

Government of Russian Federation

National Research University – Higher School of Economics

Faculty of Social Sciences
Public Policy Department

**Syllabus of the course
Research Seminar**

Master degree in Political Science (41.04.04)
Master degree program “Political Analysis and Public Policy”

Authors of the syllabus:

Dmitry Zaytsev, PhD in political science, dzaytsev@hse.ru

Sergey Parkhomenko, PhD in sociology, sparkhomenko@hse.ru

Anna Potsar, PhD in philology, apotsar@hse.ru

Edgar Tovar, PhD in economics, etovar@hse.ru

Approved by the meeting of the Public Policy Department
on «___» _____ 2016

Head of department:

Nina Belyaeva

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This syllabus cannot be used by other university departments and other higher education institutions without the explicit permission of the department of Public Policy.



1 Scope of the program and compliance with the internal university standards

The present syllabus is aimed at faculty teaching this course, their teaching assistants, and students of the degree program 41.04.04 ‘Political Science’, master’s program ‘Political Analysis and Public Policy’ with the specialization “Public Policy Analysis”, “Human Rights and Democratic Governance”.

This syllabus meets the standards required by:

- National Research University - Higher School of Economics,
- Degree program 41.04.04 ‘Political Science’, master’s program ‘Political Analysis and Public Policy’,
- Master program curriculum as of 2016.

2 Learning Objectives

The research seminar aims both methodological and substantive goals. The first one is to provide students with analytical and research skills required for writing academic articles, essays, reviews, reports, course papers and dissertation research on the public policy analysis, human rights and democratic governance. The second goal is to teach to students contemporary approaches to the research of public policy and human rights issues. Students will learn, explore and practice relevant methods of organization of public policy analysis & monitoring in various fields. They will be able to present their research results in the form of individual course paper or master thesis.

The course tasks are:

- 1) to help students specify the issues of their prospective research and formulate research topic by giving them the opportunity to get acquainted with the professors of the department, particularly with the scope of their research interests, publications, research papers themes of the department;
- 2) to familiarize students with the research and analysis methods, to introduce them the rules of drafting and developing of academic research texts of various genres clarifying the language peculiarities of academic writing;
- 3) to develop professional skills and competences required for the preparation of course papers, master's theses, academic papers, reviews, etc. on public policy & human rights issues;
- 4) to develop the students' skills of academic discussion, expert debate, presentation of the research work results to the expert community, critically reviewing the comments and defending their point of view;
- 5) to examine and discuss in the class the academic literature on the subject of the seminar, to help students choose proper academic references and data sources for their master's theses;
- 6) to teach students the techniques and skills of scientific analysis of empirical data needed for their further professional activities.

3 Competences

Having mastered the course, the students are expected:

To know:

- the requirements to the content and drafting of academic and applied research (articles, essays, dissertations, etc.);
- the criteria of selection and principles of usage of the academic sources relevant for the research and interpretation of the research results;
- the requirements to the quality and quantity of research material/data;
- the requirements to the presentation of research results;
- the main theoretical approaches and methods used in public policy & human rights research;
- the basic theoretical conceptions and categories used for the monitoring preparation;



- the core questions associated with the choice of the research method applicable to public policy & human rights issues investigation;
- the content of the required reading given by this program.

Be able to:

- lay out a scientific research and monitoring from the problem definition to the interpretation of the results;
- monitor public policy & human rights events and processes in the class and independently;
- summarize, compare and interpret data obtained from monitoring or other research methods;
- compose a report on research or monitoring results and suggest recommendations for policymakers;
- use academic literature properly, involving results of previous studies and other sources of data to develop their own research;
- present the results of research or monitoring in accordance with the requirements to academic and applied research (course paper, articles, abstracts, reports, etc.)

To obtain skills to:

- conduct an independent research in the field of public policy & human rights, both singly and within the group;
- lead the whole process of monitoring or any step of this process,
- develop independently the program of the research in the field of public policy & human rights;
- draft and present in public the results of the academic research in the field of public policy & human rights;
- use different data, apply different analysis methods in the public policy & human rights research and monitoring.

Students’ competences expected by the end of the course:

Competence	Code	Descriptors	Teaching methods and forms
Is able to update and develop his/her level of culture and intelligence level	OK-1	Makes definitions on his/her own, possesses skills to select and adopt new literature on his/her topics of specialization or on interfaces, interprets subjects under the study in cultural, political, social context considering historical and technological changes.	Work without assistance with literature, home works on bibliography and abstracting the literature practice. Classroom discussions, data retrieval practice using data bases and Internet. Debate on the research proposals.
Is able to study new research methods without assistance.	OK-2	Selects and adopts up-to-date scientific literature on research topic without assistance. Has formed the habit to observe regularly new information on the research topic from different sources. Can apply knowledge he/she has adopted through literature or distant education.	Working on his/her own with the course teachers periodical control, writing essays, home works preparation, laying out the term paper or master thesis.



Competence	Code	Descriptors	Teaching methods and forms
Is able to use skills and knowledge to conduct researches, to manage a team, to influence the group goals formulation, to evaluate the results.	OK-5	Is able to work in team, to manage work stage, to control the tasks are done in time, to set goals precisely and work up phased research plan according to the goals, to complete tasks in time the others charged him/her, to foresee the risks for the plan realization and work up strategy to mitigate it. Is able to evaluate objectively the other colleagues do their job.	Participation in the group work.
Is able to analyze, synthesize, and critically summarize the information	ИК-10	Distinguishes various sources and types of information, critically uses information from different sources, scientifically proves conclusions of the research	Analysis and discussion of cases, results of homework and independent work, pre-defense and defense of term papers and master theses
Is able to make out and represent results of the performed work to report on them	ИК-11	Possesses skills of presentation and report on the results of the executed work	Presentations of results of homework, essay and independent work, pre-defense and defense of term papers and master theses
Is able to prepare independently generalizing analytical materials (reviews, notes, reports, recommendations, etc.) and suggestions for the decision-makers in the political sphere.	ПК-18	Possesses skills of preparation of analytical products	Analysis and discussion of examples of analytical products, results of homework and independent work, outlines of term papers and master theses

4 The course in the structure of the master’s program

This course is a professional one.

This course is crucial for mastering the degree program in public policy & human rights specializations and is based on/ linked to the following courses: “Theory and Methodology of Political Research”, “Human Rights in Globalizing World”, “Quantitative & Qualitative Methods of Data Analysis”, “Contemporary Political Science”, “Conflict Management and Mediation”.

The following competences are needed to study the course:

- the knowledge of the main theories of and methodological approaches to political research, theoretical conceptions of the origin of public policy & human rights, philosophical and legal sources of public policy & human rights, standards and guarantees of human rights on the international legal norms and the Russian legislation, the main quantitative and qualitative methods of data analysis in the humanities and social research;
- the ability to give definitions of the concepts and facts, to interpret creatively the academic literature, to represent links between the legal, political and socio-economic processes, to identify causality between facts and events, to use academic and bibliographic sources.

Core competences developed by the course are crucial for the preparation of students’ research papers and Master’s dissertations; also, these competences are required for the study of the following courses:

“Global actors in public policy”;
the elective courses of the 2nd year of both specializations.



5 Course plan

The discipline lasts for 2 years – on the 1st and the 2nd year of Master program.

№	Topic	Total hours	Contact hours			Independent students' work
			Lectures	Seminars	Training	
1	Public Policy Department: research clusters & research questions	30	-	12	-	18
2	Preparing to conduct a research: Literature Review, Research Design, Working with Data	120	-	52	-	68
3	Practicum “Quantitative methods: Application for the Term Paper”	60	-	24	-	36
4	Practicum “Qualitative methods: Application for the Term Paper”	60	-	24	-	36
5	Presenting the research: Preparation and performance	48	-	24	-	24
6	Consultations on Term Paper Defense	24	-	12	-	12
	Total for the 1st year	342	-	148	-	194
9	Academic writing: structure of the research	96	-	32	-	64
10	Academic writing: stylistic requirements and standards	96	-	32	-	64
11	Individual consultations on Master Theses	74	-	32	-	42
	Total for the 2nd year	266	-	96	-	170

6 Requirements and grading

Type of control	Form of control	1 st year				2 nd year				Criteria
		1	2	3	4	1	2	3	4	
Current	Participation	v	v	v	v	v	v			Attendance of the classes
	Homework № 1	v								Reading about clusters
	Homework № 2	v								Cluster choice motivation letter
	Homework № 3	v								Formulation of shortcomings in literature, research problem, research question, goal of research, research tasks
	Homework № 4	v								Conceptualization and operationalization
	Homework № 5		v							Data collection table
	Homework № 6			v						Case study on the quantitative research in public policy sphere
	Homework № 7			v						Case study on the qualitative research in public policy sphere
	Homework № 8				v					Self-critique on presenting the research
	Homework № 9						v			Research Proposal of Master Theses for 2 nd year students
Mid-term	Pre-defense			v						Pre-defense of Term Paper for 1st year students
Final	Exam				v					Presentation at the Term Paper Defense for 1 st year students
	Exam							v		Pre-defense of Master Theses for 2 nd year students

6.1 Evaluation criteria

Student’s work in the class is assessed taking into account both the attendance and the preparedness for each class: understanding the required reading for the theme, participation in the discussion and the content of the answers to teacher’s questions. Student missing classes receives "zero". To be in a class either without homework or without the printed materials required for work in the class is equivalent to being absent.

Tasks are evaluated on a 10-point scale. At the professor’s discretion and in particular circumstances the student may be able to compensate the homework not provided on time.

Homework № 1: Reading about clusters and participation in the in-class discussions

Homework № 2: Cluster choice motivation letter (1/2 - 1 page of text with select cluster description and motivated declaration of research interest by each student) – submitting in writing and participating in the in-class discussions

Homework № 3: Formulation of shortcomings in literature, research problem, research question, goal of research, research tasks – submitting in writing and participating in the in-class discussions

Homework № 4: Conceptualization and operationalization for a topic of a student’s choice – submitting in writing and participating in the in-class discussions

Homework № 5: Data collection – filling out a special table – submitting in writing and participating in the in-class discussions

Homework № 6: Case study on the quantitative research in public policy sphere – 5-10 minutes presentation during the corresponding class

Homework № 7: Case study on the qualitative research in public policy sphere – 5-10 minutes presentation during the corresponding class

Homework № 8: Self-critique on presenting the research – critical analysis of one’s presentation skills and public performance (on the examples of the Term Paper Pre-defense)

Homework № 9 (for 2nd year students): Research Proposal for Master Theses for 2nd year students

Pre-defense:

Pre-defense of Term Paper for 1st year students

Final exams:

Final exam for the 1 year students is in the form of presentations prepared for the Defense of Term Papers.

Final exam for the 2 year students is organized in the form of Master Theses pre-defense. The pre-defense is evaluated on the whole.

7 Content of the course

Topic 1. Public Policy Department: Research Clusters & Research Questions

1.1. Lecture (4 hours), Prof. Belyaeva:

1) Public policy research field. Methodologic and theoretic “core”. Clusters: Actors, Institutions, Mechanisms and Policies (Prof. Belyaeva)

2) Public policy research: presentations by the Public Policy Program staff

3) Reading recommendations

Homework 1 due next class:

Reading about clusters – theoretical materials and the materials recommended by Program staff

Homework 2 due next class:

Cluster choice motivation letter (1/2 - 1 page of text with motivated declaration of research interest and selected cluster description by each student)



1.2. Seminar (4 hours), Profs. Zaytsev, Parkhomenko, Uldanov:

- 1) Joint discussion of the reading
- 2) Homework 1 discussion

Homework 2 (cont.) due next class:

Cluster choice motivation letter revision

1.3. Seminar (4 hours), Profs. Parkhomenko, Uldanov:

Homework 2 discussion

Topic 2. Preparing to Conduct a Research: Literature Review, Research Design, Working with Data

2.1. Lecture (4 hours), Prof. Parkhomenko:

- 1) Developing Your Literature Review. Citation Rules. Reference Rules. APA Manual.
- 2) Research Design. The program of applied research and the introduction of the "fundamental" research.
- 3) Research problem formulation. Research questions. The goal (aim) of the research. Research hypotheses or assumptions.
- 4) Theoretical and methodological basis of research. Research methods and data sources. Chronological framework of study, scientific novelty.
- 5) Structure of a study.

Homework 3 due next class:

Formulation of shortcomings in literature, research problem, research question, goal of research, research tasks

2.2. Seminar (4 hours), Profs. Parkhomenko, Uldanov:

Homework 3 discussion

2.3. Lecture (4 hours), Prof. Zaytsev:

Conceptualization and operationalization: the relationship between the concept, variable and measurement, relationships between concepts, variables and indicators. Preparation for measurement: levels, scale, measurement error. Instrumentalization.

Homework 4 due next class:

Conceptualization and operationalization for a topic of a student’s choice

2.4. Seminar (4 hours), Profs. Zaytsev, Parkhomenko:

Homework 4 discussion - conceptualization and operationalization discussion

2.5. Term Paper Topic Defense (8 hours), Profs. Belyaeva, Zaytsev, Parkhomenko, Albert, Uldanov

2.6. Lecture (4 hours), Prof. Zaytsev:

Sources of information: media, statistics, social science data, regulations, political-ideological documents, agitation and propaganda. Advantages and disadvantages. Analytical tasks.

Subject of study. Opinions (attitudes), evaluation, data (and their interpretation), knowledge, texts and discourses.

Homework 5 due next class:

Data collection – filling out the table by Prof. Zaytsev



2.7. Seminar (4 hours), Profs. Zaytsev, Parkhomenko:

Homework 5 discussion

2.8. Lecture (4 hours), Prof. Parkhomenko:

Research methods. Surveys (questionnaires, interviews), tests, simulations, brainstorming, synectics, polylogue, Delphi, patterns, scenario forecasting, event analysis, situational analysis, case study, observation, experiment, network analysis, cost-benefit analysis, SWOT; mathematical models, conceptual analysis, content analysis, discourse analysis.

Homework 5 (cont.) due next class:

Data collection – filling out the table by Prof. Zaytsev – continued.

2.9. Seminar (4 hours), Profs. Zaytsev, Parkhomenko:

Homework 5 discussion – continued

2.10. Term Paper design defense (8 hours), Profs. Belyaeva, Zaytsev, Parkhomenko, Albert, Uldanov

2.11. Consultations

Topic 3. Practicum “Quantitative methods: Application for the Term Paper”

3.1. Practicum (4 hours), Prof. Uldanov:

1. Introduction to statistics
2. Software for statistical analysis - Excel, SPSS, etc.
3. Descriptive statistics and graphic presentation in Excel

Homework 6 due one of the next classes:

Case study on the quantitative research in public policy sphere

3.2. Practicum (4 hours), Prof. Uldanov:

1. Chi-square and analysis of variance
2. Correlation in Excel and SPSS

3.3. Practicum (4 hours), Prof. Uldanov:

Regression analysis basics

3.4. Practicum (4 hours), Prof. Uldanov:

Cluster analysis: theory and practice

3.5. Practicum (4 hours), Prof. Uldanov:

Factor analysis: theory and practice

3.6. Consultation (4 hours), Prof. Uldanov

Topic 4. Practicum Qualitative methods: Application for the term paper

4.1. Seminar (4 hours), Prof. Albert:

Brief recap on applying qualitative methods to research of public policy problems: quantitative vs. qualitative – limitations. Brief overview of the key qualitative methods.

Homework 7 due one of the next classes according to the topic:

Case study on the qualitative research in public policy sphere

4.2. Seminar (4 hours), Prof. Albert:

Typology: creation of a system of classification, list of (mutually exclusive) categories.

Taxonomy: typology with multiple levels of concepts.

Grounded Theory (Constant Comparison): core/axial categories emerge.

Induction and deduction.

Students’ Case Study Presentations

4.3. Seminar (4 hours), Prof. Albert:

Event (Frame) Analysis: identification of the specific boundaries (start, end) of the events and event phases.

Metaphorical Analysis: development specific metaphors for event.

Students’ Case Study Presentations

4.4. Seminar (4 hours), Prof. Albert:

Domain Analysis: cultural context, social situation and cultural patterns including semantic links.

Hermeneutical Analysis: meaning of the event/utterance in a context (historical, social, cultural etc.).

Discourse Analysis: identification of patterns.

Students’ Case Study Presentations

4.5. Seminar (4 hours), Prof. Albert:

Semiotics: identification of symbolical messages.

Content Analysis: identification of themes/topics, latent themes/emphases.

Narratology: exploration of the intrinsic structures of how a story is composed.

Students’ Case Study Presentations

4.6. Consultation (4 hours), Prof. Albert

Topic 5. Presenting the research: Preparation and performance

5.1. Seminar (4 hours), Prof. Parkhomenko:

Presenting in different environments. Presentation styles. Academic vs. business presentation. Formal vs. informal presentation.

5.2. Seminar (4 hours), Prof. Parkhomenko:

Developing presentation strategy. Components of successful public performance. How and what to present? Audial, visual, and kinesthetic learning styles and presentation. Humor and other means of relieving psychological tension. Experiments and impromptu in making presentations.

Preparing different types of information for presentation (e.g. descriptive, analytic, statistical, physical, etc.). What should be in slides and what is not suitable for them? Handouts and different types of information. Other types of visual aids and information.

5.3. Seminar (4 hours), Prof. Parkhomenko:

Presenting: psychological preparation, behavior, and personal presentation. Fear and its input into the success of a presentation. What should be done to fears? Presenting yourself: emotions, behavior (motions, poses, etc.), clothes, etc. Presenting your information: language, articulation, and pronunciation.

5.4. Seminar (4 hours), Prof. Parkhomenko:

Presenting: working with the audience. The problem of attention. The focus and timing. Eye contact and its principles. Passive, active, and interactive forms of work with the audience. How to ensure rapport and real participation of the audience and to get stable feedback?

Mistakes and potential problems during a presentation: interruptions, forgetfulness, questions, provocative behavior, misleading or disloyal arguments, negative reaction of the audience, prejudice, etc.

Homework 5 due next class:

Self-critique – presentation and performing

5.5. Consultations (8 hours), Prof. Parkhomenko

Topic 6. Consultations on Term Paper Defense (12 hours), TBA

Topic 7. Academic writing: composition, structure and arguments (32 hours), Prof. Pogossova

Nature of academic writing. Guidelines for academic writing in different genres. Abstract, outline, article, conference paper, essay, literature review, master thesis. Laying out the composition of the research after specifying research data and choosing methods of data analysis: the sequence matters. Toulmin’s model of an argument: application to particular research.

Topic 8. Academic writing: stylistic norms and standards (32 hours), Prof. Pogossova

Universal and variable requirements to academic writing in different national/educational traditions. Clarity in academic writing. Difficulty of the academic text. Individual differences in academic writing. Rhetorical devices and quotations from academic writers. Manuals on academic writing. Recommended standards for references, tables, graphs, etc.

Topic 9. Individual Consultations on Master Theses (32 hours), Prof. Parkhomenko

The group elaborates the schedule of consultations required for each student to complete his or her Master Thesis. According to the schedule students consult with the teacher on the progress of their research. The materials for the meeting are to be sent by email in advance. Teacher reads the received document, estimates its quality, structure and correspondence with the general direction of the research endorsed by the department of public policy, estimates the development of the research, gives advice on its improvement regarding methods of data analysis, lacking data, argumentative structure, etc. and answers student’s questions.

8 Reading and Materials

Topic 1. Recommended readings

- Belyaeva N. Public Policy Analyses as Nonlinear Tool for Assessing Probability of Democratic Development. IPSA-ECPR. Sao Paulo, 2011
- Belyaeva N., Proskuryakova L. Civil Society Diamond. M.INTERLEGAL, 2008
- Belyaeva_Capano_Governing Modern University_ Academic Papers. Oslo, 1-8 August, 2010. Moscow. INTEL CORP. 2011
- Belyaeva_Dgibladze_Public as a social actor - FINAL VERSION for Yasin Conference_2013
- Belyaeva_Kakabadze. Global Order and Global Governance_ICPP. Grenoble. 2013
- Fogelson. Soft Law Regulatory Regimes_ICPP. Grenoble. 2013
- Lakatos Imre. Falsification and the Methodology of Scientific Research Programmes. 1973
- Obiedkov S., Mikhail Klimushkin, Shabanova M., Dmitry Zaytsev. A Multidimensional Model for Analyzing Democratic Development in Central and Eastern Europe // Transition Studies Review. 2013. Vol. 20. No. 2. P. 191-209.
- Potsar_Failed Communication_Granada_2013
- Russia and the Council of Europe Topics for Common Agenda. Academic Papers. Oslo, 1-8 August, 2010. Moscow. INTEL CORP. 2011
- Semenenko I. “Political Man” in a Changing World: Rethinking the Individual Dimension of Politics. 2013
- Semenenko I. The Quest for Identity. Russian Public Opinion on Europe and the European Union and the National Identity Agenda Perspectives on European Politics and Society, 2013
- Term Paper Chetaykina Svetlana, 2013
- Tovar-García, E.D. (forthcoming). Determinants of educational outcomes in Yaroslavl, Russia
- Zaytsev and Co. Fighting Myths in Democracy Evaluation by FCA. IPSA. 2012
- Zaytsev D. Analytical communities and Think Tanks as Boosters of Democratic Development. IPSA-ECPR. 2011
- Zaytsev D. Analytical Communities in the Local Policy Process Creating Self-identity. International Journal of Business and Social Science Vol. 3 No. 5; March 2012
- Zaytsev_Indices of «stateness» and governance_ICPP. Grenoble. 2013

Optional Reading

- Аналитические сообщества в публичной политике... М. РОССПЭН, 2012
- Аналитические сообщества в Саратовской области, 2010
- Беляева Н.Ю. Публичная политика в России_2006
- Беляева Н.Ю. Публичная политика в России_ПОЛИС, №1, 2007
- Беляева Н.Ю. Развитие концепта публичной политики_ПОЛИС, №3, 2011
- Задорин И.В., Зайцев Д.Г. Вопросы идентификации и самоидентификации гражданских объединений. 2012
- Какабадзе Ш.Ш., Зайцев Д.Г., Звягина Н.А., Карастелев В.Е. Институт гражданского участия_Полис, №3, 2011
- Потсар_Западная демократия и европейские ценности_Мальта, 2012
- Товар-Гарсия (2013) Связь между образованием родителей, успеваемостью и образовательными траекториями школьников в Татарстане



Topic 2. Recommended readings

- Craig Leonard Brians, Lars Willnat, Jarol B. Manheim, Richard C. Rich (2011) Empirical Political Analysis, 8th Edition // Part II.
- APA Manual.

Optional Reading

- Morse, K., Struyk, R. (2006) Policy Analysis for Effective Development. Lynne Rienner Publishers, Inc. Pp. 191-343.
- William N. Dunn (2004). Public Policy Analysis: An Introduction. Third Edition. Graduate School of Public and International Affairs University of Pittsburgh. Pearson.
- www.gks.ru – Федеральная служба государственной статистики.
- www.wciom.ru – Всероссийский центр изучения общественного мнения
- www.fom.ru – Фонд «Общественное мнение»
- www.levada.ru – Аналитический центр им. Ю.Левады
- www.zircon.ru – Исследовательская группа ЦИРКОН
- <http://www.hse.ru/org/hse/monitoring> - Высшая школа экономики
- <http://sophist.hse.ru/> - Единый архив экономических и социологических данных «Софист»

Topic 3. Recommended Reading

- Fair, R.C. (2002) Predicting Presidential Elections and Other Things. Stanford University Press. Available at: <http://fairmodel.econ.yale.edu/rayfair/pdf/vote.pdf>

Optional Reading

- Gujarati, D. (2004). Basic econometrics. McGraw-Hill, Fourth edition.
- Stock, J. and Watson, M.W. (2007). Introduction to econometrics. Addison Wesley, second edition.

Topic 4. Recommended reading:

- Shutt, Russell K. (2012) Investigating the Social World. The Process and Practice of Research Seventh Edition: Sage, Boston.
- Handbook of public policy analysis: theory, politics, and methods / edited by Frank Fischer, Gerald J. Miller, and Mara S. Sidney. CRC Press, Taylor & Francis Group, 2007

Optional reading:

- Taxonomic Analysis: James P. Spradley (1980). Participant observation. Fort Worth: Harcourt Brace.
- Typological Systems: John Lofland & Lyn H. Lofland (1995). Analyzing social settings, 3rd ed. Belmont, Cal.: Wadsworth.
- Constant Comparison: Anselm L. Strauss (1987). Qualitative analysis for social scientists. New York: Cambridge University Press.
- Case Study Analysis: Sharon Merriam (1988). Case study research in education. Jossey-Bass.
- Ethnostatistics: Robert P. Gephart (1988). Ethnostatistics: Qualitative foundations for quantitative research. Newbury Park, Cal.: Sage Publications.
- Logical Analysis/Matrix Analysis: Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis, 2nd ed. Newbury Park, Cal.: Sage.
- Phenomenological/Heuristic Research: Moustakas, C. (1990). Heuristic Research. Newbury Park, Cal.: Sage; and Moustakas, C. (1994). Phenomenological research methods. Newbury Park, Cal.: Sage.

- Event Analysis/Microanalysis: Frederick Erickson (1992). *Ethnographic microanalysis of interaction*. In M. LeCompte, et. al. (Eds), *The handbook of qualitative research in education* (chapter 5). San Diego: Academic Press.
- Analytic Induction: Jack Katz (1983). *A theory of qualitative methodology*. In R. M. Emerson (Ed.), *Contemporary field research*. Prospect Heights, Ill.: Waveland.
- Hermeneutical Analysis: Max Van Manen (1990). *Researching lived experience*. New York: State University of New York Press.
- Semiotics: Peter K. Manning (1987). *Semiotics and fieldwork*. Newbury Park, Cal.: Sage.
- Discourse Analysis: James P. Gee (1992). *Discourse analysis*. In M. LeCompte, et. al. (Eds), *The handbook of qualitative research in education* (chapter 6). San Diego: Academic Press.
- Narrative Analysis: Catherine K. Reisman (1993). *Narrative analysis*. Newbury Park, Cal.: Sage.
- Content Analysis: R. P. Weber (1990). *Basic content analysis*. Newbury Park, Cal.: Sage.
- Domain Analysis: James P. Spradley (1980). *Participant observation*. Fort Worth: Harcourt Brace.
- Metaphorical Analysis: Nick Smith (1981). *Metaphors for evaluation*. Newbury Park, Cal.: Sage.

Topic 5. Recommended Reading:

- Berkun, Scott. *Confessions of a Public Speaker*. O'Reilly Media, 2009.
- Duarte, Nancy. *Resonate. Present Visual Stories That Transform Audiences*. HTML5: <http://resonate.duarte.com/>
- Duarte, Nancy. *Slide:ology: The Art and Science of Creating Great Presentation*. O'Reilly, 2008.
- Gallo, Carmine. *The Presentation Secrets of Steve Jobs. How to Be Insanely Great in Front of Any Audience*. McGraw Hill, 2009.
- Kapterev, Alexei. *Presentation Secrets. Do What You Never Thought Possible with Your Presentations*. Wiley, 2011.
- Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. New Riders, 2012
- Zelazny, Gene. *Say It With Charts: The Executive's Guide to Visual Communication*. McGraw-Hill, 2001.

Topic 7, 8, and 9. Recommended Reading:

- Hartley, James (2008). *Academic writing and publishing*. London & New York: Routledge.
- Toulmin, Stephen (1958). *The uses of argument*. Cambridge University Press.
- APA Manual.

9 Educational technology

The course is taught with the use of interactive techniques: debates, reports, work in small groups. In the class students discuss their own work and assess the work of their colleagues focusing on the choice of issues for the research, relevant data and methods for the research and the representing of the results of public policy analysis in a proper form. The course is taught by the staff-members of the department, who have a considerable experience of work in the sphere of academic research.



10 Grading Estimation

See clause 6.

11 The rule of forming cumulative grade

O stands for “grade”. There are 3rd module accumulated, mid-term exam (Pre-Defense of Term Paper), 3rd module intermediate, 4th module accumulated and final grades which are described by their own formulas.

1st year

$O_{3 \text{ module accumulated}}$ formula is:

$$O_{3 \text{ module accumulated}} = 0.2 * O_{\text{participation}} + 0.8 * O_{\text{homeworks}}$$

where $O_{\text{participation}}$ is the grade for participation for 1, 2, and 3 modules.
 $O_{\text{homeworks}}$ is the average grade for the Homeworks for 1, 2, and 3 modules of the 1st year.

$O_{3 \text{ module intermediate}}$ formula is:

$$O_{3 \text{ module intermediate}} = 0.5 * O_{3 \text{ module accumulated}} + 0.5 * O_{\text{mid-term exam}}$$

where $O_{3 \text{ module accumulated}}$ is the accumulated grade for activities during the 1, 2, and 3 modules.
 $O_{\text{mid-term exam}}$ is the average grade for the Pre-defense of the Term Paper.

$O_{4 \text{ module accumulated}}$ formula is:

$$O_{4 \text{ module accumulated}} = 0.8 * O_{3 \text{ module intermediate}} + 0.1 * O_{\text{participation}} + 0.1 * O_{\text{homework}}$$

where $O_{3 \text{ module intermediate}}$ is the intermediate grade for the 3rd module.
 $O_{\text{participation}}$ is the grade for participation during the 4th module.
 O_{homework} is the grade for the Homework № 8.

O_{final} formula is:

$$O_{\text{final}} = 0,8 * O_{4 \text{ module accumulated}} + 0,2 * O_{\text{final control}}$$

where $O_{\text{final control}}$ is the grade for the final exam.

2nd year

$O_{\text{accumulated}}$ formula is:

$$O_{\text{accumulated}} = 0.4 * O_{\text{participation}} + 0.6 * O_{\text{homework}}$$

where $O_{\text{participation}}$ is the grade for attendance
 O_{homework} is the grade for the 2nd year Homework.

O_{final} formula is:



$$O_{\text{final}} = 0,5 * O_{\text{accumulated}} + 0,5 * O_{\text{final control}}$$

where $O_{\text{final control}}$ is constituted by the grade for pre-defense of a Master Thesis.

Only the final grades for each year go into the Master Degree certificate.

12 Software

For the successful completion of the discipline a student uses the following software:

- statistical data processing software (SPSS, Excel)
- electronic library resources HSE, LMS

13 Equipment

The course requires a computer (laptop) and projector for Power Point presentations.

The course requires individual computers for practicums in quantitative research methods equipped with SPSS (English version).