

**PECO 5001:
Methodology of Political Economy**

Institute of Political Economy
Carleton University
Winter 2024

v. December 19, 2023

Instructor: Karen Hébert
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Seminar: Tuesdays, 11:35 am – 2:25 pm

Office Hours for Fall Term: Fridays, 2:45 – 3:30 pm, and by appointment
Office Location: Loeb A325
Zoom Office Location (by appointment only): <https://carleton-ca.zoom.us/j/4416773479>

Course RA: Christine Streeter
E-mail: ChristineStreeter@cmail.carleton.ca
Office Hours: By appointment

Course Website: <https://brightspace.carleton.ca/d2l/home/134019>

Course Description

This seminar prepares students to undertake a significant independent research project at the graduate level. Organized in large part as a workshop, the course provides hands-on training in how to carefully conceptualize and design 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 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 expands students' awareness of the range of methodologies they might enlist in their work, students should be aware that 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. *Those who foresee a need for more focused training in particular methods are strongly advised to seek this out through additional, independent coursework.*

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, students will not only become more capable and confident researchers, but also more skilled and constructive readers of one another's work. Course requirements over the term—including leading class discussion, weekly posts (encompassing discussion forum posts on course readings and research activities), a Methods Roundtable Memo, a Research Design Spine, and a final proposal presentation—serve as incremental steps that build to the major course requirement and final submission of a thesis (or Master's Research Essay [MRE]) research proposal, to be developed in conjunction with the student's supervisor.

Course Format and Expectations

This course is scheduled to meet weekly—face-to-face, in person, in a seminar room. Your attendance and participation are course requirements and together these represent a major component of your total mark. That said, no one should plan to attend a course session if they are feeling unwell or have reason to think they may pose a particular risk to others; I am open to livestreaming a given session if there is anyone who cannot make it to class that day for health-related reasons or other extenuating circumstances. **Please be in touch with me in advance of class if you anticipate that you may need to join us virtually for any given course session. To reiterate, this seminar is not being run in a hybrid format; virtual access is intended for those for who need it to protect their own health and safety and that of others.** Given the ongoing uncertainties of the present, it is advisable that all students have reliable high-speed Internet access and a computer with a microphone and a webcam.

The use of AI tools like ChatGPT to generate written submissions is not permitted in this course. We will use Brightspace to coordinate all course materials, activities, and assignments.

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 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 diverse ways of practicing political economy research and consider the possibilities and limitations of alternative methods and methodologies;
- 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 Brightspace. *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 Sunday before class on Tuesday, unless otherwise indicated; major marked assignments are noted in bold with an asterisk*.

Course Outline

Week	Topic and Readings	Assignment
1. Jan 9	Course Introductions No reading for today.	Posted to Brightspace by the end of the day on Sun, Jan 7: <ul style="list-style-type: none"> • student info form, which asks for a quick paragraph or two about your research plans and prior research background
2. Jan 16	Introduction to Research Design What is research, and what is a “research design”? How does one transform a general topic into one or more researchable questions? How might one go about positioning a given line of inquiry within a wider field of ideas? And how can our own exchanges of ideas, including feedback on work in progress, aid in the research development process and beyond? <u>Read:</u> <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”). • Cronon, William. N.d. Learning to Do Historical Research: A Primer for Environmental Historians and Others. Available at http://www.williamcronon.net/researching/index.htm. Explore the website and read the following two short entries: 	<ul style="list-style-type: none"> • Discussion forum posts + research exercises, due by the end of the day on Sun, Jan 14

	<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. <ul style="list-style-type: none"> • McKittrick, Katherine. 2021. Footnotes (Books and Papers Scattered about the Floor). In <i>Dear Science and Other Stories</i>. Durham: Duke University Press. Pp. 14-34. • 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><i>Supplementary:</i> Read or skim the following, as you find helpful:</p> <ul style="list-style-type: none"> • Watts, Michael. 2001. The Holy Grail: In Pursuit of the Dissertation Proposal. Berkeley: Institute of International Studies, University of California. Available at https://dusk.geo.orst.edu/prosem/PDFs/InPursuitofPhD.pdf. [22 pp.] • Hugill, David. n.d. How to Write a Research Grant. [2 pp.] • Cronon, William. n.d. Writing a Research Prospectus. Available at http://www.williamcronon.net/handouts/Writing_A_Research_Prospectus.pdf [1 p.] • Explore folder on Brightspace containing a sample NSF (US National Science Foundation) proposal and browse the book ultimately published from the same research project. <p><u>In class:</u></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 Kirsten Francescone (Assistant Professor, International Development Studies, Trent University) and Hadrian Mertins-Kirkwood (Senior Researcher, Canadian Centre for Policy Alternatives) 	
3. Jan 23	Thinking Methodology	<ul style="list-style-type: none"> • Discussion forum posts + research exercises + <u>writing</u>

	<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><u>Read:</u></p> <ul style="list-style-type: none"> • Mills, C. Wright. 2000 [1959]. On Intellectual Craftsmanship (Appendix). In <i>The Sociological Imagination</i>. Oxford: Oxford University Press. Pp. 195-226. • McKittrick, Katherine. 2021. The Smallest Cell Remembers a Sound. In <i>Dear Science and Other Stories</i>. Durham: Duke University Press. Pp. 35-57. • 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 Work. In <i>Work in Tumultuous Times: Canadian Perspectives</i>, Vivian Shalla and Wallace Clement, Eds. Montreal: McGill-Queen's University Press. Pp. 30-51. • Explore the CPEDB charts and variable files posted to the weekly Brightspace folder as well as the database website: https://borealisdata.ca/dataset.xhtml?persistentId=doi:10.5683/SP3/JCZGQN <p><i>Supplementary:</i></p> <ul style="list-style-type: none"> • In preparation for our own in-class workshop sessions and discussions, see folders on Brightspace containing 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><u>In class:</u></p> <ul style="list-style-type: none"> • Presenter-led discussion of readings • Guest presentation: Exploring the CPEDB by Wally Secombe • In-class workshop session on draft research question(s) and ideas for evidence, posted to the Writing Forum 	<p><u>workshop posts</u>, due by the end of the day on Sun, Jan 21</p>
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<p>4. Jan 30</p>	<p>Producing Knowledge I</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><u>Read:</u></p> <ul style="list-style-type: none"> • Carrier-Moisán, Marie-Eve. 2020. <i>Gringo Love: Stories of Sex Tourism in Brazil</i>. University of Toronto Press. <ul style="list-style-type: none"> - Arrivals, pp. 1-40. - Appendix 2: The Making of <i>Gringo Love</i>, pp. 125-136 (especially 129-136). • Auld, Graeme. 2014. The Puzzle. In <i>Constructing Private Governance: The Rise and Evolution of Forest, Coffee, and Fisheries Certification</i>. Yale University Press. Pp. 1-21. • Coe, Cati. 2019. <i>The New American Servitude: Political Belonging among African Immigrant Home Care Workers</i>. New York University Press. <ul style="list-style-type: none"> - Introduction, pp. 1-32. - Interlude: Silences about Servants, pp. 81-85. • Coe, Cati. 2021. <i>Stories from Home Care</i>. DOI: https://doi.org/10.7282/00000097. Available at https://scholarship.libraries.rutgers.edu/esploro/outputs/film/991031652749804646 [13-minute film] <p><i>Supplementary:</i></p> <p><i>Supplementary:</i> • 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> <p><u>In class:</u></p> <ul style="list-style-type: none"> • Presenter-led discussion of readings • Roundtable discussion on methodology, featuring faculty appointed in Political Economy: Marie-Eve Carrier-Moisán 	<ul style="list-style-type: none"> • Discussion forum posts + research exercises, due by the end of the day on Sun, Jan 28
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	(Anthropology), Graeme Auld (Public Policy), and Cati Coe (Political Science).	
5. Feb 6	<p>Producing Knowledge II: Quantitative Analysis for Research in Political Economy</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • 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 Co. Pp. 110-126. • 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; 15-30. • Gagnon, Marc-André. 2021. Quantitative Approaches: What Is Their Value in Political Economy? Guest lecture delivered in PECO 5001, Winter 2021. • Livingstone, D.W. 2023. Excerpt from Chapter Four: The Changing Class Structure of Production Relations in the “Knowledge Economy.” In <i>Tipping Point for Advanced Capitalism: Class, Class Consciousness and Activism in the “Knowledge Economy.”</i> Fernwood Publishing. [8 pp.] • Livingstone, D.W. 2023. Professional Employees’ Transformative Potential: Labour Aristocracy or New Working Class? <i>Alternate Routes</i> 33(1). [30 pp.] <p><u>In class:</u></p> <ul style="list-style-type: none"> • Guest lecture by David Livingstone • Activity session featuring your workshop posts 	<ul style="list-style-type: none"> • Discussion forum posts + research exercises + <u>writing workshop posts</u>, due by the end of the day on Sun, Feb 4
6. Feb 13	<p>Decolonizing Knowledge and Methodologies</p> <p>What does it or could it mean to ‘decolonize’ knowledge and methodologies? How might insights drawn from Indigenous, postcolonial, and other critical-theoretical literatures alter the way we conceptualize the enterprise and the ends of research?</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • 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</i> 	<ul style="list-style-type: none"> • Discussion forum posts + research exercises + <u>writing workshop posts</u>, due the end of the day on Sun, Feb 11 • Meetings outside of class with RA Christine Streeter during this and coming weeks

	<p><i>Geography</i>, S. Aitken and G. Valentine, Eds. London: Sage. Pp. 311-324.</p> <ul style="list-style-type: none"> • 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><u>In class:</u></p> <ul style="list-style-type: none"> • Presenter-led discussion of readings • Workshop session 	
Feb 20	Winter Break – No Class	
7. Feb 27	<p>Methods Roundtable</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • At least two sources that helpfully explore the method you choose for your Methods Roundtable Memo <p><u>In class:</u></p> <ul style="list-style-type: none"> • Methods Roundtable activities and discussion, drawing on your Methods Roundtable Memos 	<p>* Methods Roundtable Memo: Upload by class time</p>
8. Mar 5	<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><u>Read:</u></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. • Simpson, Audra. 2007. On Ethnographic Refusal: Indigeneity, ‘Voice’ and Colonial Citizenship. <i>Junctures: The Journal for Thematic Dialogue</i> (9): 67-80. • Roulston, Katherine, and Stephanie Anne Shelton. 2015. Reconceptualizing Bias in Teaching Qualitative Research Methods. <i>Qualitative Inquiry</i> 21(4): 332-342. 	<ul style="list-style-type: none"> • Discussion forum posts + research exercises + <u>writing workshop posts</u>, due by end of the day on Sun, Mar 3

	<ul style="list-style-type: none"> • Best, Jacqueline, Colin Hay, Genevieve LeBaron, and Daniel Mügge. 2021. Seeing and Not-Seeing Like a Political Economist: The Historicity of Contemporary Political Economy and Its Blind Spots. <i>New Political Economy</i> 26(2): 217-228. <p>Revisit Info on the Design Spine:</p> <ul style="list-style-type: none"> • Siltanen, Janet. N.d. Teaching Research Design. Available at: http://www.janetsiltanen.ca/research.design.html <p><i>Supplementary:</i> • Latour, Bruno. 2004. Why Has Critique Run Out of Steam? From Matters of Fact to Matters of Concern. <i>Critical Inquiry</i> 30: 225-248.</p> <p><u>In class:</u></p> <ul style="list-style-type: none"> • Presenter-led discussion of readings • Design Spine Discussion with Christine Streeter • Workshop session 	
9. Mar 12	<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><u>Read:</u></p> <ul style="list-style-type: none"> • 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. • 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. • Guillemin, Marilys, and Lynn Gillam. 2004. Ethics, Reflexivity, and ‘Ethically Important Moments’ in Qualitative Research. <i>Qualitative Inquiry</i> (10)2: 261-280. <p><u>In class:</u></p> <ul style="list-style-type: none"> • Presenter-led discussion of readings • Guest presentation by Leslie MacDonald-Hicks of the Carleton Office of Research Ethics 	<ul style="list-style-type: none"> • Discussion forum posts + research exercises, due by end of the day on Sun, Mar 10

10. Mar 19	TBC Session Based on Your Interests No reading for today. <u>In class:</u> <ul style="list-style-type: none"> • TBC Research in Progress Roundtable: Discussion with current IPE MA students on how to navigate the more practical challenges of research, based on their experiences to date. • TBC Guest presentation of Data Services at Carleton 	* Design Spine Due: Upload by class time
11. Mar 26	Individual meetings with me this week in lieu of class	
12. April 2	Research Proposal Presentations I No reading for today.	
13. April 9	Research Proposal Presentations II No reading for today.	
Wed, April 10		* Research Proposal Due: Upload by the end of the day

Evaluation

Attendance and Participation: 15%

Leading Class Discussion: 10%

Weekly Posts (including Weekly Discussion Forum Posts and Research Activities): **20%**

Methods Roundtable Memo: 10%

Research Design Spine: 10%

Research Proposal + Presentation: 35%

Total: 100%

Course Requirements and Grading

- 1. Attendance and Participation (15%):** 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. Given that this is a seminar course in which substantial learning occurs in class, **attendance at all classes sessions is expected**. I will take attendance at each class, and this part of your grade is based on a simple tally. If you need to miss class because of an illness 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 in part on my qualitative assessment of your active contributions in this regard; it also entails your respectful engagement with your classmates and their perspectives. In addition to in-class activities, your participation mark encompasses your engagement in two required research progress conversations with course instructors as well—once around the midterm point with RA Christine Streeter, held outside of class, and another toward the end of the term. These meetings are geared toward helping you develop required submissions. In preparation, you will reflect on your developing research plans and may be asked to submit brief written updates. More details will be given in class.

2. **Leading Class Discussion (10%):** Each student is responsible for contributing to leading class discussion for one week of the course during the first half of class. All scheduled discussants for any given session should plan to coordinate their activities. The weekly discussion leader(s) 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 aim 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.
3. **Weekly Posts (20%):** We will use Brightspace to facilitate conversations about weekly course readings and other materials in advance of our seminar sessions as well as share updates on your developing research projects. This component of your mark includes two sets of requirements:
 - a) **Weekly Discussion Forum Posts (10%):** You will engage with weekly readings *before* our seminar sessions each week through Weekly Discussion Forum Posts, in which you will respond to open-ended questions about course materials geared to encourage your analysis and reflection and potentially respond to one another's posts as well. There are seven discussion forums on the weekly readings slated for this term, but you will not submit a post during the week you lead class discussion (see above); each student is also permitted to skip one additional weekly discussion forum post on the readings without penalty. **So please plan to submit substantive posts to at least five of the weekly discussion forums this term.** These will be marked on a v/v-/0 scale.

Students should plan to post at least some initial remarks by the end of the day (as in 11:59 pm) *on the Sunday before class*, unless otherwise noted. 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 texts, themes, and ideas that we will continue later in class. These exchanges will also be of use to those leading class discussion 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.

- b) **Research Activities (10%):** In addition to the discussion forum posts addressing the weekly readings, you are also required to engage in activities involving research matters, most often geared toward helping you map out your project ideas, refine your developing research plans, and compose elements of your proposal. These activities are linked to posts encompassing:
 - i. Research Exercises (5%): During many weeks, you will be asked to post brief responses to prompts intended to push your thinking about your project. These exercises are meant to help facilitate the decisions, conceptualizations, and building blocks that will support larger marked assignments due later in the term. The posts will be evaluated on a v/v-/0 scale, assessed primarily in terms of the seriousness of engagement in the exercise. Students are required to submit a research exercise post to at least six of the seven weeks in which posts are due, meaning that **you can skip one weekly research exercise post without penalty**. That said, you are obviously encouraged to complete them all!
 - ii. Writing Workshop Posts and Participation (5%): Through these posts you will exchange work with others in your writing groups for in-class workshop sessions. The four posts will be evaluated on a v/v-/0 scale, assessed primarily in terms of the seriousness of engagement in the exercise. Your active participation in workshop exchanges and sessions is expected as well. Ideally, you'll review group members' materials and provide feedback in writing in advance of your in-class workshop session; the minimum is to be prepared enough to offer comments during the discussion. Your participation as a reader of others' work will not be formally monitored or evaluated, though each student will submit a brief post to instructors at the end of the term that describes their group's process and reflects on their group's workshopping experience; nonparticipation in the workshop sessions may result in deductions from this grade component.
4. **Methods Roundtable Memo (10%):** After the winter break, we will devote a course session to a Methods Roundtable in which we will examine different methods together in class. Our goal is to collectively identify core features and considerations for the methods under discussion and explore the suitability of these approaches for students' individual research projects. To prepare for the Methods Roundtable, you will choose a focal method that seems promising for your own research from a longer list we'll establish together (it's fine if multiple students choose to focus on the same

method(s)). You'll then compose a brief Methods Memo of bullet-point notes that provides an overview of:

- i. what this method entails;
- ii. examples of instances in which it has proven particularly effective;
- iii. possibilities and constraints associated with this method;
- iv. other methods that might complement it;
- v. how you might take up this method in your own research (including in as concrete terms as you are able to outline);
- vi. salient opportunities and constraints it might bring to your research;
- vii. a list of relevant resources, including at least two helpful sources that you relied upon in composing your Memo.

The object here is substantive, thoughtful notes versus pages of polished prose. You will upload your Methods Memo to a shared Roundtable Forum on Brightspace by class time and use it to inform our Roundtable activities and discussions. The Methods Memo will be marked.

- 5. Research Design Spine (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 might think of this assignment as a skeleton of sorts for your proposal to come.

Your work on Design Spine will build directly from prior course exercises. It constitutes a major marked assignment and vehicle for feedback leading up to your Research Proposal submission. More details on it will be provided in class. If you already have a full draft proposal prepared, you may submit that in lieu of a Design Spine. **Please post your Design Spine by class time to Brightspace.**

- 6. Research Proposal + Presentation (35%):** This culminating submission is the largest component of your final mark and includes two segments:
- a) Research Proposal (30%): Students are expected to develop a solid and compelling draft of their research proposal (approximately 5-10 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 to Brightspace by the end of the day on Wednesday, April 10.**

- b) Research Proposal Presentation (5%): In addition to the proposal itself, you will also prepare a brief presentation (ca. 15-minute, exact timing TBA) on your Research Proposal that you will deliver to the class during one of the two final two course meetings. The use of 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. A+ grades will be reserved for exceptional work that is of publishable quality; A- marks indicate that there is space for improvement in certain identifiable respects even within an overall strong performance.

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 in the event of extenuating circumstances. 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: In addition to the materials posted to Brightspace before class, I will post any slides or links I show during our seminar to our course site *after* the session in which they have been delivered.

Communication and E-mail: I will communicate important information about the course to you via Brightspace. There is also a spot on Brightspace for you to post questions about the course with broad relevance so that the entire class can see my answer; and there is a link to a way to privately send me anonymous feedback, ideas, and suggestions about the class as well. For any electronic correspondence about this course relayed over e-mail, please make sure that your messages 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 Resources for Students

Carleton University has a variety of resources to help you improve your performance in this and other courses and enrich your learning:

The Academic Advising Centre (<https://carleton.ca/academicadvising/>) offers services to assist students in making academic and career decisions, among other topics.

The Centre for Student Academic Support (CSAS) (<http://carleton.ca/csas/>) houses a number of different student services, including Writing Services (<https://carleton.ca/csas/writing-services/>), which offers drop-in and online tutoring appointments. CSAS also has a number of group support options: <http://carleton.ca/csas/group-support/pass/>.

The International Student Services Office (<https://carleton.ca/isso/>) assists international students; students seeking help for coping with stress or crisis should contact either Student Affairs (<https://carleton.ca/studentaffairs/>) or Health and Counseling Services (<https://carleton.ca/health/>).

IPE librarian Aleksandra Blake (aleksandra.blake@carleton.ca) in the MacOdrum Library is available for help on research-related matters.

Please keep in mind that the above resources are not just for students who are struggling—anyone can improve, and the people who staff these programs can help you identify how.

Academic Regulations and Policies

Please 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 2023-2024 Graduate Calendar (<https://calendar.carleton.ca/grad/>) for key information, such as this year's course **drop/add/withdrawal dates**, also found here: <https://calendar.carleton.ca/academicyear/>.

Requests for Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. You may wish to consult [Carleton's website for Academic Accommodations](#) for more information. For an accommodation request, the processes are as follows:

Pregnancy obligation: Please contact 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, please review the [Student Guide to Academic Accommodation](#).

Religious obligation: Please contact 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, please review the [Student Guide to Academic Accommodation](#).

Academic Accommodations for 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. For more details, visit the [Paul Menton Centre website](#).

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 the [Equity and Inclusive Communities website](#).

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 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, see the [Senate Policy on Accommodation for Student Activities \(PDF, 25KB\)](#).

Beyond accommodations, for other concerns involving access or equity, please explore the resources and contacts at the [Department of Equity and Inclusive Communities \(EIC\)](#).

For Indigenous students, the [Centre for Indigenous Support and Community Engagement \(CISCE\)](#), formerly known as the Centre for Indigenous Initiatives, supports First Nations (status and non-status), Inuit, and Métis students, staff, and faculty by providing culturally safe spaces for dialogue and learning. The Centre provides weekly, monthly, and annual programming for students and also develops and delivers resources and training to educate the Carleton community about Indigenous histories, worldviews, and perspectives. To learn more about the services offered through CISCE, please visit its [student website](#). If you have any questions, you can email Indigenous@carleton.ca.

Academic Integrity

University regulations stipulate that any allegation of plagiarism, cheating, or other

violation of conduct rules will be thoroughly reviewed. Academic dishonesty in any form will not be tolerated. To learn more about Carleton's policy on academic integrity (including what constitutes plagiarism, potential penalties, and procedures) see: <https://carleton.ca/FASS-FPA-teaching-regulations/course-outlines/#sect3>.

On Plagiarism: The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course.

We will discuss plagiarism in more detail in class and review methods for proper attribution and referencing of others’ work.

On the Submission of Original Work: Please note that in this course, as in many others at Carleton, **you are not permitted to submit substantially the same piece of work more than once for academic credit**. For example, it is expected that you are not handing in the same final report for credit in multiple courses. That said, you are encouraged to continue to develop ideas and analysis you began to explore earlier or may be exploring elsewhere, and many course assignments are in fact designed to facilitate your ongoing

thinking and writing on developing topics of interest. If you would like to refer to or draw upon any of your own past work or work you are undertaking in another course, please just cite this work as you would any other source. Along with plagiarism, we will discuss this issue more in class. If you have questions or concerns involving the use of your own prior work, do not hesitate to reach out to me directly to discuss this at any time.

Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

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>.