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| Course Details |
| Code | **Academic Year** | **Semester** |
| INT 132 | - | Fall Semeester / Spring Semester |
| Title | **T** | **A** | **L** | **ECTS** |
| Thesis Seminar | 2 |  |  | 6 |
|  |
| Language | English |
| Level | **Undergraduate** |  | **Graduate** | **X** | **Postgraduate** |
| Department / Program | Master Program of Political Science and International Affairs |
| Forms of Teaching and Learning | Face to face |
| Course Type | **Compulsory** |  | **Elective** | **X** |
| Objectives | The aim of this course is to prepare students for the thesis writing process in a structured and systematic way. Students are expected to acquire the skills of identifying research topics, conducting a literature review, selecting appropriate methodology and developing a research design within the framework of academic ethics. In addition, students are encouraged to develop first drafts of their thesis and participate in discussions within the framework of a culture of scientific feedback.  |
| Content | This course includes the process from identifying research topics to formulating research questions, from literature review to method selection in order to prepare students for the master's thesis process. It covers the development of a thesis proposal, writing techniques, bibliography, ethical principles and academic integrity. In addition, students are encouraged to present their individual research in class and discuss it with constructive feedback. |
| Prerequisites |  |
| Coordinator | Prof. Dr. Andre Kaiser  |
| Lecturer(s) | Prof. Dr. Andre Kaiser |
| Assistant(s) |  |
| Work Placement |  |
| Recommended or Required Reading |
| Books / Lecture Notes | Geddes, Barbara (2002). Paradigms and Sand Castles. Theory Building and Research Design in Comparative Politics. Ann Arbor: University of Michigan Press [= GEDDES]. Gerring, John (2001). Social Science Methodology. A Criterial Framework. Cambridge: Cambridge University Press. Gschwend, Thomas/Schimmelfennig, Frank (eds) (2007). Research Design in Political Science: How to Practice What They Preach. London: Palgrave Macmillan [= GS]. King, Gary/Keohane, Robert/Verba, Sidney (1994). Designing Social Inquiry. Scientific Inference in Qualitative Research. Princeton: Princeton University Press [= KKV]. Morton, Rebecca (1999). Methods and Models. A Guide to the Empirical Analysis of Formal Models in Political Science. Cambridge: Cambridge University Press [= MORTON] |
| Other Sources | - |
| Additional Course Material |
| Documents | - |
| Assignments | - |
| Exams | - |
| Course Composition |
| Mathematics und Basic Sciences |  | % |
| Engineering |  | % |
| Engineering Design |  | % |
| Social Sciences |  | % |
| Educational Sciences |  | % |
| Natural Sciences |  | % |
| Health Sciences |  | % |
| Expert Knowledge |  | % 100 |
| Assessment |
| Activity | **Count** | **Percentage (%)** |
| Midterm Exam | 1 | 20 |
| Quiz |  |  |
| Assignments | 1 | 20 |
| Attendance | Required |  |
| Recitations |  |  |
| Projects |  |  |
| Final Exam | 1 | 60 |
| Total | **100** |
| ECTS Points and Work Load |
| Activity | **Count** | **Duration** | **Work Load (Hours)** |
| Lectures | 14 | 2 | 28 |
| Self-Study | 14 | 7 | 98 |
| Assignments | 2 | 10 | 20 |
| Presentation / Seminar Preparation | 2 | 7 | 14 |
| Midterm Exam | 1 | 4 | 4 |
| Recitations |  |  |  |
| Laboratory |  |  |  |
| Projects |  |  |  |
| Final Exam | 1 | 4 | 4 |
| Total Work Load | **168** |
| ECTS Points (Total Work Load / 28 Hour)  | **6** |
| Learning Outcomes |
| 1 | Students will be able to systematically define a scientific research topic, formulate a research question and hypothesis at master's level. |
| 2 | The student will be able to conduct a literature review, determine the methodology and prepare a thesis proposal in accordance with the rules of academic ethics. |
| 3 | The student will be able to present his/her research draft in oral and written form and demonstrate competence in developing it in a way that is open to critical feedback. |
| Weekly Content |
| 1 | Introduction and Overview |
| 2 | Identification of a Research Question |
| 3 | Description and Causality |
| 4 | Theory and Concept Formation  |
| 5 | Formulation of Hypotheses and Models |
| 6 | Designs: Experiments and Quasi Experiments |
| 7 | Designs: Case Studies and Criteria of Case Selection |
| 8 | Midterm Exam  |
| 9 | Designs: Small N Studies |
| 10 | Designs: Large N Studies and Mixed-Methods Designs |
| 11 | Presentation and Discussion of Research Projects I |
| 12 | Presentation and Discussion of Research Projects II |
| 13 | Presentation and Discussion of Research Projects III |
| 14 | General Outlook I |
| 15 | General Outlook II |
| 16 | Final Exam |
| Contribution of Learning Outcomes to Program Objectives (1-5) |
|  | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** |
| 1 | 5 | 3 | 5 | 4 | 5 | 5 | 5 |
| 2 | 5 | 3 | 5 | 4 | 5 | 5 | 5 |
| 3 | 5 | 5 | 4 | 4 | 5 | 5 | 5 |
| Contribution Level | 1: Low 2: Low-intermediate 3: Intermediate 4: High 5: Very High |
| https://obs.tau.edu.tr/oibs/bologna/progLearnOutcomes.aspx?lang=tr&curSunit=200 |
| Compiled by: | Res. Assist. Zehra Alkan |
| Date of Compilation: | 29.04.2025 |