https://library.carleton.ca/content/copyright-carleton>.