Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>College/School</th>
<th>New College of Interdisciplinary Arts and Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>School of Humanities, Arts &amp; Cultural Studies</td>
</tr>
<tr>
<td>Prefix</td>
<td>HRC</td>
</tr>
<tr>
<td>Number</td>
<td>310</td>
</tr>
<tr>
<td>Title</td>
<td>Social and Cultural Studies: Method and Theory</td>
</tr>
<tr>
<td>Units</td>
<td>3</td>
</tr>
</tbody>
</table>

Is this a cross-listed course? No
If yes, please identify course(s) N/A

Is this a shared course? No
If so, list all academic units offering this course N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No
If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Course description: Intensive, one-semester introductory course. Explores multidisciplinary approaches to the study of peace, conflict and human rights as well as the historical background of peace studies (trans)disciplinary orientation. Knowledge gained in peace studies can be applied toward education, policy, law, cross-cultural communication, community-based organizations, nongovernmental organizations and ethics.

Requested designation: Social-Behavioral Sciences–SB

Mandatory Review: No

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2016 Effective Date: October 1, 2015
For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/Statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name Eric Swank  E-mail eric.swank@asu.edu  Phone (602)543-1021

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Louis G. Mendoza  Date: 9/15/1620
Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[SB] CRITERIA**

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ANTHROPOLOGY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ECONOMICS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CULTURAL GEOGRAPHY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• HISTORY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Course emphasizes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropology).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
</tr>
</tbody>
</table>

**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:**

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The course examines the way in which scholars can study and understand any sort of human interaction.</td>
<td>Syllabus course description, course objectives, and research proposal.</td>
</tr>
<tr>
<td>2</td>
<td>The vast majority of readings come from the social sciences, particularly sociology, anthropology, and psychology.</td>
<td>Syllabus: Weekly readings and research assignments</td>
</tr>
<tr>
<td>3b</td>
<td>The class emphasizes the use and application of ethnographic and interview methodologies and it also addresses quantitative analysis as well.</td>
<td>Syllabus: Weekly readings and research assignments</td>
</tr>
<tr>
<td>4</td>
<td>The readings always use original research as examples, many of which come from the social and behavioral sciences.</td>
<td>Syllabus&quot; Weekly readings and table of contents</td>
</tr>
</tbody>
</table>
HRC 310 Social and Cultural Studies: Method and Theory

Fall 2016 Sands 211 M W 3:05-4:20 pm Instructor: Eric Swank, Ph.D.

Office: FAB N256
Email: Eric.Swank@asu.edu
Office Hours: W 4:30 to 6 pm or by appointment
Office Phone: 602-543-1021

Description

This course covers how scholars in social and cultural analysis think, argue, research, and write. It traces the changing definition of fields such as American Studies, Ethnic Studies, and Women and Gender Studies. It also studies these fields in relationship to twentieth-century social movements and related theoretical categories, including Marxism, cultural studies, and socioeconomic class; feminism, gender, and sexuality; and anticolonialism, postcolonialism, race, and ethnicity. Lastly, it covers archival, ethnographic, and empirical research techniques underlying interdisciplinary research methods in these fields.

This interdisciplinary course examines approaches to research and research methodologies used by feminist and critical race scholars. The course is designed to expand your knowledge of relevant theories and methods in the humanities and social sciences, and to encourage an awareness of contemporary methodological debates among gender, race, and American studies scholars. The course will also provide you with basic tools to critique early publications and to apply feminist and critical race research methods to your own research.

Through a combination of lectures and workshops, we will ask how gender and race theory shape the goals of research projects as well as the kinds of research questions asked, the types of materials used, and how researchers define our relationships with our subjects. In engaging with these issues, you are expected to do close readings of class texts, participate actively in class discussions, do critiques of published papers, design an interview guide, and draft a research proposal in stages over the course of the semester.

Course Objectives

1. Students will have an understanding of basic interdisciplinary research methods in American Studies, Ethnic Studies, and Women & Gender Studies.
2. Students will learn how to conduct and write interdisciplinary research.
3. Students will learn how to design and organize a research paper.
4. Students will learn how to appropriately use writing manuals, cite sources, and write bibliographical references.
5. Students will continue to enhance critical thinking, writing, and research skills.
6. Students will learn how research methods influence a study’s findings and how to avoid common research mistakes.

Required Books


Additional articles available through Blackboard

Commented [TE1]: 1) This course is designed to provide an understanding of interdisciplinary research in the fields of American, Ethnic, and Women and Gender Studies, specifically in the areas of psychology and sociology.

Commented [TE2]: 1) Students will learn how to conduct research in the fields of American, Ethnic, and Women and Gender Studies.
Course Requirements

Course assignments will enhance your understanding of the basic concepts, debates, and applications in feminist and critical race research. Assignments will explore your comprehension of class content and your ability to detect the strengths and weakness of published research. You will also improve your ability to design and implement your own original research by creating a research proposal.

Assignments will take the form of pop-quizzes, a take-home midterm exam, and several writing assignments that culminate in a final research proposal.

*Pop Quizzes:* You will be asked to take 12 unannounced quizzes throughout the semester. These short quizzes will ask for a two or three sentence response to questions about the readings for the day (you should read and try to understand the class reading before entering class). Quizzes will be conducted at the start of class and I will throw out the two lowest scores in the final calculation of grades.

*Midterm Exam:* You will read and critique actual research articles. Students will find the articles and describe the strengths and weaknesses of each article. This includes a comparison of the relative credibility of the two studies and responding to specific prompts I ask about these articles. A detailed and thorough analysis is expected for this midterm exam. (We will discuss Exam details on Monday October 24 and the Exam is due Monday October 31 by noon via Blackboard)

*Finding Articles:* You will use abstracting systems to location and briefly summarize actual research articles from different theoretical and methodological traditions in Women’s, Ethnic, and American Studies (We will discuss how to find an article on Monday September 19 and the article is due Monday September 26 by noon via blackboard).

*Research Proposal:* You will craft a plan on how to do original research. The proposal will specify your research topic and research questions and will suggest some sound ways to collect relevant information (research topics cannot be the same as in other classes). In offering this research outline, you will address pertinent theories and existing literatures and discuss possible data sources and sampling techniques. You will also reveal how your study fits into Ethnic, Women’s, or American Studies and do include your completed interview guide in this proposal (We will discuss how to write a research proposal on November 7 and 9 and it is due Monday Dec 5 by 2:00 pm via blackboard).

*Interview Guide:* You will draft a mix of questions that could be applied to upcoming interviews. The questions will address important aspects of your research topic and try to avoid some common pitfalls of weak interview questions (We will discuss how to write interview guides on November 14 and 16 and interview guides are due Monday November 28 by noon via blackboard).

Grading

Assignment will be graded on a point system as follows:

1. 12 Pop Quizzes top 10 scores at 10 points per quiz 100 points
2. Mid-term Exam 300 points
3. Finding articles 100 points
4. Interview Guide 100 points
5. Research Proposal 400 points

Final grades will be calculated on this grading scale:

Commented [TE3]: 1) The Research Proposal will require students to research theories in literature pertaining to American, Ethnic, and Women and Gender Studies, learn how to conduct interviews, sampling techniques, and surveys.
970-1000 points A+
930-969 points A
900-929 points A-
870-899 points B+
830-869 points B
800-829 points B-
770-799 points C+
730-769 points C
700-729 points C-
600-699 points D
59 or below E

Course Policies

Blackboard Site: The course Blackboard includes information about the course (syllabus, exams, and assignments) along with additional resources for the readings and ideas covered in class.

Collaboration: Our classroom is a space for collaborative learning. Please be willing to ask and answer questions and to share your skills, knowledge, and ideas. Together we are responsible for creating a productive, engaged learning environment.

Because much of our course is based on a collaborative model, I encourage you to introduce yourself to people in class, learn names, exchange contact information with several people so that you can form study groups, find out what you missed if you were absent, and help to create a sense of community in class and on our campus.

Attendance & Participation: You are required to be present and to participate in class discussion every class session. Because this course is designed as an interactive seminar, active participation is essential and required and will enhance your comprehension and experience in class. Plan to come to class prepared, arrive on time, listen carefully and participate frequently. Preparation includes reading all of the assigned readings before entering the class.

Communication devices: Please turn-off cell phones and two-way communication devices before the start of each class. Texting and doing email, Facebook, internet browsing, or any other social media during class is not acceptable.

Communication: Face to face conversations is often the best way to discuss difficult research questions. I hope to see all of you in my office hours to discuss your exam or research proposal. The best way to reach me outside of class is via email at Eric.Swank@asu.edu. I generally check my email daily during weekdays and will likely reply within 24 hours during the weekdays. I do not typically respond to emails on the weekends. Additionally, I sometimes use email to contact class members with important course-related information. Be sure to check your ASU email regularly throughout the semester.

Timely Completion of Assignments: Advance notice of due dates for all assignments will allow you to avoid missing deadlines. Late work will not be accepted and any missed exams or quizzes will receive zero points (quizzes will occur in the first five minutes of class so students who arrive after that time will not be able to complete the quizzes).

Course/Instructor Evaluation: The course/instructor evaluation for MAS 501 will be conducted online 7-10 days before the last day of classes at the end of the semester. Your responses are anonymous. I will not have any access to them until after grades have been submitted and, even then, they remain anonymous.
About two weeks before the class finishes, watch for an e-mail with “Course/Instructor Evaluation” in the subject heading and please take a few moments to fill out the evaluation. Your feedback is very important to me and I appreciate your cooperation.

**Academic Integrity:** The highest standards of academic integrity are expected of all students. Students should familiarize themselves with the Student Academic Integrity Policy as outlined at http://provost.asu.edu/academicintegrity. This policy details those behaviors considered to be violations of academic integrity (e.g., cheating, plagiarism) and provides guidelines as to the imposition of various sanctions, including a reduction in grade, suspension, and expulsion. I urge you to be diligent because a case of plagiarism will result in at least an “F” on the assignment concerned, if not failure in the course and disciplinary action by the university. Do note, that using a paper written for another class is a version of plagiarism and not acceptable.

**Campus Resources**

**West Campus Student Services**
ASU offers many opportunities to help students be successful right here on the West campus. Visit the Student Success website to learn about university programs, services, events, and activities: www.http://studentsuccess.asu.edu/frontpage. Familiarize yourself with all ASU has to offer and take advantage of what you need to be successful.

**Learning Accommodations**
If you need accommodations based on the impact of a disability, you are strongly encouraged to see me in my office or to contact the Disability Resource Center in UCB 130 at the beginning of the semester. I rely on the Disability Resource Center to assist me in verifying the need for accommodation and in determining appropriate strategies. Disclosure of a disability to the University is optional and confidential; however, seeking accommodations and additional support services to help you achieve academic success.

**Library Services**
ASU’s West campus library’s collection includes more than 400,000 volumes, supports the West campus curriculum and features an extensive media collection, group and individual study space, and a copy center. The three-story library is open seven days a week. Housed in the library’s lower level are the Student Success Center and the Computing Commons. Students will also be expected to use inter-library loan throughout the semester.

**Reading schedule (Tentative and open to possible modifications)**

**Week 1: Goals of Transformative Research**

Monday August 22: Introductions

Wednesday August 24


**Week 2: Feminist Research in the Humanities and Social Sciences**

Monday August 29

Page 4 of 8

Wednesday August 31

Leckenby, Denise. 2007 “Feminist Empiricism: Challenging Gender Bias and Setting the Record Straight” in Feminist Research Practice (blackboard)

Week 3: Research Decisions

Monday September 5—Labor Day

Wednesday September 7


Week 4: Qualitative and Quantitative Approaches to Research

Monday September 12

Creswell, John W. Research Design. Chapter 1: Selection of a research approach 1-22

Look at samples of different research on Blackboard

Wednesday September 14

Braun, Virginia, and Victoria Clarke. Successful qualitative research Chapter 1 page 3-6

Week 5: Finding Articles and the Use of Theory

Monday September 19

Class discussion on finding research articles (discuss first assignment)

Wednesday September 21

Creswell, John W. Research Design Chapter 3: Use of Theory pages 51-76

Look at examples of Deductive and Inductive Research on Blackboard

Week 6: Parts of a Research Paper

Monday September 26

Creswell, John W. Research Design Chapter 5: The Introduction Pages 105-120

Look at examples on Blackboard

Finding Articles assignment due at noon via blackboard
Wednesday Sept. 28

Creswell, John W. Research Design Chapter 7: Research Questions and hypothesis: pages 139-148

**Week 7: Sampling and Measures**

Monday October 3

Creswell, John W. Research Design Chapter 8. Quantitative Methods (Sampling section)

Look at examples on Blackboard

Wednesday October 5

Creswell, John W. Research Design Chapter 8. Quantitative Methods (measurement section)


Look at examples on Blackboard

**Week 8: Critique of Quantitative Research**

Monday October 10 – Fall Break no class

Wednesday October 12


**Week 9: Critique of Qualitative Paper**

Monday October 17

Braun, Virginia, and Victoria Clarke. Successful qualitative research Chapter 1 Pages 9-17 (focus on qualitative sensibilities)

Chapter 2: Ten fundamentals of qualitative research (focus on pages 19-31)

Wednesday October 19


**Week 10: Designing Qualitative Research**

Monday October 24
Mid-term Exam handed out

Wednesday October 26

Braun, Virginia, and Victoria Clarke. Successful qualitative research Chapter 3: Planning and Designing Qualitative Research

**Week 11: Ways to do strong qualitative research**

Monday October 31

Discuss Student exams

Exam Due at noon via Blackboard

Wednesday November 2

Braun, Virginia, and Victoria Clarke. Successful qualitative research Chapter 12: Quality Criteria and techniques for qualitative research

**Week 12: Research proposals and the interview process**

Monday November 7

Creswell, John W. Research Design Chapter 4: Writing the proposal Pages 77-102

Joseph Maxwell “Research Proposals: Presenting and Justifying a Qualitative Study.” In Qualitative Research Design (blackboard)

Wednesday November 9

Handout on how to write a proposal (blackboard)

Examples of research proposals—Excellent papers in Ethnic and Women’s Studies (blackboard)

**Week 13: Examples of interview guides and constructing student interview guides**

Monday November 14

Braun, Virginia, and Victoria Clarke. Successful qualitative research Chapter 4: Interactive data collection—Interviews


Wednesday November 16


**Week 14: Interview workshops**

Monday November 21
Workshop on student interview guide (bring in rough draft of your interview guide to class)

Wednesday November 23
Workshop on student interview guide (bring in 2nd round of rough drafts of your interview guide to class)

**Week 15: Student Presentations of Proposals**

Monday Nov 28
Students informally present their proposal

Student Interview Guides are due by noon via Blackboard

Wednesday November 30
Students informally present their proposals

**Finals Week**

Proposal Due Monday December 5 by 2:00 pm (via blackboard)
Mixed Methods Approaches
Qualitative, Quantitative, and Design Research
Brief Contents

Analytic Contents of Research Techniques xv
Preface xix
Acknowledgments xxvii
About the Author xxix

Part I. Preliminary Considerations 1
1. The Selection of a Research Approach 3
2. Review of the Literature 25
3. The Use of Theory 51
4. Writing Strategies and Ethical Considerations 77

Part II. Designing Research 105
5. The Introduction 107
6. The Purpose Statement 123
7. Research Questions and Hypotheses 139
8. Quantitative Methods 155
9. Qualitative Methods 183
10. Mixed Methods Procedures 215

Glossary 241
References 251
Author Index 261
Subject Index 265
A Practical Guide for Beginners

Successful Qualitative Research

VICKI CLARK
VIRGINIA BRAUN
Contents

Acknowledgements xi
About the authors xiii

Section 1: Successfully getting started in qualitative research 1

Chapter 1: Some very important starting information 3

What is qualitative research? 3
Qualitative research as a paradigm 6
The emergence of a qualitative research paradigm (in psychology) 7
What do I need to become a good qualitative researcher? 9
Why we love qualitative research 10
Our approach in this book 10
Chapter summary 17
Further resources 18

Chapter 2: Ten fundamentals of qualitative research 19

Qualitative research is about meaning, not numbers 20
Qualitative research doesn’t provide a single answer 20
Qualitative research treats context as important 21
Qualitative research can be experiential or critical 21
Qualitative research is underpinned by ontological assumptions 27
Qualitative research is underpinned by epistemological assumptions 28
Qualitative research involves a qualitative methodology 31
Qualitative research uses all sorts of data 33
Qualitative research involves ‘thinking qualitatively’ 35
Qualitative research values subjectivity and reflexivity 36
Knowing what you now know, is qualitative research right for your project? 37
Chapter summary 38
Questions for discussion and classroom exercises 39
Further resources 40

Chapter 3: Planning and designing qualitative research 42

The research topic and research questions 44
Issues of data sampling 55
 Acknowledgements

Tempting as it is just to write a long list of names and then lie on the sofa for an hour, for the benefit of the curious reader who, like us, reads the acknowledgements first, we will write something a little more interesting. We apologise in advance to anyone we have forgotten to mention, and to those (many) people whose work has influenced our understanding and practice of qualitative research, but who are not listed here or not cited in the book. (To those of you wondering why you are thanked under ‘X’ heading and not also under ‘Y’: everyone we mention is only listed once.)

This book’s place of conception is an indication of the quality we have aspired to, and hopefully come close to achieving. We wrote our book proposal in the sublime city of Paris in the summer of 2007, and we thank her for the beauty and inspiration she provided, as well as all the delectable food we happily ate our way through! Although it sometimes feels like we have spent four solid years researching and writing this book, unfortunately chronic health problems (and a chronic inability to say ‘no’) slowed us down considerably. For this reason, first and foremost we sincerely thank our commissioning editor at Sage, Michael Carmichael, for his patience! We hope it was worth the wait. We also thank Michael for his infectious enthusiasm for the project, and his sterling advice at every stage of the process. To him, and to everyone else involved at Sage: thanks and have a gold star!

Our first foray into writing about methods was a little paper on thematic analysis, published in 2006 in Qualitative Research in Psychology, which much to our bemusement has become rather popular. So we must thank Brendan Gough for publishing this paper, and to everyone who has conveyed to us their enthusiasm for it, and the approach and guidelines we outline — your enthusiasm inspired us to write this book!

Anyone who has written a book will know that it is something of an epic undertaking; as one of our colleagues aptly observed, it’s like writing a PhD in your ‘spare time’. Lots of people have helped directly and indirectly, and in ways big and small. Our thanks go to all those people who, through teaching, supervision, and mentoring, have inspired our love of qualitative research and contributed to our own development as teachers, supervisors and mentors of qualitative research: Nicola Gavey, Karen Henwood, Bruna Seu, Corinne Squire, Mick Billig, Derek Edwards, Celia Kitzinger, Jonathan Potter, Sue Wilkinson (and other members of the Discourse and Rhetoric Group at Loughborough University), Adrian Coyle, Hannah Frith and Kate Gleeson … Our friends and colleagues at UWE and the University of Auckland, and beyond, have been most excellent in providing direct and indirect support (and some thought-provoking discussions of qualitative research), including Debra Gray, Andrea Halewood, Tim Kurz, Helen Malson, Tim McCraenor, Elizabeth Peel, Paul Redford, Damien Rigg, Merran Toerien, Leonore Tiefer, and Susan Speer, as have various students whose work we have supervised over the years. A special thank-you goes to the students who have taken our research methods classes and taught us how to teach, and write about, qualitative research.