

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School College of Liberal Arts and Sciences Department/School SHESC
 Prefix: ASB Number: 230 Title: Beginning Social Research Units: 3

Course description:

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. _____ (Required) Chair/Director Initials

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.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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 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 Alexandra Brewis Slade E-mail alex.brewis@asu.edu Phone 480-789-1415

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kaye Reed Date: 5/9/18

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.

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.			
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.	syllabus
		2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	primary text
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus
		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.	

Course Prefix	Number	Title	General Studies Designation
ASB	230	Beginning social research	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 focused on how to collect social data through fieldwork to understand the impacts of development work on people	Course modules/lectures on data collection, ethics, qualitative data collection and analysis, with an end goal of understanding how people understand development projects
2	Course emphasizes and trains in the use of standard social science methods for field based data collection, with a focus on how to measure and explain local views (anthropological)	Course lectures on how to study behaviors and beliefs through social science methods (e.g., module 4 assignments where students must develop and apply a questionnaire to recognize and measure beliefs and behaviors)
3	The course is focused explicitly on social science methods	The primary text book (Babbie) is a standard text on social science methods/approaches.
4	The course is explicitly focused on how social research can be applied to improving development projects from the perspectives of the people they serve. This is a crucial application of social science data/perspectives	E.G., Modules 1 and 3 directly focus on application of social sciences methods in development program monitoring and evaluation

**Beginning Social Research - 3 credit course
ASB 230.**

Instructor: Alexandra Brewis Slade

Contact Info:

Office Hours:

Teaching Assistant:

Contact Info:

Office Hours:

Introduces basics of social research design; fosters independent thinking and critical analysis. Focus on designing, conducting, and presenting social research in challenging settings, such as faced in development program evaluation and monitoring and field anthropology.

Background. Throughout the world, well-designed and implemented social research is necessary to the design of successful development activities and policies (such as for improving global health, climate change adaptation, or legal reform). It is also how we can share knowledge about how best to achieve our broader development and societal goals, like improving maternal-child health or mitigating climate change. But challenges like limited resources, politics, illiteracy, or natural disasters limit what is possible. As a result, we often don't know if many development activities are actually "working" on the ground and lessons-learned about successes and failures are not being shared. The course provides basic training in how we can conduct social research in such settings for the purposes of better learning within projects and sharing across them. We explore a range of tools and approaches that can answer: "how will we know our efforts to improve people's lives actually do make a difference to them in the way we intend?" While the skills we work on in this course are designed to work in development monitoring and evaluation, they are basic methods that can be applied in community-based social research project anywhere that data collection is a challenge -- whether down the street or across the globe.

Learning Outcomes.

By the end of the course, each student will be able to:

- Understand the basic process of evidence-based monitoring and evaluation in development activities, and the goal of learning.
- Articulate the specific practical and ethical challenges of conducting social research in low resource, low access, conflicted or other challenging settings.
- Identify the range of social research tools suitable for use in such settings, and the advantages and limitations of each.

- Implement quantitative and qualitative methods to collect and analyze social data, with focus on MEL in development projects.
- Evaluate social research data on program activity successes and failures to form conclusions, and present findings professionally.

Required Texts

Babbie, E. Basics of Social Research

World Bank. Monitoring and Evaluation, some Tools, Methods, and Approaches

http://siteresources.worldbank.org/EXTEVACAPDEV/Resources/4585672-1251481378590/MandE_tools_methods_approaches.pdf

Optional Texts

<https://www.oecd.org/derec/worldbankgroup/35281194.pdf>

<https://www.usaid.gov/sites/default/files/documents/1870/Strengthening%20Evidence-Based%20Development%20->

[%20Five%20Years%20of%20Better%20Evaluation%20Practice%20at%20USAID.pdf](https://www.usaid.gov/sites/default/files/documents/1870/Strengthening%20Evidence-Based%20Development%20-%20Five%20Years%20of%20Better%20Evaluation%20Practice%20at%20USAID.pdf)

Course Lectures and Assignments

Introduction

What this course is about and who it is for

1. Introduction to the faculty
2. Learning goals
3. How to succeed in this course
4. Development goals and why they matter: A primer for people without any background in development
5. Social science research: A primer for people without any background in the social sciences

Module 1: Monitoring, Evaluation and Learning (MEL) in Development: What's it all about?

Goals: Understand the basic purpose and design of MEL, gain familiarity with MEL terminology. Covers fundamentals of project design beginning from the desired goal and impact and working back to interventions, and emphasizes that data should not just be collected and reported, but used for continual program improvement.

Lectures:

1. The development hypothesis and theories of change
2. Alternative viewpoints from social science
3. Results frameworks, causal and logical models?.
4. Review of typical data collection in international development (identifying possible sources, differentiating primary and secondary data sources, cost and quality implications).

5. The idea of "Learning"
6. Indicator development

Assignment: Online quiz (5 %)

Module 2: Social Research in Challenging Settings: Stories from the Front

Goals: understand how different settings make MEL challenging, specify actual challenges in familiar settings

1. Different types of challenges people encounter I
2. Different types of challenges people encounter II
3. Different types of challenges people encounter III
4. High tech solutions
5. Low tech solutions
6. No tech solutions
7. Informed consent and the power dynamic

Assignment: Assessment of specific challenges in student's local area, using Likert scale, other tools they need to learn (10%).

Optional: Complete CITI training

Module 3: Basics of MEL

Goals: Understand the basic process through which development agencies conduct monitoring, evaluation, and learning research, and understand basic elements of a well-designed project to understand attitudes and practices, and assess a development activity.

Lectures:

1. Different types of evaluation methods and elements of planning
2. Compiling a terms of reference and evaluation planning.
3. Baseline design.

Assignment: Quiz (5 %)

Module 4: Surveys (with no time and no money)

Goals: Recognize when survey is a good method to use, the elements of a well defined survey, and when surveys can be tricky to administer, practice drafting survey questions and administering a survey and entering survey responses into databases.

Lectures

1. When to use surveys
2. Employing standard scales
3. Fundamentals of good question design
4. Dealing with sensitive topics
5. Gaining rapport

Assignment: Draft interview questions, do one survey, and enter the data, write an evaluation of the process (15%)

Module 5. Sampling (saving time and money)

Goal: Understand why we sample and fundamental strategies of sampling, conduct a basic power analysis

1. How to target and find respondents
2. How many respondents do I need?
3. The art of recruiting: getting to "yes"

Assignment: Quiz, including a power analysis using an online tool (5%)

Module 6: Analyzing survey data (with no time or money)

Goals: Recognize basic means to analyze survey responses using excel or pencil/paper and conduct basic analyses on two types of data

1. Closed ended questions (descriptives, correlations)
2. T/F questions

Assignment: Conduct basic analyses using excel or pencil/paper (10%)

Module 7: Data quality, data handling, data quality checks

Goals: Understand differentiation of higher and lower quality data, how to improve data quality,

1. De-identifying data and protecting subjects
2. Data quality checks for basic research
3. Data Quality Assurance (DQA)

Assignment: Practice creating datasets in the correct format (10%).

Optional: Complete CITI certificate.

Module 8: Qualitative methods (with no time or money)

Goals: Recognize when it is sensible to employ qualitative methods, and when not, practice some key methods through data collection, identify challenges surrounding asking questions about sensitive topics and suggest possible solutions.

Lectures

1. When to use qualitative methods
2. Open ended survey questions
3. Focus groups
4. Participatory methods
5. Dealing with sensitive topics II

Assignment: Conduct a participatory activity in your local community (20 %)

Module 9: Analyzing Qualitative Data (with no time or money)

Goal: Understand the types of programs or expertise needed to analyze qualitative data, practice some simple, low cost options.

1. Basics of text analysis
2. Consensus analysis

Assignment: Conduct a basic text analysis using pencil/paper (5%)

Module 10: Presenting Your Results

Goal: Understand the standards for presentation of MEL findings, practice visualization of results, and practice presenting results in a public fora.

1. Data Visualization - Basics
2. Making a good impression - standards of presentation

Assignment: Evaluate provided social research data to draw conclusions, present a graphic outcome (10%)

Module 11: Drawing conclusions: How do we know what actually works? How do we share that?

Goal: Know how to draw conclusions about program effectiveness, including how to draft a Performance Indicator Reference Sheets (PIRS). Articulate the connections between development theory, the use of social research, selection of methods, and learning about what works and what doesn't.

Lectures:

1. How to draft Performance Indicator Reference Sheets (PIRS).
2. The broader picture: How do we know what works?

Assignment: PIRS sheet (5%) OR reflection statement (5%)

Coursework

Final Grades

A-/ A/ A+ 90.0-93.0 / 93.1- 96.9/ 97.0-100.0 Excellent

B- /B/ B+ 80.0-83.0/ 83.1- 86.9/ 87.0- 89.9 Good

C/ C+ 70.0-76.9/ 77.0- 79.9 Average

D/D+ 49.0-66.9/67.0 -69.9 Passing

E <60 Failure

XE Failure due to Academic Dishonesty

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed at least 80% of the course and are otherwise doing acceptable work (i.e. have a passing grade) AND are unable to complete the course because of serious illness or other conditions completely beyond your control. You are required to arrange directly 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>).

Late Assignments

It is your responsibility to know the due dates for all course work (see Course Schedule for dates).

Assignments are due electronically at the time specified online. No late submissions will be accepted. However, each student has a two-day "time bank" for the semester that you may use at your discretion to extend a due date of up to two assignments without penalty. You can apply both days to the same assignment or you can use one day for one assignment and one day for another assignment. This "time bank" is measured in days, so if you submit an assignment 12 hours after the deadline, you have one day left for another assignment (not 36 hours which is two days). Additionally, as the deadline for all submissions is 11:59 pm, an assignment submitted at 12:00 am is considered one day late. There are no penalties or bonuses for using or not using your time bank days. You do not have to inform the instructor or course TA that you will be using your time bank days but you are responsible for keeping track of your remaining late days. Work submitted late after you have used up your late days will receive a score of zero when calculating your final grade.

If you experience a medical or personal emergency that is beyond your control and for which you can provide documentation, an extension outside of the "time bank" may be considered. Please note that because this is an online course and you do not have to come to campus, an illness such as a cold or the flu will not be considered grounds for accepting a late assignment. Any medical documentation must state the specific date ranges that you are ill or unable to complete online coursework, according to your medical professional. If you encounter a medical emergency and wish to request a late assignment submission, contact the TA and instructor as soon as possible. **Arizona does not follow daylight savings time. It is the student's responsibility to determine the appropriate time zone conversion for timely submission of quizzes and assignments**

Please note: If there is a system-wide outage when an assignment is due you will not be punished for not turning it in on time, but will be required to turn it in by the newly stated day and time. You can confirm system-wide Blackboard outages at <https://uto.asu.edu/system-health>. If MyASU is down, Blackboard can still be accessed at <https://myasucourses.asu.edu>.

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>. Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Additional Course Policies

You are responsible to know the additional course policies outlined in the Policies on Extensions, Feedback, and More link in the left-hand side Blackboard menu.

Student Standards

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions. The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct. 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>

Expected classroom behavior

If taught as an online class, we are still gathering together in a virtual classroom on Blackboard. In our virtual classroom, you are expected to exhibit appropriate online behavior (also known as netiquette). This is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate Discussion Board posts may be deleted by the instructor.

In taught in the classroom, be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated. The use of laptops (unless for note taking), cell phones, MP3, IPOD, etc. are strictly prohibited during class.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Communication

ASU email is an official means of communication among students, faculty, and staff. All instructor correspondence will be sent to your ASU email account. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All communications should be professional and succinct. 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 contact the help desk.

Policy against threatening behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if

necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

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 notetaker'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 by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

Tempe Campus 480-965-1234 (Voice)	Polytechnic Campus 480-727-1165 (Voice)
West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Downtown Phoenix Campus and ASU Online University Center Building, Suite 160 602-496-4321 (Voice)

If you are a student in need of special arrangements for 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.

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/>

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities and advising information, please go to: <https://shesc.asu.edu/undergraduate-experience/undergraduate-advising>. Our advisors are always willing to discuss career and guidance options with you.

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 and Drop/Add and Withdraw.

Course Time Commitment

Please expect to spend >20 hours per week (online) or >10 hours a week (in person 15 week course) preparing for and actively participating in this course.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated links on Blackboard. Do not submit an assignment via email.

Course Evaluation

Feedback is vital to improving our course! Students are notified when the online evaluation form is available near the end of the session. Please help both us and future students by giving us this formal feedback.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> through the Blackboard links. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

**Please note that this syllabus is subject to change or revision, as needed, to best realize the educational goals of the course. Any revision will be discussed in class with fair prior notice.

Main Required Text, Table of Contents
Babbie, E. Basics of Social Research

PART ONE An Introduction to Inquiry

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- 2 Paradigms, Theory, and Research 30
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ASB 230 - Beginning Social Research

Course Description

Introduces basics of social research design; fosters independent thinking and critical analysis.

Offering School/Colleges Pre-requisite(s)

College of Liberal Arts and Sciences

Fall 2018

Number of Units: 3

Allow Multiple Enrollments: No

General Studies: No

Repeatable for credit: No

Primary course component: Lecture

The Arizona State University faculty is at the forefront nationally in advancing research and discovery. They inspire new ways of thinking, innovating and solving problems socially, culturally and economically in our region and in the international community.

[Read more](#)

[Feedback](#)