

**EMPIRICAL RESEARCH IN DEVELOPING, (POST)CONFLICT & AUTHORITARIAN CONTEXTS:
ANOTHER METHOD COURSE**

INTD 397-001: Topics in International Development

Fall 2020, McGill University

Course schedule	Remote learning; 11:35 am-02:25pm on Mondays (and Thursday, Dec 3)
Course Instructor	Hiba Zerrougui
E-mail	hiba.zerrougui@mcgill.ca
Virtual office hours	By appointment
Communication	Zoom or email (response in 48 hours, see communication policy)

Course Description

This course introduces key methodological debates pertaining to the conduct of empirical research (understood broadly) in developing, conflict, post-conflict and/or authoritarian contexts. Indeed, social science research takes place in different settings, some more challenging than others. Yet, until recently, very little scholarship has unpacked the ethical, practical and methodological implications of conducting fieldwork in “difficult” contexts. How does context inform our methodological choices? How well do research standards travel from one setting to another? These are the overarching questions of this course.

The course is structured in five parts. The first introduces the ontological foundations of the “problem of context” for social science methodology and unpack how “difficult” fieldwork settings introduce specific challenges for researchers. In the second part of the course, we will explore key methodological questions raised by scholars who conduct research in developing, (post)conflict and non-democratic settings. Among these are questions about epistemology (how knowledge is acquired); concept formation and measurements (how to make valid descriptive inferences); and the data generating process (whether/how social phenomena leave traces, where to look to “observe” them and how biased are they). The third part of the course focuses on the study of a wide range of techniques for data collection, with a practical approach. This includes survey research, interviews, focus groups, ethnography, field experiments, content and discourse analyses and archival research. The fourth part of the course will focus on research ethics, notably on the protection of participants and of the researcher. The course will conclude with broader discussions on the relationship between social science and politics, and a reflexive discussion on the lessons learned throughout the semester. Please note that, in this course, we will explore the theoretical and practical aspects of research design and data collection process, rather than techniques of data analysis.

Extraordinary Circumstances Statement

In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluations scheme in this course is subject to change.

Message Regarding Remote Learning

Remote learning context presents new challenges for all involved. As the instructor of this course, I endeavour to provide an inclusive, engaging and safe learning environment. Several steps have been taken to promote students’ engagement and inclusion. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the *Office for Students with Disabilities*, 514-398-6009

You are also invited to consult [Student-specific Guidelines for Remote Teaching and Learning](#) and [Remote Learning Resources](#). Please note that [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

Instructional Method and Course Participation

There are four types of learning activities in this course:

1. *Weekly pre-recorded lectures*

Course lectures are pre-recorded to facilitate learning in a context where we (students and instructor) will not necessarily be in the same time zones, have adequate Internet bandwidth and to accommodate those among us who have caregiver responsibilities. The instructor will make recordings available to students on myCourses (which limits access to students registered in the course) on the day of the scheduled class. The lecture recordings (slides and lectures) will be uploaded in short blocks of 12 to 15 minutes.

2. *Paper assignments*

Four short paper assignments (essays of about 2-3 pages, double-spaced) aim to put into practice what you learned in lectures and to collaborate with your classmates.

In addition to the four short papers, you will have to submit a final paper (about 10 pages, double-spaced) that can take the shape of a critical book review or a research proposal. See “Evaluation” for more details on each of these assignments.

3. *Weekly participation to the discussion forum on myCourses*

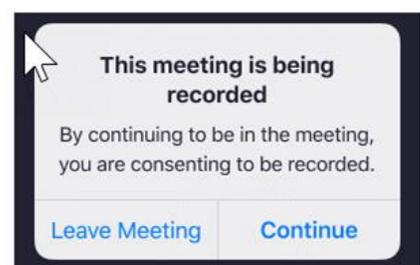
In a remote learning context, modalities for participation have to be adjusted. For the purpose of this course, students are expected to participate weekly in an online discussion forum (on myCourses). You can refer to the “Evaluation” section of the syllabus for more information on the subject.

4. *Optional scheduled Q&A sessions on Zoom*

Although participation in the myCourses discussion forum is mandatory, attendance to Q&A sessions on Zoom is entirely optional. These occasional sessions will occur during scheduled class time and will last 50 minutes. Their aim is to clarify elements of course content or assignments as well as engage with the course material collectively. Recordings of Q&A sessions and discussions will be shared on myCourses for the benefit of all. Please note that in addition to these sessions, it is always possible to schedule an individual meeting with the course instructor (office hours).

Q&A Sessions: Recordings and Student Consent

Q&A sessions will be held in Zoom. You will be invited to join scheduled Zoom meetings via email. During these meetings, you will be notified through a ‘pop-up’ box in Zoom if a discussion is being recorded. By remaining in sessions, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. This also means that recordings will be made available on myCourses to students registered in the course. If you have any questions or concerns about this, please contact the instructor.



Please note that to facilitate discussion and exchanges during the Q&A session, you are invited to use the “raise your hand” option of Zoom or the chatroom to send your questions/comments to the group. The instructor will be facilitating the discussion.

Time Zone

Course schedule and deadlines in this syllabus are based on Montreal time.

Communication Policy: Emails, Office Hours and myCourses

If you have questions, concerns, or comments regarding the course content, evaluations or format, do not hesitate to contact the course instructor via email. Please include “INTD 397” in the subject line. You can expect an answer in about 48 hours (not including weekends). Generally speaking, if the topic of discussion cannot be summarized in one or two short paragraphs in an email, it is preferable to schedule an appointment with the course instructor on Zoom.

To **schedule an appointment with the course instructor (virtual office hours)**, please send an email to (hiba.zerrougui@mcgill.ca). Please include the following in the subject line: “INTD 397: Appointment request.”

Netiquette

To promote an inclusive and stimulating learning environment, both the course instructor and students registered to INTD 397 should respect the following guidelines (inspired by [Virginia Shea](#)’s website):

Remember the human behind the screen. In our communications (emails, zoom meetings, myCourses), we should always keep in mind that we are exchanging with humans. It is surprisingly easy to misinterpret someone’s words or tone, and to forget that we are interacting with real people with real emotions. Remember also that we are experiencing challenging times. In this period characterized with uncertainty, and potentially grief, be empathetic as much as possible, and give the benefit of the doubt to your classmates.

Act as if the web is a direct extension of a classroom. Both instructor and students should exhibit professional behaviour at all time. For example, ask yourself: would I use these words if I were in a classroom? Did I pay sufficient attention to spelling and grammar in my exchanges? Please note that to account for the different learning contexts of students, it is **not** expected of you to use the video option in a Zoom meeting (for example, during office hours). However, if you use it, make sure you are dressed appropriately (as if you were in a classroom).

Be respectful of everyone’s time and work. Particularly on myCourses forum, make sure to read what was already shared *before* you contribute to the discussion to limit redundancies. Also, if you introduce a novel idea, concept or any other content that was not mentioned in course material, please make the effort to briefly explain and contextualize it so that your classmates can follow you. If you want to build on someone else’s idea, please make sure to acknowledge her/his intellectual contribution first.

Keep school stuff in school territory. Collaboration and exchanges between students and between students and instructor are encouraged. However, be mindful to use the proper tools when doing so, i.e. institutional emails (your McGill email) and myCourses portal should be the preferred channels of communication.

Not sure about something? Please make sure to inform the course instructor of any situation (potential or experienced) that concerns you.

Copyrights and Intellectual Property

© Instructor-generated course materials are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

All slides, video recordings, lecture notes, handouts, etc. remain the instructor’s intellectual property. As such, you may use them only for your own learning (and research, with proper referencing/citations) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor’s intellectual property rights and could be cause for disciplinary action.

Course Materials

Required course materials (readings, podcasts, documentaries, simulations) will be made available to you **directly via myCourses** (under course content). Unless specified, you can also access course material through McGill Library. To facilitate learning, readings must be done before listening to course lectures.

Please note that a **purchase** is required for the course:

- Membership to the simulation platform "[Inside the Haiti Earthquake](#)" (5 Canadian dollars), available [here](#)

Inside the Haiti Earthquake is an award-winning online simulation based on real footage documenting the reality of survivors, aid workers and journalists in the immediate aftermath of a powerful earthquake that occurred in Haiti in 2011. During the simulation (which last a minimum of 20 minutes), you can explore different scenarios faced by local actors and assess how different actions impact local actors. You will be invited to make choices and measure the impact of your action on the living conditions of the most vulnerable populations. **Please note that the simulation website is (more) compatible with Google Chrome and Mozilla Firefox.**

We will be using this simulation to reflect on ethical dilemmas associated with the conduct of research in a disaster-affected country. If, for any given reason, you are unable to use this simulation, contact the course instructor as soon as possible.

Content Warning

Please be aware that some of the course content will include topics that some students may find challenging or offensive. It has been included in the course because it directly relates to its learning goals. However, you should feel free to take the necessary time to process something. You are invited to reach out to discuss issues or concerns, if the need arises. Please contact the instructor. Students are also asked to help create an atmosphere of mutual respect and sensitivity in all their interactions.

COURSE CONTENT AND SCHEDULE

PART 1: INTRODUCTION

September 7, 2020 is Labor Day (no class)

Week 1: September 14, 2020

INTRODUCTION

- Why another method course?
- Overview the syllabus: "office" hours, readings, assignments and course structure
- Getting to know each other

Reading

- Ahmad, Aisha (2020). "[Why You Should Ignore All That Coronavirus-Inspired Productivity Pressure.](#)" *Chronicles of Higher Education*. March 26, 2020.
- Lee Morgenbesser & Meredith L. Weiss (2018). [Survive and Thrive: Field Research in Authoritarian Southeast Asia](#), *Asian Studies Review*, 42:3, 385-403.

Assignments:

- Read and sign the intellectual integrity statement (in myCourses)
- Read the entirety of the course syllabus
- Purchase course material and test it (Can you access the simulation? Does everything work?)
- Reach out to the course instructor via email if you have concerns, questions, or need for accommodations
- Go to myCourses discussion forum and post a short presentation of yourself (you will receive an email about "breaking the ice")

Week 2: September 21, 2020

HOW DOES CONTEXT INFORM OUR METHODOLOGICAL CHOICES?

- What are the assumptions behind our methodological standards in social science?
- Unpacking the developing, (post)conflict and authoritarian contexts. What are the methodological debates they inform?

Readings

- Lee Morgenbesser & Meredith L. Weiss (2018) [Survive and Thrive: Field Research in Authoritarian Southeast Asia](#), *Asian Studies Review*, 42:3, 385-403 (*if you did not read it yet*).
- Loyle, C. E. (2016). [Overcoming Research Obstacles in Hybrid Regimes: Lessons from Rwanda](#). *Social Science Quarterly*, 97(4), 923-935.
- Art, D. (2016), [Archivists and Adventurers: Research Strategies for Authoritarian Regimes of the Past and Present](#). *Social Science Quarterly*, 974-990.

Assignment: Reading response due on Sunday, September 20 (before midnight)

Q&A session #1: Monday, September 21 at 1:30pm (Montreal time!)

PART 2: CONTEXT, FIELD RESEARCH AND METHODOLOGICAL DEBATES

Week 3: September 28, 2020

AN INTRODUCTION TO EPISTEMOLOGICAL DEBATES: HOW IS KNOWLEDGE ACQUIRED?

- What is a research fieldwork?
- From observation to interpretation: what kind of observations are we collecting?
- The problem of transparency: how the sausage gets made?
- Unpacking the "first-person perspective": the role of positionality and emotions

Readings

- Sundberg, Juanita (2003). "[Masculinist Epistemologies and the Politics of Fieldwork in Latin Americanist Geography.](#)" *The Professional Geographer* 55 (2): 180-190.
- Daniel, Jan (2020). "[Fieldwork, Feelings and Failure to Be A \(Proper\) Security Researcher.](#)" in K. Kuši, & J. Záhora (Eds.). *Fieldwork as Failure: Living and Knowing in the Field of International Relations*, E-International Relations, 18-26.
- Göğüş, Sezer. (2020). "[Negotiations in the Field: Citizenship, Political Belonging and Appearance.](#)" in K. Kuši, & J. Záhora (Eds.). *Fieldwork as Failure: Living and Knowing in the Field of International Relations*, E-International Relations, 28-34.

Assignment: Reading response due on Sunday, September 27 (before midnight)

Week 4: October 5, 2020

MAKING GOOD DESCRIPTIVE INFERENCES: FROM CONCEPTS TO MEASUREMENTS

- Conceptual innovation and conceptual stretching
- Transforming a variable into useful measurements
- What do we mean by "coding"?
- Evaluating concepts and measurements (with examples)

Readings

- Miner, H. (1956). [Body Ritual among the Nacirema.](#) *American Anthropologist*, 58(3), new series, 503-507.
- Yaghi, M. (2018) "Coding in Qualitative Research." In Clark, Janine A., and Francesco Cavatorta, eds. *Political Science Research in the Middle East and North Africa: Methodological and Ethical Challenges.* Oxford University Press.
- Scott, J. (1985). [Normal Exploitation, Normal Resistance.](#) In *Weapons of the Weak: Everyday Forms of Peasant Resistance* (pp. 28-47). Yale University Press.

Assignment

- Reading response due on Sunday, October 4 (before midnight)
- You can start the (short paper #1) after watching the lecture. Make sure to review the tutorial (myCourses) and that you can access the documentary via McGill Library.

Q&A session #2: Monday, October 5 at 1:30pm (Montreal time!)

October 12, 2020 Canadian Thanksgiving (no class)

Week 5: October 19, 2020

DATA GENERATING PROCESS: PROBLEMATIZING VIOLENCE, MARGINALIZATION AND DEVIANCE

- Knowing where to look and addressing the elusive data generating process
- Case studies:
 - Gender-based and feminist approaches to social science research
 - Studying the “destitute” (slavery, slums, population displacement, etc.)
 - Engaging with the “despicable” (criminal networks, terrorist groups, armed forces, etc.)
 - The problem of over-researched communities
- How to trust 'their' voices? Contending with the challenges of agency, empathy, disdain, idealization, paternalism, exoticism, etc.

Readings

- McCluskey, Emma. 2020. “[The Valorisation of Intimacy: How to Make Sense of Disdain, Distance and ‘Data’](#),” in K. Kuši, & J. Záhora (Eds.). *Fieldwork as Failure: Living and Knowing in the Field of International Relations*, E-International Relations, 28-34.
- “[The Congo We Listen to](#),” a podcast by NPR’s *Rough Translation*, August 28, 2017 (41 minutes).
Content warning: *Please be aware that the podcast content will include topics that some students may find challenging or offensive. It has been included in the course because it directly relates to its learning goals. However, you should feel free to take the necessary time to process something. You are invited to reach out to discuss issues or their concerns, if the need arises. Please contact the instructor if you have concerns about this.*

Assignments

- Reading response due on Sunday, October 18 (before midnight)
- Short paper #1 is due on Monday, October 19 (before midnight)

MIDTERM COURSE EVALUATION

What do you think of the course so far? Is there too much work? Not enough? Is the pace too quick or too slow? What about the course content? Is it accessible? Interesting? Too technical? I would like to have your feedback on these (and many more) questions. This will help me adjust for the rest of the semester.

Please fill out a completely voluntary and anonymous quiz about the course on myCourses.

If more than half the students registered to the course provide their feedback, **everyone gets 1 bonus point!** You have until the end of Week 7 to do so (Sunday, November 8).

PART 3: COLLECTING DATA

Week 6: October 26, 2020

GETTING ACCESS TO THE FIELD, THE PEOPLE AND THEIR "TRUTHS"

- How to select a fieldwork site?
- Getting and maintaining access: strategies and challenges
- Importance of trust, rapport and security
- Unpacking the unavoidable sensation of failure

Readings

- Stamm C.H. (2019) [Gatekeeping Success in the Namibian CBNRM Program](#). In: Johnstone L. (eds) [The Politics of Conducting Research in Africa](#). Palgrave Macmillan, Cham.
- Pritchard J. (2019) [Negotiating Research Access: The Interplay Between Politics and Academia in Contemporary Zimbabwe](#). In: Johnstone L. (eds) [The Politics of Conducting Research in Africa](#). Palgrave Macmillan, Cham.
- Niemann, Holger. [“The Limits of Control? Conducting Fieldwork at the United Nations.”](#) In K. Kuši, & J. Záhora (Eds.). [Fieldwork as Failure: Living and Knowing in the Field of International Relations](#), E-International Relations, pp, 66-75.

Assignment: Reading response due on Sunday, October 25 (before midnight)

Q&A session #3: Monday, October 26 at 1:30pm (Montreal time!)

Week 7: November 2nd, 2020

ASKING PEOPLE QUESTIONS

- Interviews
- Focus groups
- Survey research

Readings

- Fujii, L. A. (2017). [“Chapter 1: What Is Relational Interviewing?”](#) In *Interviewing in Social Science Research: a Relational Approach*. Routledge, pp.1-11.
- Fujii, L. A. (2010). [Shades of Truth and Lies: Interpreting Testimonies of War and Violence](#). *Journal of Peace Research*, 47(2), 231–241.
- Goransson, Markus (2020). “The Interview as a Cultural Performance and the Value of Surrendering Control”. In de Guevara, B. B., & Bøås, M. *Doing Fieldwork in Areas of International Intervention: A Guide to Research in Violent and Closed Contexts*. Bristol University Press. (PDF on myCourses)

Assignment

- Reading response due on Sunday November 1st (before midnight)
- You can start short paper #2 after listening to the lecture and reading the tutorial (myCourses).
- Make sure you have access to the documentary on [General Idi Amin Dada : A Self-Portrait](#) (available in English with subtitles, via McGill Library).

Week 8: November 9, 2020

OBSERVATION AND IMMERSION

- Ethnography
- Field experiments

Readings

- Hammersley, M. (2015). [Ethnography](#). In the *Blackwell Encyclopedia of Sociology*, G. Ritzer (Ed.).
- Scott, J. (1985). [Normal Exploitation, Normal Resistance](#). In *Weapons of the Weak: Everyday Forms of Peasant Resistance* (pp. 28-47). Yale University Press. (re-read it)
- Geertz, C. (2000). [Deep Play: Notes on the Balinese Cockfight](#). In *Culture and Politics* (pp. 175-201). Palgrave Macmillan, New York.

Assignment: Reading response due on Sunday, November 8 (before midnight)

Week 9: November 16, 2020

ANALYZING VARIOUS FORMS OF CONTENT

- Content analysis and discourse analysis
- Archival research
- A note on managing data

Readings

- Asseraf, Artur and Malika Rahal. "[Writing a History of Independent Algeria in America? The Myth of the Archive.](#)" In *Textures du Temps* (January 20, 2016).
- Osorio, J. (2014). [Numbers under Fire: The Challenges of Gathering Quantitative Data in Highly Violent Settings.](#) Social Science Research Council, Drugs, Security and Democracy Program (DSD) Working Papers on Research Security (23 pages).
- Öberg, M., & Sollenberg, M. (2011). [Gathering Conflict Information Using News Resources.](#) In Hoglund, K. (Ed.), Oberg, M. (Ed.). *Understanding Peace Research*. London: Routledge, 47-73.

Assignment

- Reading response due on Sunday November 15 (before midnight)
- Short paper #2 due on Monday, November 16 (before midnight)
- You can start short paper #3 after listening to course lecture and reading the tutorial (myCourses).

Q&A session #4: Monday, November 16 at 1:30pm (Montreal time!)

PART 4: ETHICS OF FIELDWORK

Week 10: November 23, 2020

THE PROTECTION OF RESEARCH PARTICIPANTS AND THE POLITICS OF RESEARCH ETHICS BOARDS

- What do we mean by research ethics? Why does it matter?
- How does a researcher obtain ethics approval for a research project?
- What are the main challenges to the protection of research participants?

Readings

- "[DIY Mosul](#)," a podcast episode from NPR's *Rough Translation*, April 17, 2019 (39 minutes).
- Fujii, L. A. (2012). [Research Ethics 101: Dilemmas and Responsibilities.](#) PS: Political Science & Politics, 45(4), 717-723.
- Cronin-Furman, K., & Lake, M. (2018). [Ethics Abroad: Fieldwork in Fragile and Violent Contexts.](#) PS: Political Science & Politics, 51(3), 607-614.
- Wackenhut, A. F. (2018). [Ethical Considerations and Dilemmas Before, During and After Fieldwork in Less-Democratic Contexts: Some Reflections from Post-uprising Egypt.](#) *The American Sociologist*, 49(2), 242-257.

Assignment: Reading response is due on Sunday, November 22 (before midnight)

Class 11: November 30, 2020

THE PROTECTION OF RESEARCHERS: CHALLENGES AND SOLUTIONS

- What are the main sources of concern?
- How does it impact the conduct of research?
- Is there a "dark side" to the protection of researchers?

Readings

- Mindi Schneider, Elizabeth Lord & Jessica Wilczak (2020) [We, Too: Contending with the Sexual Politics of Fieldwork in China](#), Gender, Place & Culture: 1-22.
- Walsh, Declan. "[Why Was an Italian Graduate Student Tortured and Murdered in Egypt?](#)", The New York Times, August 15, 2017.
- Orange, Richard. "[University Professor Sent Elite Mercenaries to Rescue Student from Isil Warzone](#)," The Telegraph, December 13, 2018.

Assignment

- Reading response due on Sunday, November 29 (before midnight)
- Short paper # 3 is due on Monday, November 30 (before midnight)
- You can start short paper #4 after listening to the lecture and reviewing tutorial (myCourses).

Q&A session #5: Monday, November 30 at 1:30pm (Montreal time!)

PART 5: CONCLUSION

Week 12: December 3, 2020 (Thursday)

RELATIONSHIP BETWEEN SCIENCE AND POLITICS

- Challenges to research collaboration and accountability
- Speak truth to power: the politics of policy relevance

Readings

- Chisomo Kalinga (2019). [Caught between a Rock and a Hard Place: Navigating Global Research Partnerships in the Global South as an Indigenous Researcher](#), Journal of African Cultural Studies, 31:3, 270-272.
- Abaza, Mona. "[Academic Tourists Sight-seeing the Arab Spring](#)," Ahram Online, September 26 2011.
- "[Stuck In China's Panopticon](#)," a podcast of NPR's *Planet Money*, July 5, 2019. (26 minutes)
- Forte, M.C. (2011), [The Human Terrain System and Anthropology: A Review of Ongoing Public Debates](#). American Anthropologist, 113: 149-153

Assignment: Reading response due on **Wednesday**, December 2 (before midnight)

Week 13: December 7, 2020

CONCLUSION: PREPARING FOR FIELDWORK, THE LESSONS LEARNED

- Course synthesis and lessons learned
- Explaining the final paper.

No readings

Assignment: Short paper #4 is due on Monday, December 7 (before midnight)

Q&A session #6: Monday, December 7 at 1:30pm (Montreal time!)

EVALUATION

Assignments	% of grade	Description	Submission instructions
Weekly reading responses	10	<p>A 200-word (max) response to the assigned readings for the week. It can be a stand-alone post or a reply to another student's response.</p> <p>Must publish a minimum of 8 posts (1/week for 1.25pt each), bonus points if more (max: 3 points)</p> <p>Pass/fail grade.</p> <p>Please read the tutorial (<i>myCourses</i>)</p>	<p>Where? On myCourses online discussion forum</p> <p>When? At the latest, on the Sunday PRIOR to the corresponding lecture.</p>
Short paper #1 <i>Making valid descriptive inferences: the case of the postcolonial State</i>	15	<p>Format: short essay assessing the strength and limits of conceptualizations and operationalizations of the "state"</p> <p>Data source: "Virunga," a documentary available at McGill Library</p> <p>Word limit: 500 words, excluding bibliography</p> <p>Please read the tutorial (<i>myCourses</i>)</p>	<p>Where? On myCourses, under "Assignment"</p> <p>When? October 19, before midnight</p>
Short paper #2 <i>Critical review of an interview</i>	15	<p>Format: short essay assessing an interview</p> <p>Data source: "General Idi Amin Dada: A Self-Portrait," a documentary available at McGill Library</p> <p>Word limit 500 words, excluding bibliography</p> <p>Please read the tutorial (<i>myCourses</i>)</p>	<p>Where? On myCourses, under "Assignment"</p> <p>When? November 16, before midnight</p>
Short paper #3 <i>Archival research: a comparative study</i>	15	<p>Format: short essay in which you detail how you get access to archival records about a specific issue in two countries of your choice (pick from the pre-approved list). Compare and contrast the process of access and discuss the implications for knowledge production.</p> <p>Word limit: 500 words, excluding bibliography</p> <p>Please read the tutorial (<i>myCourses</i>)</p>	<p>Where? On myCourses, under "Assignment"</p> <p>When? November 30, before midnight</p>
Short paper #4 <i>Write your own Research Ethics Board (REB) application</i>	15	<p>Format: use the provided template (<i>myCourses</i>)</p> <p>Data source: Based on your assessment of Haïti in the aftermath of the 2010 earthquake (online simulation)</p> <p>Word limit: 750 words, excluding bibliography</p> <p>Please read the tutorial (<i>myCourses</i>)</p>	<p>Where? On myCourses, under "Assignment"</p> <p>When? December 7, before midnight</p>

Assignments	% of grade	Description	Submission instructions
Final paper	30	Based on a book (see pre-approved list on myCourses)	Where? On myCourses, under "Assignment"
<i>Critical book review</i>		Format: review essay, assessing methodological soundness of the author(s)' approach and the implication for the book's findings Word limit: 2500 to 3000 (absolute maximum), excluding references and bibliography Please read the tutorial (myCourses) Alternative option: Research proposal (only with instructor's written authorization)	When? December 22, before midnight

Important Information on Course Assignments

All written assignments (short papers and final paper) should be **double-spaced and use a 12-point font** such as Times New Roman (other professional fonts are acceptable). Make sure that you follow an appropriate **citation style** (if you are not sure, please consult this McGill [resource](#)).

All assignments should be **submitted online through myCourses, before 11.59pm on the night of the due date**. Please note that no email or paper copy of due assignments will be accepted. Exceptions must be discussed ahead of the due date with the instructor, in which case alternative arrangements will be made. For more information on submitting an assignment via myCourses, please review the ["Tips for Students" page](#) available on McGill University website.

All assignments will be explained by the instructor, and in **tutorials available on myCourses**. If you encounter technical difficulties, please contact the course instructor immediately.

For the short papers, **collaboration with classmates is allowed and encouraged. However, be aware that papers must be written individually**. You are invited to review McGill University policy and training on academic integrity ([McGill's guide to academic honesty](#)).

Policy on Late Assignments and Extensions

Late assignments for **short papers and final paper** will be penalized by 5% a day, for a maximum of ten (10) days (50%). Unless accommodations were made, any paper submitted after 11:59pm of the due date will be penalized accordingly. For example, a short paper submitted at 2am on the day after the deadline will receive a penalty of 0.75 points (5% of 15). To ensure fairness, **extensions** will be granted on a case-by-case basis on medical grounds, because of significant personal difficulties or other exceptional circumstances. On this matter, it is the responsibility of students to contact the course instructor preferably **before the submission deadline**. Be aware that **late assignments will not be accepted for reading responses**.

More generally, since this course will be delivered in extraordinary circumstances, it is important that you email the instructor if you have any concerns that relate to your ability to attend and fulfill the course requirements (readings, assignments, participation). Please do so as soon as possible.

MCGILL POLICY STATEMENTS

Land Acknowledgment

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather. ❖ *L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.*

Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives. ❖ *Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).*

Academic Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [McGill's guide to academic honesty](#) for more information). ❖ *L'Université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#)).*

Mercury Course Evaluations

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. Indeed, changes made to courses are notably based on students' constructive feedback. Please take the time to anonymously share your opinion about the course material, course load and/or the methods evaluation. As the course instructor, it also helps me identify how I can improve my approach to teaching. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.