

ARIZONA STATE UNIVERSITY EAST/TEMPE CAMPUS

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 08/04/08

1. ACADEMIC UNIT: School of Global Studies
2. COURSE PROPOSED: SGS 305 Research Methods 3
3. CONTACT PERSON: Name: JENNIFER GORDON Phone: 727-3118
Mail Code: 5102 E-Mail: JENNIFER.GORDON@ASU.EDU

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. 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.

Core Areas

- Literacy and Critical Inquiry-L [checked]
Mathematical Studies-MA [] CS []
Humanities and Fine Arts-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

Awareness Areas

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []
(Note: one course per form)

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [checked] No [] Yes; Please identify courses: _____

Is this a multisection course?: [checked] No [] Yes; Is it governed by a common syllabus? _____

MICHAEL HECHTER
Chair/Director (Print or Type)

Michael Hechter
Chair/Director (Signature)

Date: _____

Course Description

SGS 305 Research Methods

This course is designed to provide a broad introduction to social science research methods and design, particularly the social science methods used to analyze global problems. Consideration is given to both quantitative and qualitative approaches to research, and no prior knowledge of methodology or statistics is expected or assumed. There are no requirements or prerequisites for this course. The course serves as a required course for all Global Studies majors, regardless of their topical track.

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

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

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i></p>	

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

Research design paper = 25%
 Research design outline = 5%
 (3) Research exercises = 30% total

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

C-1

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence</p>	
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1. Please describe the way(s) in which this criterion is addressed in the course design

The purpose of the class is to develop reading, discussion and research skills of the student. The objectives of the course are to understand competing approaches to research design and methods and their philosophical differences; to become familiar with research methodologies, including interviewing, survey design field observation, comparative research and case studies; and to facilitate students in making informed choices over research design and methodological choices. The final paper must have at least 10 scholarly sources. The focus of the paper is to flesh out the student's interest or project which will be used as prospective senior thesis, honors thesis, or summer research proposal.

ASU - [L] CRITERIA

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-2".

C-2



CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

The research paper is preceded by a 1-2 pg outline and sample bibliography, the exams may have writing components, and there are 3 writing exercises related to survey research, interviews, and field observations. The exercises involve the student by practicing research method through interactions with people they are regularly in contact with. Students conduct an interview, survey and participant observation and then write their results and analysis of the advantages and disadvantages of each method.

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".

C-3

YES

NO

Identify
Documentation
Submitted



CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed*

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

The instructor provides feedback on the research outline and bibliography to ensure the final paper will be acceptable. The instructor provides office hours to work directly with students to flesh out research strategies; There is a supplemental Blackboard site that will contain announcements, extra class notes and power point presentations, and handouts /readings.

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".

C-4

Course Prefix	Number	Title	Designation
SGS	305	Research Methods	L

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)
At least 50% written work.	Research design paper = 25% Research design outline = 5% (3) Research exercises = 30% total	Pg. 3 + 4 (scale + descrip.)
Gathering, interp., + evaluation of evidence.	Exercises use research methods learned in class: interview, survey + participant observation; research paper must use at least 10 scholarly sources	Pg. 4
Min. (2) writing tasks other than exams.	Research design paper + draft; (3) Research exercises	Pg. 4
Timely feedback.	Research paper short synopsis + bibliography due 10 weeks prior to submission; research exercises spread out over 2 week periods for timely feedback	Pg. 4, 5 + 7

Lois Von Halle

From: Jennifer Gordon
Sent: Tuesday, August 19, 2008 11:49 AM
To: Lois Von Halle
Subject: FW: signature

From: Michael Hechter
Sent: Tuesday, August 19, 2008 11:34 AM
To: Jennifer Gordon
Subject: Re: signature

Sign for me.

From: Jennifer Gordon
To: Michael Hechter; Lois Von Halle
Sent: Tue Aug 19 11:14:13 2008
Subject: signature

Hello Michael,

The proposals for the Literacy and Critical Inquiry general studies code for both Research Methods and Mechanisms of Governance are complete, except for your signature.

Do we have your permission to sign in your stead, or should we await your arrival next week. The forms need to be in the hands of the College by Aug 26 in order to be processed in the next curriculum review.

Thanks,

Jennifer Gordon, M.A.

Academic Specialist, School of Global Studies

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Building: West Hall, Rm 140, 1000 S Cady Mall

8/19/2008

School of Global Studies

SGS 394 F -- Research Methods
Fall 06

Course Description

This course is designed to provide a broad introduction to social science research methods and design, particularly the social science methods used to analyze global problems. Consideration is given to both quantitative and qualitative approaches to research, and no prior knowledge of methodology or statistics is expected or assumed. There are no requirements or prerequisites for this course. The course serves as a required course for all Global Studies majors, regardless of their topical track.

The course differs from other courses on research design in that it is decidedly interdisciplinary in nature (drawing on literature from nearly all branches of the social sciences: anthropology, political science, sociology, geography) and it consciously addresses the unique nature of social science research within global studies. Through the use of case study material in addition to literature on the methods themselves, students will be able to understand more deeply both the social science and the policy issues often being discussed on the global stage. We will in particular pay attention to questions of 'how do we know what we know about the globe'? That is, what is the role of a researcher and the role of social science in helping to assess and understand complicated global issues?

Two assertions are considered throughout the class. The first assertion is that some of the most important questions facing global studies have such complex answers that traditional "Popperian" or positivist scientific approaches have difficulty being applied. Recent trends aimed at giving primacy to quantitative methods have exacerbated these difficulties, with the result that the big and really important questions are rarely posed, let alone answered. A second, and slightly opposing view, is that the growing nature of

some of the global crises facing the world have led to frantic 'policy prescription' initiatives designed to address the problem, despite little or no evidence that such designs will actually accomplish their goals, or whether they may actually have perverse effects. According to this reasoning, scholars need to undertake more dispassionate, rigorous analysis to understand better what the causes of the problem really are, and better analyze potential effects of proposed policy alternatives. We seek to understand the validity of both claims, and if accurate, what their direct and indirect effects might be in shaping our choices over research designs and methods.

Objectives: The course has three objectives.

- To understand competing approaches to research design and methods, and their philosophical differences.
- To get better acquainted with specific research methodologies, including in person interviews, survey design, field observation, comparative research, and case studies.
- To facilitate students in making informed choices over research design and methodological choices for the questions they seek to answer, and to judge and evaluate the quality of others' projects and methodologies.

Required Reading

There are two required texts for the course. Please make sure you have the right edition of the textbooks. The texts are:

Babbie, E (2003). *The Practice of Social Research*. 10th Ed. Belmont CA, Wadsworth.

Booth, WC, et al. (2003). *The Craft of Research*. 2nd Edition. Chicago, University of Chicago Press.

There will also be supplemental readings that will be available on the class Blackboard site. Students are responsible for accessing and reading these supplemental articles.

Requirements & Grading

This course will serve as a vehicle to emphasize reading skills, discussion skills, and research skills of the student. There will be a fairly intense amount of reading spread throughout the semester, as well as extensive writing. Please budget your time for homework that you can devote the necessary time to staying up to date with the readings. Students are expected to do all of the required readings for the assigned dates and to be prepared to discuss them in class. I reserve the right to call on any student in

class: please be prepared! Pop quizzes may be given at any time throughout the semester, particularly if I feel discussion is suffering from a lack of preparation.

Other written work and their points are listed in the table below. Dates and details will be finalized throughout the course. Please discuss with me if any assignment or due date is unclear.

Grades

There are 100 points that are possible to achieve in the work in this class. I will grade according to the following scale. (According to university policy, C- and D+ are not available.) Cutoffs are firm, especially the use of pluses and minuses

Grading Scale

A	90 - 100
A-	89
B+	88
B	80 - 87
B-	79
C+	78
C	70 - 77
D	60 - 69
E	- 59

There are no opportunities for extra credit. The points you will be graded on in the class include the following assignments:

C-1

Assignment	Points (100 total)	Due Date
Draft outline of research design paper	5	Sept 28, in class
Midterm exam	10	Oct 5
Practice exercises	30 (10 each)	Oct 19, Nov 2, Nov 16 in class
Final research design paper	25	Dec. 7, in hardcopy in instructor's office by 5pm
Final Exam	20	Dec 12, 12:20-2:10 pm
Attendance/Participation/Discussion (may include pop quizzes)	10	All semester

C-1

All assignments are due in class, except the final paper. This means they are NOT to be emailed to the instructor, or dropped off at my mailbox after class, etc. In class means in class, and any assignment not turned in at the proper class time begins to be considered late immediately following the class in which it was due. Late assignments will be penalized 5 points per day late, with the exception of the final paper, for which I will accept NO LATE ASSIGNMENTS. Any paper not turned in on Dec 7 at 5pm will not receive a grade for the final paper assignment. *There are no exceptions:* if you anticipate having a problem with this deadline, turn in your paper early.

C-3
C-1
C-2
C-3
C-1
C-2

Practice Exercises:

A series of short exercises related to survey research, interviews, and field observations will constitute 30% of the grade. Each is worth 10 points, and will involve you 'practicing' a research method through interactions with people in your dorm, work, family, etc. You will be required to conduct an interview, survey and participant observation and then write up your results and your analysis of the advantages and disadvantages of each method. The format for these exercises will be discussed in class.

C-3
C-1
C-2

Research Paper:

One major research design essay (approximately 15-20 pages) will be required of each student, and will comprise 30% of the total grade for the course. This essay will deal with an individual research project or interest (such as a prospective senior or honors thesis, or summer research proposal) and the proposed methods to address the research question asked. The final paper must have at least 10 sources in the bibliography, and class discussion will explain what are considered legitimate sources (i.e. Wikipedia is NOT a legitimate source). No more than 3 sources may be from the Internet; the rest must be books and academic and scholarly articles. A short 1-2 page outline and sample bibliography for the long paper will be due Sept. 28 and should focus on describing the research question, the methods to be explored, and what format the final paper will take. The sample bibliography must include 6 different sources. This short synopsis will enable the instructor to better assist students ahead of time with the longer paper, due in December. You will need to meet with me during office hours sometime in September to discuss your choice of paper and research strategies to complete it, so please see me sometime to discuss prior to the outline being due. The final paper will be due Thurs. Dec 7, in hardcopy in my office by 5pm.

The criteria for the research paper is as follows:

1. The paper must be typed in 12 point font and be double spaced.
2. The paper must be in a standard bibliographic format (see Chicago Manual of Style or Turabian's Manual for Writers of Term Papers, Theses, and Dissertations.)
3. You must turn in the draft outline and sample bibliography, so that I can see where you hope to go with the paper and give you advice on ways to approach your topic.
4. The paper must be turned in on the date due of Dec 7. NO LATE PAPERS WILL BE ACCEPTED.
5. Papers must be turned in in hardcopy, unless there is some problem that prevents you from being on campus. I cannot take responsibility for papers that are emailed without making prior arrangements with me.
6. Papers should be proofed carefully, and please pay attention to readability and writing style, as well as to content. An A paper is not only well-researched, but well-written. I am willing to help review one early draft of papers if you give it to me with a week's notice. Please see me if you would like this assistance.

} C-4

Exams:

There will be a mid-term and final exam, which will constitute 30% of your total grade for the course. Exam format will be announced in class prior to the exam. There will be no make up exams for those who miss the in-class exam unless prior arrangements have been made with the instructor, or the student has an excuse signed by a dean. *There are no exceptions to this rule; students who miss exams without an excuse or prior arrangement will receive a 0 for the exam.*

Blackboard Information

This course will have a Blackboard site. The site will contain the syllabus, and supplemental required readings. I will also post on the website announcements, some class notes and PowerPoint presentations, and extra handouts/readings. The website is only a supplemental aid, and not a replacement for attending class.

} C-4

Attendance and Make-ups

Attendance: Because this is a seminar-type class, attendance and participation is an important part of making the class work. You will be allowed 2 'free' missed days of class; after that, any absence without a Dean's/DOCTORS excuse or without clearing it with me ahead of time will result in a deduction of points

from the 'participation' part of your grade (see above). Each unexcused absence beyond your 2 'freebies' will deduct 5 points from your participation grade.

Additionally, if you cannot attend a class it is YOUR responsibility to obtain notes, syllabi changes, assignments etc. from another student. Please do not ask the instructor for lecture notes.

Make-ups for assignments: If you know you will have to miss class in advance because of something beyond your control (NOT, for example, a routine appointment), let me know (with relevant documentation) in time to arrange when you should hand in any work. Make-up after the fact is available only for a documented emergency. Students who will miss class due to an athletic competition or other official university events are required to follow official ASU policies if they wish to make up an assignment. Those who fail to do so will not be accommodated. You must notify me immediately, and at that time we can make arrangements for turning in missed work. For exams, there will be no make up exams for those who miss the in-class exam unless prior arrangements have been made with the instructor, or the student has an excuse signed by a dean. In all cases, you must notify me with adequate documentation in a timely manner.

Withdrawals and Incompletes

Incompletes: I will not give incompletes for this course, except for extreme and ongoing situations such as family problems or illnesses that you or an immediate family member suffer that would make it impossible for you to come to class. Documentation is required. For more information, please see: <http://www.asu.edu/aad/catalogs/general/undergraduate-enrollment.html#a20673>

Withdrawals: Please see me if you feel you will need to withdraw from the class. You will need to follow ASU and SGS rules on dates for withdrawal.

Academic Dishonesty

Plagiarism is not tolerated in any shape or form. I follow university policy found in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/sta/sta104-01.html>). An initial incident will result in the student receiving no credit for the assignment. A second incident will result in a failure in the class. There may be additional university consequences. If you are unclear on what constitutes plagiarism, please see me.

Please also see ASU's Office of Student Life: "Student Academic Integrity Policy", which all students are expected to follow.

See:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Other Arrangements and Policies:

Honors Students and Footnote 18:

Those students wishing to take this course for Honors credit need to see the instructor no later than Aug 31 to arrange a contract. Footnote 18 credit will entail extra readings, an additional short paper, and a longer final research project at a minimum. Please see the instructor for more details.

General Studies:

This course fulfills the general studies requirement in Social and Behavioral Sciences (SB). It is also a required core course for the major in global studies.

Other Policies:

Please note the following.

1. The classroom is a place of mutual respect. Everyone is expected to treat each other and his/her questions and comments with civility.
2. Electronic devices that interfere with learning will be treated accordingly. Cell phones must be off or on silent during class. Please, no text messaging, surfing websites, reading outside material, and the like during class. I reserve the right to take away electronic devices that are interfering with classroom learning until the end of the class period, or to ban certain devices if necessary, particularly during tests. Further policies on this will be announced in class.
3. Announcements and instructions throughout the course (in class and on Blackboard) will amplify, supplement, and possibly change the syllabus. The student is responsible for keeping up-to-date on these announcements and for understanding any changes.
4. Email is a medium for communication with the instructor that should be used sparingly, and with respect. Please do not email me expecting an immediate answer, or email with a question the night before an assignment is due. Use the instructor's office hours to discuss projects and class questions in depth, rather

} 6-4

than email, which should be reserved for only basic communication.

4. If you have any disability or need any special consideration in the classroom or with assignments, please see me so that we can make appropriate arrangements. You may contact the Office of Disability Resources at (480) 965-1234 or www.asu.edu/drs for more information.

Outline and Schedule of Class Periods and Readings

* Readings marked with a star are found on the Blackboard site for the class.

Part I - Building Blocks and Foundations of Social Science

WEEK 1: Introduction to "Social Science" and to "Methods"

Aug 22: *Introduction to the class*

Aug 24: *Why do we need social science research to understand the world? And what is research, anyway?*

Booth, Ch 1, p. 3-16

Babbie, Ch 1, "Human Inquiry and Science", p. 4-31

WEEK 2-3: How do you start a research project? Choosing Theories and Topics

Aug 31: *Choosing Research Topics*

Booth, Ch 3 & 4, p. 37-74

Sept 2. *A Brief Review of Major Social Theories*

Babbie, Ch 2, "Paradigms, Theory, and Research", p. 32-60.

Sept 5: *Applying Social Theory to Global Problems*

*Hirshmann, C. (2000) *The Development of the Social Sciences Prior to Globalization and Some Thoughts on the Future.*

Sept 7: *Asking Research Questions and Formulating Hypothesis*

*Black, R. (1993) "Questions and hypotheses." In Evaluating Social Science Research: An Introduction. London: Sage, p. 24-39

WEEK 4: The Basic College Research Project - Using Someone Else's Evidence

Sept 12: *The Basic Research Paper: Using Secondary Sources*

Booth, Ch 5, 6 & 7, p. 65-126

Babbie, first half of Ch 17, p. 473-484

Sept 14. *Making Arguments and Presenting Evidence*

Booth, Ch 8, 9, 10 & 11, p. 127-181

WEEK 5. Introduction to Original Research Design - Providing Your Own Evidence

Sept 19: *Designing an Original Research Project*

Babbie, Ch 4 "Research Design", p. 86-117

Sept 21: Library visit - Details to be announced in class
Please read Booth, Ch 12 & 13, p.185-221, as well to prepare for
paper outline due following week.

WEEK 6: Research Framing and Sampling

Sept 26: Reliability and Variability in Research Projects
Babbie, Ch 5 "Conceptualization, Operationalization and
Measurement", p. 118-149

Sept 28: Non-Probabilistic and Probabilistic Sampling

Babbie, Ch 7 "The Logic of Sampling", p. 178-217

Assignment Due: Draft Research Paper Outline and Bibliography

WEEK 8: Studying Human Subjects & Research Ethics

Oct 3: Ethical Research

Babbie, Ch 3 "The Ethics and Politics of Social Research", p.
61-83

Oct 5: MIDTERM EXAM

PART II - Research Methods in Practice

WEEK 9-10: Qualitative Research

Oct 10: What is Qualitative Research and when is it used?

Babbie, Ch 10 "Qualitative Field Research", p. 281-311

Discuss Practice Exercise 1: Participant Observation

Oct 12: Participant Observation

*Taylor and Bogdan (1998). Ch 3, "Participant Observation: In
the Field". In Introduction to Qualitative Research Methods. New
York: John Wiley, p. 44-85

Oct 17: Interviewing

*Bernard, HR (1996). Ch. 9. "Interviewing: Unstructured and Semi-
structured", in Research Methods in Anthropology, p 203-239

Discuss Practice Exercise 2: Interviewing

Oct 19: Unobtrusive Research

Babbie, Ch 11 "Unobtrusive research", p. 312-340

Assignment Due: Practice Exercise 1.

WEEK 12-13: Quantitative Methods

Oct 24: Surveys/questionnaires

Babbie, Ch 9 "Survey Research", p. 242-280
Discuss Practice Exercise 3: Surveys

Oct 26: *Scaling and Indicators for Quantitative Methods*
Babbie, Ch 6 "Indexes, Scales and Typologies", p. 150-177

Oct 31: *Experiments*
Babbie, Ch 8 "Experiments", p 220-241

Nov 2: *Elaboration Models*
Babbie, Ch 15 "The Elaboration Model", p. 421-439

Assignment Due: Practice Exercise 2.

WEEK 14: Case Study and Comparative Research

Nov 7: Case Studies

*Yin, R. K. (1994) Ch 2, "Designing Case Studies", in Case Study Research: Design and Methods. Thousand Oaks, CA: Sage, p. 19-56

Nov 9: Examples of Comparative Methods

*Sambanis, N. "Partition as a Solution to Ethnic War: An Empirical Critique of the Theoretical Literature." *World Politics* 52 (July 2000), p. 437-83

PART III - Data Analysis and Presentation of Results

WEEK 15-16: Data Analysis and Statistics for the Social Sciences

Nov 14: Choosing Quantitative Analysis

Babbie, Ch 14 "Quantifying Data", p. 395-420

Nov 16: Computer assistance in data analysis

Babbie, Ch 16 "Social Statistics", p. 440-471

Assignment Due: Practice Exercise 3

Nov 21: Qualitative Analysis

Babbie, Ch 13 "Qualitative Data Analysis", p. 369-394

Nov 23: No Class, Thanksgiving Break

WEEK 17-18: Writing and Evaluating Research

Nov 28: Writing Up a Research Report

Booth Ch 14, 15, &16, p. 222-282.

Nov 30: Evaluating Research Reports

Babbie, Appendix G, p A 25-A 30

*Stern, P.C. and L. Kalof. (1996). Ch 3, "Evaluating Scientific Evidence: What Conclusions Follow from the Evidence?", p. 61-94 in Evaluating Social Science Research, 2nd ed. New York: Oxford University Press,

Dec 5: Evaluating Research Reports

*Stern, P.C. and L. Kalof. (1996). Ch 4, "Evaluating Scientific Evidence in the Published Literature?", p. 124-156 in Evaluating Social Science Research, 2nd ed. New York: Oxford University Press,

Dec 7: Final Paper Due in my office, 5pm.

Dec 12: FINAL EXAM - 12:20-2:10 pm