

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department	Social Science
Prefix	ISS	Number	301
		Title	Integrated Social Science Research Methods
			Units: 3

Is this a cross-listed course? No If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_

*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.

Chair/Director Initials  
N/A  
(Required)

Course description: Overview of the methods of social science inquiry with a view to transcending disciplinary boundaries. Topics include data collection and data management techniques.

**Requested designation:** Social-Behavioral Sciences-SB      **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

**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](mailto: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 \(SO/SG\)](#)
- [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 Nicholas Alozie E-mail Alozie@asu.edu Phone 480-727-1395

**Department Chair/Director approval:** *(Required)*

Chair/Director name (Typed): Duane Roen Date: 12/14/16

Chair/Director (Signature): 

**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.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	ISS301 Course Syllabus, course goals, learning outcomes, course schedule. See textbooks.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top;">           The course takes an integrated, multi-disciplinary approach to social-scientific inquiry. Topics include methods of empirical and theoretical inquiry appropriate to multiple social-scientific fields, including, but not limited to:             ECONOMICS            SOCIOLOGY            POLITICAL SCIENCE            ANTHROPOLOGY            SOCIAL PSYCHOLOGY            CULTURAL GEOGRAPHY         </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	The course takes an integrated, multi-disciplinary approach to social-scientific inquiry. Topics include methods of empirical and theoretical inquiry appropriate to multiple social-scientific fields, including, but not limited to:  ECONOMICS SOCIOLOGY POLITICAL SCIENCE ANTHROPOLOGY SOCIAL PSYCHOLOGY CULTURAL GEOGRAPHY	ISS301 Course Syllabus, course goals, learning outcomes section, course schedule. See textbooks.
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	The course takes an integrated, multi-disciplinary approach to social-scientific inquiry. Topics include methods of empirical and theoretical inquiry appropriate to multiple social-scientific fields, including, but not limited to:  ECONOMICS SOCIOLOGY POLITICAL SCIENCE ANTHROPOLOGY SOCIAL PSYCHOLOGY CULTURAL GEOGRAPHY				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	ISS301 Course Syllabus, course goals, learning outcomes section, course schedule. See textbooks.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	ISS301 Course Syllabus, course goals, learning outcomes section, course schedule. See textbooks.		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		• 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.			

<b>ASU--[SB] CRITERIA</b>		
	<ul style="list-style-type: none"> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>	

Course Prefix	Number	Title	General Studies Designation
ISS	301	Integrated Social Science Research Methods	SB

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interaction	This course has been approved as the core material for teaching social science research methodology in our new degree program (BS) in integrative social science. Its equivalent at ASU are SOC301, POS301, and STS301, all of which have the general studies SB designation. It is a social science course in the traditional sense of social science.	<p>Students will understand the nature of science (a form of human interaction) and the scientific nature of the social sciences. Students will learn how to collect and analyze data concerning human society. Additionally, by learning how to engage with social-scientific research, formulate research questions and communicate results, students will learn how to interact with communities of social scientists across disciplines.</p> <p>Syllabus, course goals section: The course explores the use of the scientific method to advance understanding and knowledge about human interactions. Moreover, the course draws on existing research from the methods of inquiry developed in diverse social disciplines, e.g., political science, sociology, anthropology, social psychology, and economics.</p> <p>Syllabus, learning outcomes section: By the end of the course, each student will understand the nature of science, the relationship between the natural/physical sciences and the social sciences of human interaction. Students will be able to read, understand, and communicate the published research results of these disciplines, and will be able to formulate, develop, and effect their own research projects concerning human interaction.</p>

<p>2. Course content emphasizes the study of social behavior.</p>	<p>The course is concerned with the study of social behavior in multiple respects. The course investigates the methods appropriate to inquiry concerning social behavior. Of course, such inquiry into social phenomena is itself largely a social phenomena. So, you might say that the course is concerned with social behavior on multiple "levels." Topics include methods of empirical and theoretical inquiry appropriate to multiple social-scientific fields, as well as the communication of the results of research in these fields.</p>	<p>Syllabus, course goals section: The course provides an overview of the methods of inquiry in the social sciences. In other words, the course emphasizes the study of a particular kind of social behavior, namely, the conduct of research in the social disciplines.</p> <p>The course provides an overview of the methods of inquiry in the social sciences. Topics include methods of collecting, managing, analyzing, and communicating data concerning social phenomena.</p> <p>Syllabus, learning outcomes section: By the end of this course, each student will have demonstrated that they are able to:</p> <ul style="list-style-type: none"> <li>• read published social-scientific research;</li> <li>• collect and analyze qualitative and quantitative data;</li> <li>• communicate and discuss social-scientific research results;</li> <li>• formulate research questions</li> </ul> <p>See syllabus, course schedule.</p> <p>See Babbi text, especially Part I: AN INTRODUCTION TO INQUIRY 2. Paradigms, Theory, and Social Research.</p> <p>PART II: THE STRUCTURING OF INQUIRY: QUANTITATIVE AND QUALITATIVE. 6. Indexes, Scales, and Typologies. 7. The Logic of Sampling</p> <p>PART III: MODES OF OPERATION: QUANTITATIVE AND QUALITATIVE. 8. Experiments. 9. Survey Research. 11. Unobtrusive Research. 12. Evaluation Research</p> <p>PART IV: ANALYSIS OF DATA: QUANTITATIVE AND QUALITATIVE. 17. Reading and Writing Social Research.</p> <p>See Johnson et al text, especially Chapter 1: Introduction RELEVANT TOPICS:</p> <ul style="list-style-type: none"> <li>• Research on Inequality</li> <li>• Who Votes; Who Doesn't?</li> <li>• Politics and the Gender Gap</li> <li>• Repression of Human Rights</li> <li>• A Look into Judicial Decision Making and Its Effects</li> <li>• Influencing Bureaucracies</li> </ul>
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		<ul style="list-style-type: none"><li>• Effects of Campaign Advertising on Voters</li><li>• Research on Public Support for US Foreign Involvement</li></ul> <p>Chapter 3: Beginning the Research Process: Identifying a Research Topic, Developing Research Questions, and Reviewing the Literature</p> <p>RELEVANT TOPICS:</p> <ul style="list-style-type: none"><li>• Specifying the Research Question</li><li>• Sources of Ideas for Research Topics</li></ul> <p>Chapter 4: The Building Blocks of Social Scientific Research: Hypotheses, Concepts, and Variables</p> <p>RELEVANT TOPICS:</p> <ul style="list-style-type: none"><li>• Proposing Explanations</li><li>• Formulating Hypotheses</li></ul> <p>Chapter 6: Research Design: Making Causal Inferences</p> <p>RELEVANT TOPICS:</p> <ul style="list-style-type: none"><li>• Verifying Causal Assertions</li><li>• Other Randomized Experiments</li><li>• Nonrandomized Designs: Quasi-Experiments</li><li>• Natural Experiments</li><li>• Observational Studies</li></ul> <p>Chapter 7: Sampling</p> <p>RELEVANT TOPICS:</p> <ul style="list-style-type: none"><li>• The Basics of Sampling</li><li>• Types of Samples</li><li>• What Can Be Learned from a Sample of a Population</li></ul> <p>Chapter 8: Making Empirical Observations: Firsthand Observation</p> <p>RELEVANT TOPICS:</p> <ul style="list-style-type: none"><li>• Types of Data and Collection Techniques</li><li>• Firsthand, Direct Observation</li><li>• Firsthand, Indirect Observation</li><li>• Ethical Issues in Observation</li></ul> <p>Chapter 9: Document Analysis: Using the Written Record</p> <p>RELEVANT TOPICS:</p> <ul style="list-style-type: none"><li>• Content Analysis</li><li>• Types of Written Records</li><li>• Advantages and Disadvantages of the Written Record</li></ul> <p>Chapter 10: Survey Research and Interviewing</p>
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		<p>RELEVANT TOPICS:</p> <ul style="list-style-type: none"> <li>• Fundamentals: Ensuring Validity and Reliability</li> <li>• Survey Research</li> <li>• Interviewing</li> </ul> <p>Chapter 11: Making Sense of Data: First Steps RELEVANT TOPICS:</p> <ul style="list-style-type: none"> <li>• The Data Matrix</li> <li>• Descriptive Statistics</li> <li>• Graphs for Presentation and Exploration</li> </ul> <p>Chapter 12: Statistical Inference RELEVANT TOPICS:</p> <ul style="list-style-type: none"> <li>• Two Kinds of Inference</li> <li>• Confidence Intervals and Confidence Levels</li> </ul> <p>Chapter 13: Investigating Relationships between Two Variables RELEVANT TOPICS:</p> <ul style="list-style-type: none"> <li>• The Basics of Identifying and Measuring Relationships</li> <li>• Table Summaries of Categorical Variable Associations</li> <li>• Measuring Strength of Relationships in Tables</li> <li>• The Relationship between a Categorical and a Quantitative Variable</li> <li>• Regression Analysis</li> </ul> <p>Chapter 14: Multivariate Analysis RELEVANT TOPICS:</p> <ul style="list-style-type: none"> <li>• Holding a Variable Constant</li> <li>• Multivariate Analysis of Categorical Data</li> <li>• Linear Models</li> <li>• Categorical Variables and Linear Models</li> <li>• Logistic Regression</li> </ul> <p>Chapter 15: The Research Report: An Annotated Example</p> <ul style="list-style-type: none"> <li>• Annotated Research Example</li> </ul>
<p>3. Course emphasizes BOTH a) the distinct knowledge base of the social sciences AND b) the distinct methods of inquiry of the</p>	<p>The course is primarily about the distinctiveness of the methods of social-scientific inquiry, so it obviously satisfies criterion b). However, it also emphasizes the existing background knowledge provided by the social sciences and the fact that the methods of these disciplines lead to a knowledge base distinct to social inquiry and, thus, meets criterion a) as well.</p>	<p>Regarding criterion a) course emphasizes the distinct knowledge base of the social sciences.</p> <p>Syllabus, course goals section: This course emphasizes the current knowledge base provided by the social sciences as they now exist. The course draws on current research and methods in political science, sociology, anthropology, psychology, and economics.</p> <p>Syllabus, learning outcomes section: By the end</p>

<p>social and behavioral sciences.</p>		<p>of this course, each student will have demonstrated that they are able to:</p> <ul style="list-style-type: none"> <li>• describe the nature of science and especially the social sciences;</li> <li>• discuss the scientific nature of the social sciences;</li> <li>• read published social-scientific research;</li> <li>• distinguish between empirical, ideological, theoretical, and ethical questions concerning social phenomena.</li> </ul> <p>Syllabus, course schedule, weeks 1-15</p> <p>See Babbi text, especially Part I: AN INTRODUCTION TO INQUIRY.</p> <ol style="list-style-type: none"> <li>1. Human Inquiry and Science.</li> <li>2. Paradigms, Theory, and Social Research.</li> <li>3. The Ethics and Politics of Social Research.</li> </ol> <p>See Johnson et al text, especially Chapter 1: Introduction</p> <p>RELEVANT TOPICS:</p> <ul style="list-style-type: none"> <li>• Research on Inequality</li> <li>• Who Votes; Who Doesn't?</li> <li>• Politics and the Gender Gap</li> <li>• Repression of Human Rights</li> <li>• A Look into Judicial Decision Making and Its Effects</li> <li>• Influencing Bureaucracies</li> <li>• Effects of Campaign Advertising on Voters</li> <li>• Research on Public Support for US Foreign Involvement</li> </ul> <p>Regarding criterion b) course emphasizes the distinct methods of inquiry of the social and behavioral sciences.</p> <p>Syllabus, course goals section: The course provides an overview of the methods of inquiry in the social sciences with a view to transcending disciplinary boundaries. Topics include methods of collecting, managing, analyzing, and communicating data concerning social phenomena, and the similarities and differences between empirical, theoretical, descriptive, and normative issues in the social sciences. The course aims to integrate the methodologies of multiple social disciplines, including but not limited to, economics, political science, sociology, anthropology, and social psychology.</p> <p>Syllabus, learning outcomes section: By the end of this course, each student will have</p>
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		<p>demonstrated that they are able to:</p> <ul style="list-style-type: none"> <li>• describe the nature of science and especially the social sciences;</li> <li>• discuss the scientific nature of the social sciences;</li> <li>• collect and analyze qualitative and quantitative data concerning social phenomena;</li> <li>• distinguish between empirical, ideological, theoretical, and ethical questions concerning social phenomena</li> <li>• use computers to access, organize, analyze, and display data concerning social phenomena</li> </ul> <p>Syllabus, course schedule.</p> <p>See Babbi text.</p> <p>See Johnson et al text.</p>
<p>4. Course illustrates the use of social and behavioral science perspectives and data.</p>	<p>The course emphasizes the limitations and implications of social inquiry for the purposes of public policy and social progress.</p>	<p>Syllabus, course goals section: The course addresses the uses of social-scientific research, especially, the implications and limitations of such research for the purposes of public policy.</p> <p>Syllabus, learning outcomes section: By the end of this course, each student will have demonstrated that they are able to:</p> <ul style="list-style-type: none"> <li>• discuss the practical, especially, political uses of research in the social sciences</li> </ul> <p>Syllabus, course schedule:</p> <p>Week 1: Introduction to Social Science Research Methods and their Applications</p> <p>See Babbi text, especially Part I: AN INTRODUCTION TO INQUIRY.</p> <ol style="list-style-type: none"> <li>1. Human Inquiry and Science.</li> <li>2. Paradigms, Theory, and Social Research.</li> <li>3. The Ethics and Politics of Social Research.</li> </ol> <p>See Johnson et al text, especially Chapter 1: Introduction</p> <p>RELEVANT TOPICS:</p> <ul style="list-style-type: none"> <li>• Research on Inequality</li> <li>• Who Votes; Who Doesn't?</li> <li>• Politics and the Gender Gap</li> <li>• Repression of Human Rights</li> <li>• A Look into Judicial Decision Making and Its Effects</li> <li>• Influencing Bureaucracies</li> <li>• Effects of Campaign Advertising on Voters</li> <li>• Research on Public Support for US</li> </ul>

		<p>Foreign Involvement</p> <p>Chapter 4: The Building Blocks of Social Scientific Research: Hypotheses, Concepts, and Variables RELEVANT TOPICS:</p> <ul style="list-style-type: none"><li>• Proposing Explanations</li><li>• Formulating Hypotheses</li><li>• Defining Concepts</li></ul> <p>Chapter 5: The Building Blocks of Social Scientific Research: Measurement RELEVANT TOPICS:</p> <ul style="list-style-type: none"><li>• Devising Measurement Strategies</li><li>• Examples of Political Measurements: Getting Operationalization</li><li>• The Accuracy of Measurements</li><li>• The Precision of Measurements</li><li>• Multi-Item Measures</li></ul> <p>Chapter 6: Research Design: Making Causal Inferences RELEVANT TOPICS:</p> <ul style="list-style-type: none"><li>• Verifying Causal Assertions</li><li>• Other Randomized Experiments</li><li>• Nonrandomized Designs: Quasi-Experiments</li><li>• Natural Experiments</li><li>• Observational Studies</li><li>• Longitudinal (Time Series) Designs</li></ul> <p>Chapter 11: Making Sense of Data: First Steps RELEVANT TOPICS:</p> <ul style="list-style-type: none"><li>• Two Kinds of Inference</li><li>• Confidence Intervals and Confidence Levels</li></ul> <p>Chapter 13: Investigating Relationships between Two Variables RELEVANT TOPICS:</p> <ul style="list-style-type: none"><li>• The Basics of Identifying and Measuring Relationships</li><li>• Table Summaries of Categorical Variable Associations</li><li>• Measuring Strength of Relationships in Tables</li><li>• The Relationship between a Categorical and a Quantitative Variable</li><li>• Regression Analysis</li></ul> <p>Chapter 14: Multivariate Analysis RELEVANT TOPICS:</p> <ul style="list-style-type: none"><li>• Holding a Variable Constant</li><li>• Multivariate Analysis of Categorical Data</li></ul>
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		<ul style="list-style-type: none"><li>• Linear Models</li><li>• Categorical Variables and Linear Models</li><li>• Logistic Regression</li></ul> <p>Chapter 15: The Research Report: An Annotated Example</p> <ul style="list-style-type: none"><li>• Annotated Research Example</li></ul>
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ISS 301  
Integrated Social Science Research Methods

3 Semester Hours

Prerequisite: None

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>. If you have questions or concerns, please send your inquiry to [cisa@asu.edu](mailto:cisa@asu.edu).

Instructor: Scott Scheall  
Office: Santa Catalina Hall  
Contact Info: [scott.scheall@asu.edu](mailto:scott.scheall@asu.edu)

**Course Goals:**

This course explores the use of the scientific method to advance understanding and knowledge about human interactions. The course draws on existing research from and the methods of inquiry developed in diverse social disciplines, e.g., political science, sociology, anthropology, social psychology, and economics.

The course provides an overview of the methods of inquiry in the social sciences with a view to transcending disciplinary boundaries. Topics include the nature of science, the relationship between the natural and social sciences, methods of collecting, managing, analyzing, and communicating data concerning social phenomena, and the similarities and differences between empirical, theoretical, descriptive, and normative issues in the social sciences. The course aims to integrate the methodologies of multiple social disciplines, including but not limited to economics, political science, sociology, anthropology, and social psychology. The course also considers the uses of social-scientific research, especially, the implications and limitations of such research for the purposes of public policy.

**Learning Outcomes:**

By the end of this course, each student will have demonstrated that they are able to:

- describe the nature of science and especially the social sciences;
- discuss the scientific nature of the social sciences;
- read published social-scientific research;
- collect and analyze qualitative and quantitative data concerning social phenomena;
- communicate and discuss social-scientific research results;
- distinguish between empirical, ideological, theoretical, and ethical questions; concerning social phenomena
- formulate social-scientific research questions; and
- use computers to access, organize, analyze, and display data concerning social phenomena.

- discuss the practical, especially, political uses of research in the social sciences.

**Required Course Texts/ Readings/Materials:**

Babbie, E. (2016). *The practice of social research*, 14<sup>th</sup> edition. Cengage Learning.

Johnson, J., Reynolds, H., and Mycoff, J. (2014). *Political science research methods*, 8<sup>th</sup> edition. CQPress.

**Course Format:**

Online

**Coursework**

Discussion: 25%

Journal: 20%

Quizzes: 25%

Final Exam: 30%

**Final Grades**

A	90-100	Excellent
B	80-89.9	Good
C	70-79.9	Average
D	60-69.9	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

**CLASS DATES**

- Week 1: Introduction to Social Science Research Methods and their Applications
- Week 2: Examples of Good Social-Scientific Research
- Week 3: Social Science Research Design and Topics
- Week 4: Conceptualization, Measurement, Operationalization, and Variables
- Week 5: Questions and Surveys
- Week 6: Statistical Sampling Techniques
- Week 7: Experiments and Their Limitations in the Social Sciences
- Week 8: Qualitative Social-Scientific Research
- Week 9: Unobtrusive Social-Scientific Research
- Week 10: Content Analysis Techniques
- Week 11: General Analysis of Social-Scientific Data
- Week 12: Ethics of Research on Human Subjects
- Week 13: Examples of Good Social-Scientific Research *Redux*
- Week 14: Student Presentations
- Week 15: Lessons Learned

### **Extra Credit**

There will be no extra credit opportunities assigned for this course.

### **Cell Phone Course Policy**

No student is to use a cell phone while attending a lecture or one of discussions we have on a conservation topic. If texting is observed during a lecture I will confiscate the phone and only allow you to use it in the evening.

### **Grade Appeals**

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

### **Incompletes**

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

### **Student Standards**

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://students.asu.edu/srr>

### **Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see <http://provost.asu.edu/academicintegrity>

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

**Note:** Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

### **Prohibition of Commercial Note Taking Services**

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

### **Student Support and Disability Accommodations**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

### **Drop and Add Dates/Withdrawals**

Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this

course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

### **Email Communications**

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: [http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept\\_pk=822](http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822) and file a help desk ticket by clicking on “My Help Center.”

### **Campus Resources**

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

### **Harassment Prohibited:**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

### **Establishing a Safe Environment:**

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.



**Syllabus Disclaimer:**

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

**Student Conduct Statement:**

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm> , and
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

**Religious Accommodations for Students:**

In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

**Missed Classes Due to University-Sanctioned Activities**

In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean's designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the [academic unit chair](#) or the dean's designee.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any [academic unit](#) or college requirements, which may apply.

Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.