

SESP 391-0

Advanced Research Methods

Spring 2010

Time: Thursdays, 4 – 7 p.m.

Place: AAH G01, G32, and G08, 317

Instructor:	Solomon Cytrynbaum, Ph.D.
Phone:	847-467-7285 Ext. 202 847-542-0532
E-Mail:	scyt@northwestern.edu nuscyt@comcast.net
Office Hours:	By appointment

Teaching Assistants	Office	Telephone – By Appointment only	E-mail
Meg Meachim	TBA		<meg.meachim@gmail.com>
Kathryn Miller	TBA		<kathrynmiller2011@u.northwestern.edu
Kristen Ruhl	TBA		<kristen.ruhl@gmail.com

Dina Zwiebel

TBA

<dzwiebel@gmail.com>

OBJECTIVES OF THE COURSE

This course is designed to introduce potential honors students to the central issues in social science methods as they relate to independent research. The goal is to have students understand how to link the questions they want to answer to techniques for answering those questions well. Particular attention will be paid to how broad design issues connect to the practical problems of getting the work done. It is expected that each student will learn how to formulate criteria for evaluating social science methods so he or she can do research. It is also expected that students will learn how to design and complete a research project.

EVALUATION

The student's grade for this course will be based on class participation, oral presentations, several papers, and a take-home final (research proposal). The final is due meeting 10, June 3 (10 pages). Late work will not be accepted. The books are available at Norris Center Book Store. All reading should be done prior to class. Do not come unprepared. Bring the assigned materials to class. All written work must be typed if it is not done in class.

While this course is required for admission to the SESP Honors Program during the following year, participants who complete the course will not be automatically admitted to the program.

SESP ACADEMIC INTEGRITY STATEMENT

Students in this course are expected to comply with the policies found in the booklet, “Academic Integrity at Northwestern University: A Basic Guide.”

Readings for this course will be drawn from the required texts and a course pack available from Quartet. Core readings for each weekly class are required of all students, while supplementary readings may be read when appropriate. Required readings will be posted on Blackboard.

SYLLABUS

- April 1 *Introduction, discussion of course.*
Goals – overview – course requirements—who are we/who are you—why research is great/exciting/significant.
- April 8 *What is good research?*
Assignment Due: Critique an honors thesis (5 pages) & prepare to present in class.
- April 15 *Constructing a Research Question.*
Assignment Due: Articulate a research question and explain its significance; include a bibliography of related research with 6-8 sources.
- April 22 *Do some research and report on: Interviewing*
Assignment Due: In process with literature and expert interviews
- April 29 *Literature review*
Assignment Due: In process with literature and expert interviews
- May 6 *Do some research and report on it 2: Data analysis*
Assignment Due: Complete and turn in literature review (5 pages)
- May 13 *Preparing a proposal*
Assignment Due: Analysis of your 5 interviews (5 pages)
- May 20 *Protection of Human Subjects: The IRB process.*
Assignment Due: First draft of Research Proposal due
- May 27 *Mock presentations / Group work*
Assignment Due: Presentation

June 3

Conclusion: Present your Proposal in Class With Dean
Assignment Due: Write up Research Proposal – 10 pages

Session	Date	Readings	
1	4/1	Core	Student Honors Thesis/Proposal-Priya Fielding-Singh
			Student Honors Thesis/Proposal- Kaney O'Neill
2	4/8	Core:	Becker, H.S. (1996). The Epistemology of Qualitative Research. In <u>Ethnography and Human Development: Context and Meaning in Social Inquiry</u> . Jessor, R., Shweder, R. A., and Colby, A (Eds.) Chicago: University of Chicago Press, pp. 53-71.
			Ercikan, K., and Roth W.M. (2006). What Good is Polarizing Research Into Qualitative and Quantitative? <i>Educational Researcher</i> , Vol. 35, No. 5, pp. 14-23
			Freeman M., et al (2007). Standards of Evidence in Qualitative Research: An Incitement to Discourse. <i>Educational Researcher</i> , Vol. 36, No. 1, pp. 25-32
		Supplemental:	Patten, M. (2004). Part E Experimental Design. <u>Understanding Research Methods</u> . pp. 83-94.
			Orcher, L. (2005). Introduction to Experimentation and Threats to External Validity. <u>Conducting Research</u> , pp. 171-193.
			Shadish, Cook and Campbell. (2002). Statistical Conclusion Validity and External Validity. <u>Experimental and Quasi-Experimental Designs</u> . Chapter 2.
			Maxwell, J.A. (2004). Causal Explanation, Qualitative Research, and Scientific Inquiry in Education. <i>Educational Researcher</i> , Vol. 33, No. 2, pp. 3-11
			Eisenhardt, M.A., and Howe, K.R. (1992). Validity in Educational Research. In <u>The Handbook of Qualitative Research in Education</u> . Academic Press, pp. 643-688
3	4/15	Core:	Booth, W.C., Colomb, G.C., and Williams, J.M. (2003). The Craft of Research. Chicago: University of Chicago Press. Chapters 1-6.
			Supplemental:
		Orcher, L. (2005). Writing Research Hypothesis, Purposes, and Questions. <u>Conducting Research</u> , pp. 29-34.	
4	4/22	Core:	Rubin, H.J., and Rubin, I., S. (1995). <u>Qualitative Interviewing: The Art of Hearing Data</u> . Sage Publications, Chapters 1,4,5 and 7

5	4/29	Core:	Becker, H.S. (1986). <u>Writing for Social Scientists</u> . Chicago: University of Chicago Press, Chapter 8.
			Maxwell, J. A. Conceptual Context: What Do You Think is Going On? <u>Qualitative Research Design: An Integrative Approach</u> . Chapter 3, pp. 25-48.
			Patten, M. (2004). "Reasons for Reviewing Literature." <u>Understanding Research Methods</u> . 31-42.
6	5/6	Core:	Rubin, H.J., and Rubin, I., S. (1995). <u>Qualitative Interviewing: The Art of Hearing Data</u> . Sage Publications, Chapter 10
			Harry, B., Sturges, K.M., and Klinger, J.K. (2004). Mapping the Process: An Exemplar of Process and Challenge in Grounded Theory of Analysis. <i>Educational Researcher</i> , Vol. 34. No. 2, pp. 3-13.
			Emerson, R. M., Fretz, R. I., and Shaw, L. Processing Field Notes: Coding and Memoing. <u>Writing Ethnographic Fieldwork</u> , Chapter 6, pp. 142-168
7	5/13	Core:	Maxwell, J. A. Research Proposals: Presenting and Justifying a Qualitative Study. <u>Qualitative Research Design: An Integrative Approach</u> . Chapter 7, pp. 99-115.
			Orcher, L. (2005). "Preparing A Preliminary Research Proposal." <u>Conducting Research</u> , pp 77-88.
8	5/20	Core:	Shea, C. (2000). Don't Talk to Humans: the Crackdown on Social Science Research [Electronic Version]. <i>Lingua Franca</i> , 10(6), pp. 1-11.
9	5/27	Core:	Mock Presentations and Proposal feedback session
10	6/3		Student Proposal Presentations

Required Texts
(Available Norris)

Booth, W.C., Colomb G.G., & Williams, J.M. (2003 or 2009 if available). *The craft of research*. Chicago: University of Chicago Press.

Hacker, D. (latest edition). *A pocket style manual*. Boston, MA:
Bedford/St. Martin's.

****Course pack* available at Quartet / Blackboard

Specific Breakdown of Assignments & Responsibilities

Critique an honors thesis (5 pages) & present in class **(10%) (Due April 8)**

Articulate a **research question** & articulate its significance; submit a **bibliography** of related research with 6-8 sources **(5%) (Due April 15)**

Complete and turn in **Literature Review** (5 pages) **(15%) (May 6)**

Submit an **Analysis** of your 5 interviews (5 pages) **(10%) (Due May 13)**

Research Proposal draft (5%) (Due May 20)

Write up **Research Proposal** (10 pages) & present to class **(25%) (June 3)**

Take responsibility for **presenting readings** to class in groups of 2-3 **(10%)**

When you are responsible for the readings, we expect you to facilitate discussion. Please prepare a list of discussion questions based on: key ideas and points from the readings, issues you find interesting and/or complicated, questions that you have, and how the readings connect to your development as a researcher. You may also want to bring a handout for the group that includes some of your questions, choice quotes, and whatever else you think will make for lively and productive discussion of the readings.

Participation: attendance, active engagement in discussion & activities, *weekly questions* **(20%)**
We take participation extremely seriously and expect all members of the course to arrive on time and prepared to thoughtfully contribute to discussion and activities. In addition, given that the course serves as the final prerequisite for the SESP Honors Program, students must demonstrate productive citizenship. Becoming a researcher means entering into and building community with colleagues, and therefore your contributions to the seminar will serve as an important consideration for admittance to the SESP Honors Program.

Weekly Questions:* Please bring **3 questions to class (typed) each week that relate to the readings for the day. Your questions might focus directly on the readings, connect the readings to your evolving research question / proposal, and/or to your process and learning in the course. If and when appropriate present your question(s) to class for discussion and hand in hard copy to your TA.