

TEMPLATE

Course Syllabus

Title of the course	Research Design		
Title of the Academic Programme	Comparative Politics of Eurasia		
Type of the course	Mandatory		
Prerequisites	none		
ECTS workload	6 ECTS		
Total indicative study hours	Directed Study	Self-directed study	Total
	20	104	124
Course Overview	<p>This course provides students with basic knowledge on the most important aspects of scientific inquiry within the social sciences including various approaches to scientific knowledge, research strategies, methods and techniques. Students will be introduced to the whole research cycle starting from the formulation of hypotheses and research questions, study design, choice of appropriate instruments and measurements, sampling and data collection. The course discusses trade-offs associated with various research designs, contending research methods and how these methods cope with the trade-offs. During theory-oriented sessions and practical seminars students will answer step-by-step various questions about how to design their own study. At the final session, students will be required to introduce their own research design by applying knowledge acquired throughout the course</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> • Demonstrate a good knowledge of contemporary research methods and apply them in their own study following the guidelines of professional ethics; • Demonstrate ability to analyze and verify information, and, if necessary synthesize missing data from the available sources • Demonstrate abilities to organize research activities and professional analytical investigations; • Demonstrate ability to prepare analytical materials (reports, presentations, research notes, etc); • Demonstrate how similar processes may work in various historical • Provide a more effective rationale for the politics that we encounter; • Demonstrate abilities of efficient interpersonal and intercultural communication, • Demonstrate ability to express own opinion, use English language for professional communication 		
Teaching and Learning Methods	<p>The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), and the individual written assignments (essays).</p>		

Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Epistemological Introduction to Social Sciences	24	2	2	20
2	Design of Social Study	24	2	2	20
3	Quantitative Research Techniques	24	2	2	20
4	Qualitative Research Techniques	24	2	2	20
5	Research projects presentation	28	2	2	22
Total study hours		124	10	10	104
Indicative Assessment Methods and Strategy		<p>The final grade for the course will be based on the following criteria:</p> <ul style="list-style-type: none"> • Class attendance, preparation and participation = 50% • Homework assignments = 20% • Presentation of students' own research designs =30% <p>- <i>Class attendance, preparation and participation (50%).</i></p> <p>Active participation in sessions is required, students supposed to contribute in the discussion based on the reading materials and literature related to their research projects.</p> <p>-<i>Homework assignments - 20%</i></p> <p>Students are supposed to prepare a written text of 500-800 words long addressing core topics of the course and are offered by the instructor.</p> <p>- <i>Individual research project- 30% of total grade.</i></p> <p>The final work for the course is an essay of about 3000 words in English related to their own research projects. Presentations will be held for about 20 minutes during the final session. Presenters are supposed to introduce topic, preliminary ideas on data collection and methods of analysis. Through the discussion and presentation, presenters should demonstrate understanding of all required texts, to include some that are not assigned, and students are supposed to lead the discussion that integrates these into a wider theme. Presenters must use visual presentation as an aid for the others.</p> <p>- Late assignments will be graded down.</p> <p>- Plagiarism will result in failure. Papers submitted for other classes cannot be reused.</p>			

Readings / Indicative Learning Resources	<p>Box-Steffensmeier, J. M., Brady, H. E., & Collier, D. (2008). <i>The Oxford Handbook of Political Methodology</i>. Oxford University Press.</p> <p>Della Porta, D., & Keating, M. (2008). <i>Approaches and Methodologies in the Social Sciences: A Pluralist Perspective</i>. Cambridge, New York: Cambridge University Press.</p> <p>Mahoney, J., & Goertz, G. (2006). A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research. <i>Political Analysis</i>, 14(3), 227–249. https://doi.org/10.1093/pan/mpj017</p> <p>Brians, C. L., Richt, R. C., Manheim, J. B., & Willna, L. (2017). <i>Empirical Political Analysis: Quantitative and Qualitative Research Methods</i> (8th ed.). London ; New York: Routledge.</p> <p>Flick, U. (2011). <i>Introducing Research Methodology: A Beginner's Guide to Doing a Research Project</i>. SAGE.</p> <p>Pennings, P., Keman, H., & Kleinnijenhuis, J. (2005). <i>Doing Research in Political Science: An Introduction to Comparative Methods and Statistics</i> (2 edition). London ; Thousand Oaks, Calif: SAGE Publications Ltd.</p> <p>Silverman, D. (2010). <i>Doing Qualitative Research</i> (3d edition). London: Thousand Oaks: SAGE.</p>																										
Indicative Self- Study Strategies	<table border="1"> <thead> <tr> <th data-bbox="528 898 1139 954">Type</th> <th data-bbox="1139 898 1291 954">+/-</th> <th data-bbox="1291 898 1495 954">Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="528 954 1139 1043">Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td> <td data-bbox="1139 954 1291 1043">+</td> <td data-bbox="1291 954 1495 1043">60</td> </tr> <tr> <td data-bbox="528 1043 1139 1099">Assignments for seminars / tutorials / labs</td> <td data-bbox="1139 1043 1291 1099">-</td> <td data-bbox="1291 1043 1495 1099">20</td> </tr> <tr> <td data-bbox="528 1099 1139 1189">E-learning / distance learning (MOOC / LMS)</td> <td data-bbox="1139 1099 1291 1189">-</td> <td data-bbox="1291 1099 1495 1189"></td> </tr> <tr> <td data-bbox="528 1189 1139 1245">Fieldwork</td> <td data-bbox="1139 1189 1291 1245">-</td> <td data-bbox="1291 1189 1495 1245"></td> </tr> <tr> <td data-bbox="528 1245 1139 1301">Project work</td> <td data-bbox="1139 1245 1291 1301">+</td> <td data-bbox="1291 1245 1495 1301"></td> </tr> <tr> <td data-bbox="528 1301 1139 1357">Other (please specify)</td> <td data-bbox="1139 1301 1291 1357">-</td> <td data-bbox="1291 1301 1495 1357"></td> </tr> <tr> <td data-bbox="528 1357 1139 1400">Preparation for the exam</td> <td data-bbox="1139 1357 1291 1400">+</td> <td data-bbox="1291 1357 1495 1400">24</td> </tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	60	Assignments for seminars / tutorials / labs	-	20	E-learning / distance learning (MOOC / LMS)	-		Fieldwork	-		Project work	+		Other (please specify)	-		Preparation for the exam	+	24		
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Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	60																									
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E-learning / distance learning (MOOC / LMS)	-																										
Fieldwork	-																										
Project work	+																										
Other (please specify)	-																										
Preparation for the exam	+	24																									
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials																										
Facilities, Equipment and Software	PC, PowerPoint projector																										
Course Instructor	Galina Selivanova																										

Course Content

1. Lecture 1 "Epistemological Introduction to Social Sciences"

Mandatory Readings

Della Porta & Keating (2008) Chapter 1 (pp 19-39)

Optional Readings

Almond, G. A., & Genco, S. J. (1977) Clouds, Clocks, and the study of Politics. *World Politics*, 29(04), 489–522. doi:10.2307/2010037

2. Lecture 2 "Design of Social Study"

Mandatory Readings

Schmitter, Philippe (2008) -Chapter 14 'The design of social and political research' in Della Porta & Keating (pp 263-295)

Brians, C. L., Richt, R. C., Manheim, J. B., & Willna, L. (2017). Chapter 22. Summary Overview of a Research Process. In *Empirical Political Analysis: Quantitative and Qualitative Research Methods* (pp. 348–354).

Optional Readings

Brians, C. L., Richt, R. C., Manheim, J. B., & Willna, L. (2017). Chapter 4. Designing Your Research and Choosing Your Methods. In *Empirical Political Analysis: Quantitative and Qualitative Research Methods*. (pp.69-82)

3. Lecture 3 "Quantitative Research Techniques"

Mandatory Readings

Pennings, P., Keman, H., & Kleinnijenhuis, J. (2005). Statistics in Political Science. In *Doing Research in Political Science: An Introduction to Comparative Methods and Statistics* (2 edition, pp. 53–65). London; Thousand Oaks, Calif: SAGE Publications Ltd

Mahoney, J., & Goertz, G. (2006). A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research. *Political Analysis*, 14(3), 227–249. url<https://doi.org/10.1093/pan/mpj017>

Optional Readings

Goertz, G. (2008). Concepts, Theories, and Numbers: A Checklist for Constructing, Evaluating, and Using Concepts or Quantitative Measures. In J. M. Box-Steffensmeier, H. E. Brady, & D. Collier (Eds.), *The Oxford Handbook of Political Methodology* (pp. 97–118). Oxford University Press.

4. Lecture 4 "Qualitative Research Techniques"

Mandatory Readings

Mahoney, J., & Goertz, G. (2006). A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research. *Political Analysis*, 14(3), 227–249. url<https://doi.org/10.1093/pan/mpj017>

Silverman, D. (2010). Chapter 2 in *Doing Qualitative Research* (3d edition). London: Thousand Oaks: SAGE

Optional Readings

Brians, C. L., Richt, R. C., Manheim, J. B., & Willna, L. (2017). Part 5 Qualitative Methods. In *Empirical Political Analysis: Quantitative and Qualitative Research Methods* (8th ed., pp. 283–331). London; New York: Routledge.

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Essay	*	*		
Formative Assessment	Project	*			
Formative Assessment	In-class Participation	*			

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Project Work

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.