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"Национальный исследовательский университет
"Высшая школа экономики"

Факультет Социологии

Программа дисциплины

Research Workshop
(Научно-исследовательский семинар)

для направления 040100.68 подготовки магистра
для магистерской программы «Сравнительные социальные исследования»

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Руководитель магистерской программы: К.С. Сводер

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Ученый секретарь _____

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Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения разработчика программы.



1 Field of Application and normative references

The program of the course builds up the minimum requirements to the knowledge and skills of a student and determines the content and types of classes and assessment.

The program is designed for teachers of this discipline, learning assistants and students of sociology (“International Master in Comparative Social Research”).

The program is developed according to:

- Educational Program of NRU HSE.
- University Academic Plan of NRU HSE for Master level education, confirmed in 2014.

2 The goal of the course

The course aims at providing students with a thorough understanding of the central components of (1) research design, development of a well-structured research project and proposal, (2) professional social scientific research ethics, the article and book publication processes, the academic job market, (3) development of MA Thesis proposal, presentation of research results, giving and receiving academic critique, and (4) implementation of research design in the MA thesis, writing a paper.

The course will thereby specifically address four core aspects of a (1) „Research Design,” (2) „Academic Practice,” (3) „Master Thesis Proposal“, (4) and “Master Thesis Writing.” The received knowledge and skills would be of high importance and value for those students aimed at entering the international academia as well as for those aiming at the international research organizations and consultancy companies (like OECD, World Bank, UNDP, ILO, GFK, GALLUP, IPSOS etc.).

3 Competences acquired within the discipline

As the result of this course a student has to:

- know the key approaches of research design in respect to the research goals
- be able to develop research design and conduct their own research in comparative perspective.
- acquire competences and professional skills to conduct high quality research according to the standards of academic practice
- be able to review literature effectively and do critical reading and writing
- know the standards of professional scientific ethics
- understand the article and book publication processes
- understand the academic job market
- be able to present their research question and results
- be able to participate in an academic discussion
- to design their master thesis
- to prepare an article
- write, present and defend the MA thesis

The Course develops the following competencies:

Competencies	NRU-HSE Code	Descriptors – the learning outcomes (the indicators of achievement)	Forms and methods of studies that contribute to the development of a competence
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The graduate should have such general cultural competences (GC), as:		
The preparedness to cooperate with colleagues and to work in a team.	GC-3	Students should be able to communicate in English with other students, he/she is expected to demonstrate cooperation and contribute to group work. Professional competence in oral and written English. Students will be required to use English literary sources to develop their language skills and communicate their arguments in English.
The ability of applying fundamental ideas and methods of liberal arts, social and economic sciences in order to solve professional tasks.	GC-9	Students are taught to use the information that he/she got from English-language literary sources to express themselves. Students are trained to work with different sources of sociological and statistical information: web-pages, data sets, secondary sociological data, academic and study literature sources. Students should be able to solve research problems applying the knowledge of modern theory in social sciences and comparative methodology. Students should be aware of existing methods of applied sociological research and use them in his or her professional research.
The ability to analyze socially important issues and processes.	GC-10	Students should be able to prepare for lectures, seminars and home assignments in English. Develop professional competency in oral and written
		Lectures, seminars and homework assignments. Elaboration of an individual research proposal. Individual and group presentations.
		Lectures and seminars, reading, homework assignments, designing the draft of an own analytical project, performing statistical analyses,
		Lectures, seminars, reading, homework assignments, writing research proposals.



		<p>communication skills in English.</p> <p>Students should be able to work with different sources of sociological and statistical information: web-pages, data sets, secondary sociological data, academic and study literature sources.</p> <p>Students should be able to use the information that he/she got from English literary sources to express and develop their arguments.</p> <p>Students should have the ability to solve research problems by applying recent theoretical approaches in the social sciences and comparative methodology.</p> <p>Students should be aware of existing methods of applied sociological research and able to use them in his or her professional research.</p>	
The ability to use applied methods of comparative analysis in professional activity	GC-11	Students should be able to apply comparative analysis for research of social and economic problems. To interpret the results of the comparative analysis and make conclusions.	Lectures, seminars, reading, home assignments, designing a research proposal
The ability to conduct cross-country comparative research with the help of modern methodological techniques	GC-13	Students should be able to work with different sources of sociological and statistical information: web resources, data sets, secondary sociological data, and other traditional databases and sources. <p>Students should be aware of existing methods of applied sociological research and able to use them in his or her professional research.</p>	Seminars, reading, home assignments.



<p>The ability to work with information and existing literature.</p>	GC-14	<p>Students should be able to use web resources.</p> <p>To use English texts in the preparation of lectures, seminars, practical classes, and home assignments.</p> <p>Develop written and oral communication skills of academic English.</p> <p>Students should be able to identify the gaps in existing research and literature.</p>	<p>Lectures, seminars, reading, homework assignments, designing a research proposal.</p>
<p>The graduate should have such general professional competences (PC), as:</p>	<p><i>in research activity:</i></p>		
<p>The ability to apply basic and special knowledge and skills in sociological theory and methods of sociological research in professional activity.</p>	PC-1	<p>Students are taught to use existing literature and data sets to design their own research and back up it with theories.</p> <p>Students should have the ability to solve research issues by applying a comparative methodology and modern theoretical approaches in the social sciences.</p> <p>Students should be aware of existing methods of statistical analysis applied in sociology and use them in his or her professional research.</p> <p>Students can independently design the plan of a research project and write a research proposal.</p>	<p>Seminars, reading, homework assignments, elaboration of a research proposal.</p>
<p>The ability to independently formulate objectives, set specific tasks of research in various fields of sociology and solve them with the help of modern research methods, applying the latest Russian and international experience and modern facilities, gadgets,</p>	PC-2	<p>Students are taught to use the information to express themselves and defend their arguments.</p> <p>Students should have the ability to solve research issues by applying a comparative methodology and modern theoretical approaches in the social sciences.</p>	<p>Seminars, reading, homework assignments, elaboration of a research proposal.</p>



information technologies.		Students should be aware of existing methods of statistical analysis applied in sociology and use them in his or her professional research.	
The ability and readiness to participate in the processing of the scientific and technical documentation, research reports, present the results of research taking into account the demands of a potential audience.	PC-3	Students are taught to think critically and to write within academic standards. Students should be aware of existing methods of statistical analysis applied in sociology and use them in his or her professional research. Students should be able to write academic research proposals and drafts of analytical reports.	Seminars, reading, homework assignments, writing an analytical report of own project research.
<i>in project activity:</i>			
The ability to process and analyze data to produce analytical solutions, expertise, and solutions.	PC-8	Students should be able to work with different sources of sociological and statistical information: web-pages, data sets, and secondary sociological data, academic and literary sources. Students are taught to use literature sources to think critically and defend their arguments. Students should be aware of existing methods of analysis applied in sociology and use them in his or her professional research. Students should be able to write both academic and commercial analytical reports. Students should be able to meet the requirements for information security in his research work.	Seminars, reading, homework assignments, writing a research proposal.
<i>in the organizational and administrative activity:</i>			



<p>The ability to use basic theoretical knowledge as well as practical skills in research, analytical and consulting activities.</p>	<p>PC-10</p>	<p>Students should be able to work with different sources of sociological and statistical information: web-pages, data sets, and secondary sociological data, academic and literary sources.</p> <p>Students are taught to use the information that he/she got from English-language literary sources to express themselves and defend their arguments.</p> <p>Students should be able to set research goals and implement the research design to study various social problems through a comparative perspective.</p> <p>Students should be aware of existing methods of analysis applied in sociology and use them in his or her professional research.</p> <p>Students should be able to apply methods of statistical analysis to social and economic problems. Students should be able to meet the requirements for information security in his research work.</p>	<p>Seminars, reading, homework assignments, writing a research proposal of own project research.</p>
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4 The place of the discipline in the educational structure

The current discipline relates to humanitarian disciplines preparing masters students in sociology. The discipline is a compulsory course for MA students of Comparative Social Research.

The course is based on the following previously covered courses:

- Sociology
- Statistics
- Methods in social studies
- BA Research seminar
- Data analysis

The basics of this discipline should be used in the following courses and activities:



3. Master Thesis Proposal	Intermediary	1 st Proposal Draft						1			The 1 st draft proposal is turned in by the beginning of the 5 th module. The 2 nd draft proposal is turned in by the end of the 5 th Module Proposal is presented, in a professional setting, within the „Academic Presentation and Debate“ Course
		2 nd Proposal Draft						1			
		Proposal Presentation						1			
	Final	Final Proposal							1		Written final research proposal
4. MA Thesis Writing											
	Current (month)	Giving oral RP presentation of MA thesis								1	Oral presentation of research proposal
	Current (month)	Draft of MA thesis								1	Draft of the MA thesis
	Intermediary	Presentation of MA thesis								1	Pre-defense of MA thesis, oral presentation
	Final	Submitting MA thesis								1	Final MA thesis
	Final	Final presentation of MA thesis								1	Final presentation of MA project

5.1 Assessment criteria
Block 1: Research Design

Intended learning outcomes and assessment system

Intended learning outcomes At the end of the course students will be able to:	Class work		3 short Research proposals	Written exam
	Activity in class works	Critical reflection essays and home tasks		
% in total mark	15%	25%	35%	25%
Develop the research question based on the literature and statistics		X	X	X
select the proper methods of data based on the given theoretical knowledge and develop the research design	X		X	X
back up their research question with the appropriate theories and analyze critically		X	X	X
write research proposals actively using the gained knowledge of developing the research program			X	
cite literature correctly and not to plagiarize		X	X	
follow science ethics and not to cheat with the data	X		X	



The final grade consists of:

- 1) Class participation and discussion (15%)
- 2) Home tasks and critical reflections (25%),
- 3) Final research proposal (35%)
- 4) Written final test (25%)

Critical reflection abstracts and peer review:

- 1) Critical reflection abstracts: each student is expected to write 1-2 paragraphs critical reflection abstracts (maximum of 200 words) on 2 provided articles. In these critical reflection abstracts the students are expected to demonstrate their ability of critical thinking and analysis of the research design points, specifying the advantages and disadvantages of the design.
- 2) Peer review is a one-page critical reflection on their peer's research proposal. Students are to submit 2 reviews on their peer's proposal.

Research Proposals: every student has to write 3 research proposals of 1-3 pages (1.5-spaced) where a student should work out a focused research problem; develop his own research design to tackle the raised question.

Deadline for the final research proposal is one week before the written exam.

Written exam: every student has to pass 60-minutes written exam with practical small tasks and test-questions to complete the course successfully.

Block 2: Academic Practice

Class participation (40%): Students are expected to discuss all of the assigned readings on the due date and to participate in in-class discussions and projects. During each class selected participants will informally present their research ideas to the class for general discussion with constructive criticism. Details will be discussed in class.

Class Presentation (20%): Students will formally present their research ideas. Details will be discussed in class.

Review of a Research Article (20%): Students are to write a two-page (single spaced) review of a research article. Details will be discussed in class.

Application and Proposal (20%): Students are to begin applying for funding, award or fellowship. Details will be discussed in class.

Block 3: Master Thesis Proposal

MA Proposal 1st draft (20%): Turned in by the beginning of Module 5. This is developed beforehand in coordination with Thesis advisor (5-7 pages).

MA Proposal 2nd draft (20%): Turned in by the end of Module 5. This proposal should show significant development compared to draft 1 (10-15 pages)

Final MA Proposal (60%): Turned in by the end of Module 6. The research proposal should be of no less than 15 pages and contain thesis structure, problem introduction, draft literature review, statistics and preliminary results as well as reference list.

In addition to the above activities, graded within the „Research Workshop“ Scheme, additional ECTS credits awarded during the 3rd semester are strongly related to this workshop:



Participation in professional seminar discussions (Graded, but formally outside of the Research Workshop Scheme. 40% of 3 ECTS for Academic Presentation and Debate): Students will participate regularly within a professional research seminar, contributing to the discussions, critique, and debate.

Presentation in a professional seminar (Graded, but formally outside of the Research Workshop Scheme. 60% of 3 ECTS for Academic Presentation and Debate): Students will present their research article or master thesis proposal within this professional scientific seminar, receive critique and discuss their project. They will submit a write-up of the discussion points and the ways that they will or will not respond to these points within their projects.

Internship Report (Graded, but outside of the Research Workshop Scheme. 8 ECTS): students have to submit their internship report by the beginning of the 7th module. The report should contain the progress on their MA thesis proposal and their research activities and experiences acquired from the host research institution.

Academic Article (Graded, but formally outside of the Research Workshop Scheme. 10 ECTS): students have to complete a research article, based on their MA thesis by the beginning of the 7th module. The article should be of around 8000 words or more (depending on the journal), and be submitted to a peer-reviewed scientific journal.

Block 4: MA Thesis Writing

Presentation of the final research proposal (20%): students have to present their research proposals to the audience and have feedback on them.

Draft MA Thesis (40%): student have to submit a draft their MA thesis by the first week of the 8th module. The MA draft thesis should be of no less than 50 pages and contain thesis structure, problem, revised introduction, full draft literature review, full statistics description, methodology part, and final results as well as reference list.

Pre-defense, oral presentation for the draft MA thesis (40%): student have to present their progress on the MA thesis to the audience and have feedback.

Final MA thesis (Graded separately, worth 18 ECTS)

Final MA thesis defense (Graded separately, worth 6 ECTS)

6 Course content

Readings marked with an “R” are REQUIRED, or mandatory readings. OP means “optional:” the readings are suggested, but not required. TBA is “to be announced” at a later date. Students are expected to have read the REQUIRED readings on the date they are assigned.

6.1 Research design, T. Karabchuk (1st year, 1-2 modules, HSE Moscow)

To be formulated

Class Period	Topic	Readings	Home tasks and preparation
1	Introduction to the course	-	-
2	Research approach: how to select. Goal and design correspondence	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.	Best study from your reading experience



Class Period	Topic	Readings	Home tasks and preparation
		Chapter 1, pp.1-22 Mann (1981) "Socio-Logic" in The Content of Methodology Courses. pp. 544-550	
3	Research approach: how to select. Case selection.	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Chapter 1, pp.1-22 Mann (1981) "Socio-Logic" in The Content of Methodology Courses. pp. 544-550	Preparation for group discussion
4	Literature review: focused review, citation, handling references, search for literature	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Chapter 2, pp.25-49	Critical evaluation of published research
5	Literature review: critical reflection and puzzles setting	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Chapter 2, pp.25-49	Critical writing: abstracts on paper
6	Use of theory: comparative studies for different research designs	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Chapter 3, pp.51-76 Pennings P., Keman H., Kleinnijenhuis J. Doing Research in Political Science: An Introduction to Comparative Methods and Statistics. Second Edition. Sage Publications, 2005 Layder D. Sociological Practice. Linking Theory and Social Research. Sage Publications, 2013. Przeworski, A. and H. Teune (1970): The Logic of Comparative Social Inquiry. New York: Wiley Interscience	Developing: first draft proposal
7	Writing a proposal: rules of thumb	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Chapter 4, pp.77-104	Critical reflection on peer's proposal



Class Period	Topic	Readings	Home tasks and preparation
8	Designing Research: quantitative, qualitative, mixed	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Chapter 5, pp.105-122	Preparation for working in groups (best research design for particular goal)
9	Purpose statement	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Chapter 6, pp.123-138	Preparing the purpose statement
10	Research questions and hypotheses	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Chapter 7, pp.139-153	Preparing the research question and hypotheses
11	Data and methods: quantitative surveys	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Chapter 8, pp.155-181 Babones S.J. Methods for Quantitative Macro-Comparative Research. Sage Publications, 2013 Perreria, K., N. Deeb-Sossa, K. M. Harris, and K. A. Bollen (2005): What Are We Measuring? An Evaluation of the CES-D across Race, Ethnicity, and Immigrant Generation. Social Forces, 83: 1567-1602	Developing your own research design: second draft proposal
12	Data and methods: qualitative surveys	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Chapter 9, pp.183-213	Preparation for group discussion on methods
13	Data and methods: mixed methods	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Chapter 10, pp.215-239	Final research proposal delivery
14	Examination	Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.	Preparation for test
15	Feedback and evaluation	-	-

Core readings:

1. Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications, 2013.



2. Anders L. *Designing and Doing Survey Research*. Sage Publications, 2012.
3. Babones S.J. *Methods for Quantitative Macro-Comparative Research*. Sage Publications, 2013.
4. *Comparative Methods in the Social Sciences. Four-Volume Set*. Sage Publications, 2006.
5. Coppedge, M. (1999): *Thickening Thin Concepts and Theories: Combining Large N and Small in Comparative Politics*. *Comparative Politics*, 31 (4): 465-476.
6. Della Porta, D. and M. Keating (eds.) (2008): *Approaches to Methodologies in Social Sciences: A pluralist perspective*. Cambridge: Cambridge University Press.
7. Goertz, Gary (2006): *Social Science Concepts. A User's Guide*. Princeton, NJ: Princeton University Press.
8. Gschwend, T. and F. Schimmelfennig (eds.) (2007): *Research Design in Political Science: How to Practice What They Preach*. Houndsmills/Basingstoke: Palgrave Macmillan.
9. Hancké, B. (2009): *Intelligent Research Design: A Guide for Beginning Researchers in the Social Sciences*. Oxford: Oxford University Press.
10. Hantrais L. *International Comparative Research: Theory, Methods and Practice*. Palgrave Macmillan, 2009.
11. Hatcher L. *Advanced Statistics in Research: Reading, Understanding, and Writing Up Data Analysis Results*. Shadow Finch Media LLC, 2013.
12. Layder D. *Sociological Practice. Linking Theory and Social Research*. Sage Publications, 2013.
13. Lieberman, S. (1991): *Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases*. *Social Forces*, 70 (2): 307-320.
14. Mann (1981) "Socio-Logic" in *The Content of Methodology Courses*. pp. 544-550
15. *New Frontiers in Comparative Sociology*. Ed. by M. Saaki. Leiden, Boston, 2009.
16. Perreria, K., N. Deeb-Sossa, K. M. Harris, and K. A. Bollen (2005): *What Are We Measuring? An Evaluation of the CES-D across Race, Ethnicity, and Immigrant Generation*. *Social Forces*, 83: 1567-1602.
17. Przeworski, A. and H. Teune (1970): *The Logic of Comparative Social Inquiry*. New York: Wiley Interscience.
18. Pennings P., Keman H., Kleinnijenhuis J. *Doing Research in Political Science: An Introduction to Comparative Methods and Statistics*. Second Edition. Sage Publications, 2005.

6.2 Academic practice, J. Dubrow, A.Nemirovskaya (1st year, 3-4 module, HSE St.Petersburg)

Outline and Readings

Most course readings are available on the course website (proseminarcrossnationalstudies.wordpress.com).

Class Period	Topic	Readings
1	Introduction to the course and ethics of research and publishing	R -- Economic and Social Resource Council. 2010. <i>Framework for Research Ethics</i> . R – International Sociological Association <i>Code of Ethics</i> http://www.isa-sociology.org/about/isa_code_of_ethics.htm R – Fujii, Lee Ann. 2012. "Research Ethics 101: Dilemmas and Responsibilities." <i>PS: Political Science and Politics</i> October: 717 – 723.
2	Doing original	R -- Guetzkow, Joshua, Michèle Lamont and Grégoire



Class Period	Topic	Readings
	research that generates interest and answers the question of, "So What?"	Mallard. 2004. "What Is Originality in the Humanities and the Social Sciences?" <i>American Sociological Review</i> 69(2): 190-212. R -- Davis, Murray S. 1971. "That's Interesting: Towards a Phenomenology of Sociology and a Sociology of Phenomenology." <i>Philosophy of the Social Sciences</i> 1(4).
3	Practical guides for graduate students in managing the dissertation process	R -- Farrar-Myers, Victoria A. 2001. "The 'Rights' of Passage." <i>PS: Political Science and Politics</i> 34(4): 845-6. R -- den Dulk, Kevin R. 2001. "Proposing a Dissertation with a Free Rein." <i>PS: Political Science and Politics</i> 34(4): 851-2. R -- Benesh, Sara C. 2001. "The Key to a Successful Prospectus: Consult an Advisor, Early and Often." <i>PS: Political Science and Politics</i> 34(4): 853-4. R – Burawoy, Michael. 2005. "Combat in the Dissertation Zone." <i>The American Sociologist</i> 36(2): 43-56. R – Haggerty, Kevin D. 2010. "Tough Love: Professional Lessons for Graduate Students." <i>The American Sociologist</i> 41:82–96. OP – Ferrales, Gabrielle and Gary Alan Fine. 2005. "Sociology as a Vocation: Reputations and Group Cultures in Graduate School." <i>The American Sociologist</i> 36(2): 57 – 75.
4	Framing research questions and problem statements to specific audience types	R -- Thunder, David. 2004. "Back to Basics: Twelve Rules for Writing a Publishable Article." <i>PS: Political Science and Politics</i> 37(3): 493-5. R – Zigerell, L. J. 2013. "Rookie Mistakes: Preemptive Comments on Graduate Student Empirical Research Manuscripts." <i>PS: Political Science and Politics</i> January: 142 – 146. R -- van Cott, Donna Lee. 2005. "A Graduate Student's Guide to Publishing Scholarly Journal Articles." <i>PS: Political Science and Politics</i> 38(4): 741-743. R – Rich, Timothy S. 2013. "Publishing as a Graduate Student: A Quick and (Hopefully) Painless Guide to Establishing Yourself as a Scholar." <i>PS: Political Science and Politics</i> April: 376 – 379.
5	Science Writing that Is Clear, Simple and Engaging	R -- Chapters 3, 4 and 18 from <i>A Field Guide for Science Writers</i> (2010)
6	How to Search for and Read Relevant Research Articles	R -- Jordan, Christian H. and Mark P. Zanna. 1999. <i>How to Read a Journal Article in Social Psychology</i> . http://arts.uwaterloo.ca/~sspencer/psych253/readart.html R – Bjork, Bo-Christer and Jonas Holmstrom. 2006. "Benchmarking Scientific Journals from the Submitting



Class Period	Topic	Readings
		Author's Viewpoint." <i>Learned Publishing</i> 19: 147-155. OP – Torres-Salinas et al. 2014. "Analyzing the Citation Characteristics of Books: Edited Books, Book Series and Publisher Types in the Book Citation Index." <i>Scientometrics</i> 98: 2113-2127.
7	The Peer Review Process	R -- Polsky, Andrew J. 2007. "Seeing Your Name in Print: Unpacking the Mysteries of the Review Process at Political Science Scholarly Journals." <i>PS: Political Science and Politics</i> 40 (3): 539-43. R – Miller et al. 2013. "How to Be a Peer Reviewer: A Guide for Recent and Soon-to-Be PhDs." <i>PS: Political Science and Politics</i> January: 120 – 123. OP – Donovan, Stephen K. 2011. "Big Journals, Small Journals, and Two Peer Reviews." <i>Journal of Scholarly Publishing</i> . July. OP -- Schneider, Joseph W. 1990. "The Case of the 'Unfair' Review: Ethical issues from an Editor's File." <i>The American Sociologist</i> , Spring.
8	Grant finding and grant writing	R -- Przeworski, Adam and Frank Salomon. 1995. <i>On the Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions</i> . SSRC. R -- Henson, Kenneth T. 2003. "Debunking Some Myths about Grant Writing." <i>The Chronicle of Higher Education</i> , June 26. R -- Moffat, Anne Simon. 1994. "Grantsmanship: what makes proposals work?" <i>Science</i> 265 (September 23).
9	Special Topic: Interdisciplinarity	R -- Jacobs, Jerry A. and Scott Frickel. 2009. "Interdisciplinarity: A Critical Assessment." <i>Annual Review of Sociology</i> 35:43-65. R -- Dubrow, Joshua Kjerulf. 2011. "Sociology and American Studies: A Case Study in the Limits of Interdisciplinarity." <i>The American Sociologist</i> 42(4): 303-315. R -- National Academies. 2004. <i>Facilitating Interdisciplinary Research</i> . Washington D.C.: National Academies Press. (selected chapters) OP - Jacobs, Jerry A. 2014. <i>In Defense of Disciplines: Interdisciplinarity and Specialization in the Research University</i> . Chicago: University of Chicago Press. OP - Sigelman, Lee. 2010. "Terminological interchange between Sociology and Political Science." <i>Social Science Quarterly</i> 91 (4):883-905.
10	CV as Presentation of	TBA



Class Period	Topic	Readings
	Self in Academic Life	
11	How to Present Research in Public	<p>R -- King, Charles. 2006. "Reforming the Conference Presentation, or What We Can Learn from Hollywood." <i>PS: Political Science and Politics</i> 39(4): 875-77.</p> <p>R – Smith, David T and Rob Salmond. 2011. “Verbal Sticks and Rhetorical Stones: Improving Conference Presentations in Political Science.” <i>PS: Political Science and Politics</i> July: 583 – 588.</p> <p>R – Salmond, Rob and David T Smith. 2011. “Cheating Death-by-PowerPoint: Elective Use of Visual Aids at Professional Conferences.” <i>PS: Political Science and Politics</i> July: 589 – 596.</p>
12	Student Presentations	None.

6.3. Master Thesis Proposal, Host research institute (Supervisor), Research Workshop Instructors (J Dubrow, T. Karabchuk, A. Nemirovskaya)

Student has to work out his/her own schedule of attending research workshops at host institute and work on an article.

Core readings that might be useful for preparing an article:

1. Thunder, David. 2004. “Back to Basics: Twelve Rules for Writing a Publishable Article.” *PS: Political Science and Politics* 37(3): 493-5.
2. Zigerell, L. J. 2013. “Rookie Mistakes: Preemptive Comments on Graduate Student Empirical Research Manuscripts.” *PS: Political Science and Politics* January: 142 – 146.
3. van Cott, Donna Lee. 2005. “A Graduate Student’s Guide to Publishing Scholarly Journal Articles.” *PS: Political Science and Politics* 38(4): 741-743.
4. Rich, Timothy S. 2013. “Publishing as a Graduate Student: A Quick and (Hopefully) Painless Guide to Establishing Yourself as a Scholar.” *PS: Political Science and Politics* April: 376 – 379.

6.4. MA Thesis Writing, T. Karabchuk, A. Nemirovskaya (2nd year, 7-8 modules, HSE Moscow, HSE St. Petersburg)

Core readings for MA thesis workshop (All the core readings are available in electronic version in the HSE Library).

Class Period	Topic	Readings (based on core readings, from list below)
1	Introduction to Master Thesis: components, methods, style, ethics	
2	Presentations of MA thesis final research proposals	



Class Period	Topic	Readings (based on core readings, from list below)
3	Presentations of MA thesis final research proposals	
4	Thesis structure and links between the chapters Introductory chapter: academic and social background, problem statement.	
5	Comparative approach to social research: theory and method	
6	Writing methodology chapter: methods, sample, instrumentation	
7	Discussion of possible research problems	
8	First draft MA thesis discussion (colloquium)	
9	First draft MA thesis discussion (colloquium)	
10	Data collection, use of international surveys and statistics databases. Data analysis: descriptive and inferential statistics, validity of findings	
11	Presenting the results: descriptions, tables, graphs and figures	
12	Discussion of the findings: conclusions and implications for practice	
13	Preparation and practice of presentation of the thesis to the audience	
14	Pre-defense of the MA thesis	
15	Pre-defense of the MA thesis	

Core readings:

1. Bui Y.N. How to Write a Master's Thesis. Second Edition. Sage Publications, 2013.



2. Burnham P., Lutz G.K., Grant W., Layton-Henry Z. *Research Methods in Politics. Second Edition.* Palgrave Macmillan, 2008.
3. Furseth I., Everett E.L. *Doing Your Master's Dissertation. From Start to Finish.* Sage Publications, 2013.
4. Gerring J. *Social Science Methodology: A Unified Framework. Second Edition.* Cambridge University Press, 2012.
5. Joyner L.R., Rouse W.A., Glatthorn A.A. *Writing the Winning Thesis or Dissertation. A Step-by-Step Guide. Third Edition.* Corwin, 2013.
6. Landman T., Robinson N. *The SAGE Handbook of Comparative Politics.* Sage Publications, 2009.
7. Thomas R.M., Brubaker D.L. *Theses and Dissertations. A Guide to Planning, Research, and Writing Second Edition.* Corwin, 2008