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|  FLORIDA ATLANTIC UNIVERSITY | NEW COURSE PROPOSAL Graduate Programs | | UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____ | |
| | Department PhD in Comparative Studies College Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i> | | | |
| Prefix CST Number 7912 | <i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code | Type of Course Lecture <input type="checkbox"/> | Course Title Research Design in Social Science | |
| Credits <i>(Review Provost Memorandum)</i> 3 | Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/> | Course Description <i>(Syllabus must be attached; see Guidelines)</i> The goal of this course is to introduce graduate students to the basics of social science research, including the logics of inquiry, core methodological assumptions, and strengths and limitations of various research designs typically used for such research. | | |
| Effective Date <i>(TERM & YEAR)</i> | Prerequisites Admittance to PhD program in Comparative Studies | | Corequisites | Registration Controls <i>(Major, College, Level)</i> |
| Prerequisites, Corequisites and Registration Controls are enforced for all sections of course | | | | |
| Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.) | | List textbook information in syllabus or here See Syllabus | | |
| Faculty Contact/Email/Phone Adam Bradford, abradfo5@fau.edu, 954.816.1533 | | List/Attach comments from departments affected by new course | | |

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| Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____ | Date 2/5/18 2/6/18 2/12/18 2-28-18 2/20/18 2-28-18 |
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

FEB 12 2018

Received

Research Design in Social Science

Instructor: Phillip A. Hough, Sociology, Florida Atlantic University, Boca Raton, FL 33431

Course Info: Comparative Studies PhD, CST 7912, 3 Credits, Fall 2018

Class Times: Thursday 4:00-6:50 PM (Culture and Society Bldg., CU 249)

Contact Info: phough2@fau.edu, 561-297-3270

Office Hours: Tuesdays 11:00AM-4:00 PM (Culture and Society Bldg., CU 262)

“Let every man be his own methodologist, let every man be his own theorist”
(C. Wright Mills, *The Sociological Imagination*, 1959)

“Research is formalized curiosity. It is poking and prying with a purpose”
(Zora Neale Hurston)

GRADUATE COLLEGE

“We must conduct research and then accept the results. If they don't stand up to experimentation, Buddha's own words must be rejected”
(Dalai Lama XIV)

FEB 12 2018

Received

“If we knew what it was we were doing, it would not be called research, would it?”
(Albert Einstein)

Course Description:

The goal of this course is to introduce graduate students to the basics of social science research, including the logics of inquiry, core methodological assumptions, and strengths and limitations of various research designs typically used for such research.

Course Context:

This is a 7000-level graduate seminar. It is required for completion of the Culture, Society, and Politics track of the PhD program in comparative studies.

Course Objectives: In general, students will become familiar with some essential methodological issues and techniques, including how to develop and measure concepts, select appropriate data sources, develop theoretically-informed research questions, and understand methodological problems of reliability, validity, generalizability, and more. Specifically:

- a. Students will learn the basic language of social science research inquiry, including how to identify social facts and patterns, how to assess scholarly debates, how to understand how research questions are developed, how to conceptualize and operationalize sociological theories and hypotheses, and how to collect and analyze various forms of data;
- b. Students will become familiar with the core sets of research methods and design typically employed by social scientists, including qualitative, quantitative, exploratory, comparative and historical, world-systems, and global ethnographic methodologies;
- c. Students will learn how to develop methodological critiques of social science research, particularly by assessing the logic of inquiry associated with the method employed and the conceptual and methodological limitations of each method;
- d. Students will practice how to select data sources that are reliable and valid measures, and how to select cases that are theoretically-informed and generalizable;

- e. Students will analyze the ethical dilemmas and social responsibilities social scientists must consider when conducting research on human subjects.

Course Requirements:

- a. Attendance: Students enrolled in this course are expected to be there for every class period. Attendance is taken every class. Absences will only be excused for any university-approved reasons. [10%];
- b. Class Participation: Students must come to class prepared to discuss the readings. Each student is expected to participate in class discussions regularly and elevate these discussions through comments and questions. Students who do not regularly contribute to the class discussion will not receive full credit for their class participation. [15%];
- c. In-Class Mid-Term Exam [25%];
- d. First Draft of Research Assignment [25%]
- e. Final Draft of Research Assignment (due in class on 12/7) [25%]

Grading System:

A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = 0-59

Recommended Books for Purchase:

1. Daniel F. Chambliss and Russell K. Schutt, (2013). *Making Sense of the Social World: Methods of Investigation*, 4th Edition
2. *All other weekly readings will be downloadable from our course's Blackboard site*

(8/24) Week 1: Introduction to Course

Conversation about the course requirements, grading, assignments, objectives, structure of class discussion, etc. Discussion of the core goals of sociological research and the “professional practice” of sociological research (conferences, meetings, publication outlets, peer-review, grants, etc.)

PART I: Fundamentals of Sociological Research and Design

(8/31) Sociological Claims about Social Reality

Reading: Chambliss and Schutt, (2013). “Ch. 1: Science, Society, and Social Research”

Concepts: description vs. analysis, errors in reasoning (overgeneralization, selective/inaccurate observation, illogical reasoning, resistance to change), primary goals of social scientific research (description, exploration, explanation, evaluation), errors in claims (measurement validity, causal validity, causality, generalizability); Descriptive, exploratory, explanatory and evaluative research

Practice: reading New York Times articles to identify description, explanation, causation, correlation

(9/7) Literature Reviews, Scholarly Debates, Extending Collective Knowledge

Readings: Jose Galvan (2014). Chapters 1-9, *Writing Literature Reviews, 6th Edition*. Pyczak Publishers.

Jennifer Bair and Phillip A. Hough, "The Legacies of Partial Possession: From Agrarian Struggle to Neoliberal Restructuring in Mexico and Colombia," *International Journal of Comparative Sociology* (53[5-6]: 345-366)

Concepts: identifying a scholarly debate and relevant bodies of literature; synthesizing the literature; locating holes in the literature; searching the literature

Practice: key word searches in JSTOR, googlescholar, and other databases; downloading articles; analyzing the literature review sections of articles

(9/14) Developing Research Questions and Formulating Hypotheses

Reading: Chambliss and Schutt, (2013). "Ch. 2: The Process and Problems of Social Research"

Concepts: research questions, theories, relating theory and data, hypotheses; Deduction and induction

Practice: analyzing the literature review sections of articles to look for holes and contradictions in the scholarly debates; practice formulating hypotheses

(9/21) Conceptualizing Ideas and Operationalizing Variables

Reading: Chambliss and Schutt, (2013). "Ch. 4: Conceptualization and Measurement"

Concepts: Independent and dependent variables; Units and levels of analysis; theoretical concepts, variables, values, and indicators; Operationalization of concepts; Levels of measurement; Validity and reliability issues

Practice: breaking down an argument/theory into measurable concepts; figuring out practical ways to operationalize concepts

(9/28) Case Selection, Sampling, and Generalizability

Readings: Chambliss and Schutt, (2013). "Ch. 5: Sampling"
Chambliss and Schutt, (2013). "Ch. 6: Causation and Experimental Design"
Russell Schutt, (2009), "Ch. 6: Research Design and Causation," in *Investigating the Social World, 6th Edition*

Concepts: Sampling; Ecological and reductionist fallacies; Nomothetic and idiographic explanation; Criteria for causal explanations; Spurious, exogenous, endogenous and control variables

Practice: figuring out who/where/what to obtain data on

(10/5) Collecting Primary Data: Surveying and Interviewing and Coding

Readings: Chambliss and Schutt, (2013). “Ch. 7: Survey Research”

Chambliss and Schutt, (2013). “Ch. 9: Qualitative Methods: Observing, Participating, Listening”

Chambliss and Schutt, (2013). “Ch. 10: Qualitative Data Analysis”

Practice: developing analytical and exploratory survey and interview questions; content analysis, coding interview and survey data

(10/12) Collecting Secondary Data: large datasets, descriptive statistics, tables/charts

Reading: Chambliss and Schutt, (2016). “Ch. 11: Unobtrusive Measures”

Practice: finding and gathering secondary data, descriptive statistics, making tables and charts

Second half of class: **Mid-term exam**

(10/19) Writing Research Proposals (Theses, Dissertations, Grants)

Reading: Christina M. Gills (2008) “Writing Proposals for ACLS Fellowship Competitions,” American Council of Learned Societies

Beverly Silver (2014), “Class, Crisis and Waves of Social Unrest, 1851-present” (NSF Grant)

Jacqueline Frazer (2016), “Working in the Biz,” MA Thesis Proposal, FAU Sociology

Phillip Hough (2017), “Global Commodities, Local Labor,” ACLS Fellowship Proposal

PART II: Common Research Methods and Designs: Logics, Analytic Uses and Limitations

(10/26) Quantitative Methods – Testing Hypotheses

Chambliss and Schutt, (2013). “Ch. 8: Elementary Quantitative Data Analysis”

Charles Ragin (1994). Ch. 6 in *Constructing Social Research*. Thousand Oaks, CA: Pine Forge Press.

(11/2) Qualitative Methods – Exploring Complexity, Seeing Agency in Social Structure

Charles Ragin (1994), Ch. 4 in *Constructing Social Research*. Thousand Oaks, CA: Pine Forge Press.

Jay MacLeod (1987), Chs. 1-3, *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. Westview Press.

Michael Burawoy, "Ethnographic Fallacies: Reflections on Labour Studies in the Era of Market Fundamentalism," *Work, Employment and Society*, 27:3, pages 526-536

(11/9) Comparative-Historical Methods – Analyzing Variation over Time and Space

Jennifer Bair and Phillip A. Hough (2012), "The Legacies of Partial Possession: From Agrarian Struggle to Neoliberal Restructuring in Mexico and Colombia," *International Journal of Comparative Sociology* (53[5-6]: 345-366)

Charles Ragin (1994), Ch. 5 in *Constructing Social Research*. Thousand Oaks, CA: Pine Forge Press.

(11/16) World-Systems and World-Historical Methods – Rethinking the Unit of Analysis

Immanuel Wallerstein (2004), "Ch. 1: Historical Origins of World-Systems Analysis: From Social Science Disciplines to Historical Social Sciences," *World-Systems Analysis: An Introduction*. Duke University Press, Durham, NC.

Beverly Silver (2003), Chs. 1-2, *Forces of Labor: Workers' Movements and Globalization since 1870*. Cambridge University Press, New York, NY.

****First draft of research assignment due****

(11/23) Thanksgiving Recess – No Class

PART III: The Role of Sociology in Society

(11/30) Ethical Dilemmas and Responsibilities

Chambliss and Schutt, (2013). "Ch. 3: Ethics in Research"

Concepts: Research on human subjects; ethical principles of research; Institutional Review Board; Confidentiality

(12/7) Professional, Critical, Policy, and Public Sociologies

Michael Burawoy (2016) "Sociology as Vocation," *Contemporary Sociology*. July 2016: Vol. 45:4

Michael Burawoy (2007) "For Public Sociology" in Dan Clawson et al., *Public Sociology: Fifteen Eminent Scholars Debate Politics and the Profession in the Twenty-First Century*. Berkeley, CA: University of California Press.

****Final Assignment Due in Class****

STATEMENT OF ACADEMIC INTEGRITY: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

STUDENTS WITH DISABILITIES: "In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) — and follow all SAS procedures."