

TEMPLATE

Course Syllabus

Title of the course	Research Seminar "Eurasian Political Studies"				
Title of the Academic Programme	MA programme in Comparative Politics of Eurasia				
Type of the course	Core				
Prerequisites					
ECTS workload	6				
Total indicative study hours	Directed Study	Self-directed study	Total		
	48	180	228		
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, arranged as a conference, students will introduce their own research design by applying knowledge acquired throughout the course.</p>				
Intended Learning Outcomes (ILO)	<p>ULO₁: Able to reflect on the learned research methods and modify them</p> <p>ULO₈: Able to conduct professional (including research) activities internationally</p> <p>GPLO₁: Able to conduct professional communication in Russian and/or English in a multicultural environment with the use of different communication technologies</p> <p>PLO₂: Able to work with the modern academic literature (including the one in English), analyze the state and development tendencies of political science</p>				
Teaching and Learning Methods					
Content and Structure of the Course					
№	Topic	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Introduction	9		2	7
2	Epistemological Introduction to Social Sciences	9		2	7

3	Research problems, research questions and hypothesis	9		2	7
4	Quantitative Approach	9		2	7
5	Quantitative Research Design	9		2	7
6	Qualitative Approach	9		2	7
7	Qualitative Research Design	9		2	7
8	Mixed Methods Design	9		2	7
9	Development of Research Proposals	9		2	7
10	Research projects presentation	9		2	7
11	Research projects presentation	9		2	7
12	Design of Social Study	9		2	7
13	Case study approach	10		2	8
14	Comparative approach	10		2	8
15	Writing Literature Review	10		2	8
16	Data collection & Fieldwork	10		2	8
17	Data collection & Fieldwork	10		2	8
18	Data Management	10		2	8
19	Software for research workshop (Zotero)	10		2	8
20	Software for research workshop (QDA)	10		2	8
21	Software for research workshop (LaTex)	10		2	8
22	Software for research workshop (LaTex)	10		2	8
23	Student Conference	10		2	8
24	Student Conference	10		2	8
Total study hours		228		48	180
Indicative Assessment Methods and Strategy					
Readings / Indicative Learning Resources		<u>Mandatory</u> <ol style="list-style-type: none"> 1. Box-Steffensmeier, J. M., Brady, H. E., & Collier, D. (2008). <i>The Oxford Handbook of Political Methodology</i>. Oxford University Press. 2. Della Porta, D., & Keating, M. (2008). <i>Approaches and Methodologies in the Social Sciences: A Pluralist Perspective</i>. Cambridge, New York: Cambridge University Press. 3. 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 4. 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. 5. Silverman, D. (2010). <i>Doing Qualitative Research</i> (3d edition). 			

London: Thousand Oaks: SAGE.

6. Schmitter, Philippe (2008) -Chapter 14 'The design of social and political research' in Della Porta \& Keating (pp 263-295)
7. Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, 1(2), 112–133.
<https://doi.org/10.1177/1558689806298224>

Optional

8. Flick, U. (2011). *Introducing Research Methodology: A Beginner’s Guide to Doing a Research Project*. SAGE
9. Almond, G. A., & Genco, S. J. (1977) Clouds, Clocks, and the study of Politics. *World Politics*, 29(04), 489–522.
doi:10.2307/2010037
10. Pennings, P., Keman, H., & Kleinnijenhuis, J. (2005). *Doing Research in Political Science: An Introduction to Comparative Methods and Statistics* (2 edition). London ; Thousand Oaks, Calif: SAGE Publications Ltd.
11. Gerring, J. (2004). What Is a Case Study and What Is It Good for? *American Political Science Review*, 98(2), 341–354.
<https://doi.org/10.1017/S0003055404001182>
12. Leavy, P. (2017). Chapter 6 “Mixed Methods Research Design” in *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. Guilford Publications. Pp 168-190

Indicative Self- Study Strategies	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
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	(If required)		
Course Instructor	Galina Selivanova (gselivanova@hse.ru)		

Intended Learning Outcomes (ILO) Delivering

Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
ULO ₁ : Able to reflect on the learned research methods and modify them		
ULO ₈ : Able to conduct professional (including research) activities internationally		
GPLO ₁ : Able to conduct professional communication in Russian and/or English in a multicultural environment with the use of different communication technologies		
PLO ₂ : Able to work with the modern academic literature (including the one in English), analyze the state and development tendencies of political science		

Assessment Criteria *(please use it as an example only and insert the activities you use within your course. The assessment forms and criteria should align with real teaching of the course)*

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» (0-3)	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» (0-3)	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» (0-3)

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.