

FES 422: RESEARCH METHODS IN SOCIAL SCIENCE

4 credits

Winter 2022

Lecture: Tuesday & Thursday 2 - 3:20 p.m. PFSC 104

Lab: Friday 9 - 11:50 a.m. PFSC 104

Land Acknowledgement: *Oregon State University in Corvallis, Oregon, is located within the traditional homelands of the Mary's River or Ampinefu Band of Kalapuya. Following the Willamette Valley Treaty of 1855, Kalapuya people were forcibly removed to reservations in Western Oregon. Today, living descendants of these people are a part of the Confederated Tribes of Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians.*

Instructor: Reem Hajjar

Office: Richardson 350

reem.hajjar@oregonstate.edu

Office hours: Mondays 3:00-5:00 by, and by appointment in person.

TA: *Gianna Alessi*

Office: Richardson 303.

gianna.alessi@oregonstate.edu

WHAT'S IN THIS SYLLABUS?

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Prerequisites: ST 351 or ST 351H or equivalent recommended

COURSE DESCRIPTION AND OUTCOMES

Description of Course

The purpose of this course is to provide an introduction to research methods that can help address social science issues and problems related to natural resources. Emphasis is on the nature of the research process, how to conduct social science research, and how to communicate research results.

Learning Outcomes

Having successfully completed this course, you will be able to:

1. Recognize and correctly use the terminology of research.
2. Explain the relationship between social theory and social science research.
3. Demonstrate the role of the literature review.
4. Differentiate and know when to apply quantitative and qualitative research methodologies.
5. Demonstrate the advantages and disadvantages of different types of quantitative and qualitative approaches, using specific examples.
6. Write survey questions, construct questionnaires, and conduct survey research.
7. Write interview questions, construct interview guides, and conduct qualitative research.
8. Interpret and critique research articles, publications, and reports.
9. Critically evaluate the uses and limitations of research.

TAKING THIS COURSE: REQUIREMENTS, DUE DATES, AND GRADING

Class Format

This course will be delivered in person on campus. In this course we will learn from the required readings, videos, and an interactive style of instruction in which small discussion groups, group and individual exercises, and class discussion will be combined with traditional lectures. Your ability to fully participate is dependent on your careful reading and comprehension of the material. Because of this interactive style of teaching, you need to

Required Readings

This is a no-cost class: there is no requirement to purchase any textbooks. Required readings are available on CANVAS. These readings are from various journals, other sources, and the following texts and e-texts:

- Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods, and Practice*. Global Text Project. E-book available at OSU library: <https://open.umn.edu/opentextbooks/textbooks/79>
- Blackstone, A. (2012). *Principles of Sociological Inquiry*. Saylor Foundation. E-book available at OSU library: <https://open.umn.edu/opentextbooks/textbooks/139>
- Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.
- Field, A. (2005). *Discovering statistics using SPSS*. Thousand Oaks, CA: Sage Publications
- Graziano, A., & Raulin, M. L. (2007). *Research methods: A process of inquiry*. Boston, MA: Pearson Allyn and Bacon.
- Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto: University of Toronto Press.
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage Publications.
- Locke, L., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research*. Los Angeles, CA: SAGE Publications.
- Smith, L. (1999). *Decolonizing methodologies: Research and indigenous peoples*. London: ZED Books Ltd.

attend class and be prepared to discuss the required readings.

Administrative

- a. Weekly overviews will be posted on Canvas at the start of the week. This will detail readings and videos that need to be completed/watched before each class, and what the plan for the classes and labs will be.
- b. Class attendance is highly recommended, and meaningful participation is expected. I have found that those who attend all or almost all classes do the best in this course, and those who miss several classes do the worst.
- c. Ten percent of any score on written work will be attributed to punctuation, spelling, grammar, and general neatness. So, read and correct your assignment before you turn it in.
- d. Late assignments will only be accepted if previously arranged with me.

Assignments

We will work through a series of topics throughout the semester that are linked to specific individual and group assignments (see below). We will spend a fair amount of lab sessions working on the group assignments.

Article discussions

We will have two lecture periods devoted to critiquing the methods in selected peer-reviewed articles. You will be responsible for preparing for and participating meaningfully in these discussions. You will also do a write-up on one of the papers and discussion, due five days after the discussion (you will have a choice of which discussion day you'd like to do your assignment on). These discussions are meant to facilitate a better understanding of salient topics in contemporary social science research, and will help you sharpen your analytical skills. If you choose to submit your paper critique based on the first discussion (by February 7th) you'll get an automatic 2 point bonus.

Class attendance and participation

Active participation in class is highly recommended. Missing labs is particularly problematic as that time is meant for group work. If you expect to miss a class or lab, please contact me prior to the class, so that I can plan activities accordingly.

Class preparation and readings

Come to class prepared by *completing the assigned readings and watching any assigned videos prior to class*. Every now and then, *I will ask you to write a one-minute paper, pop quiz, or similar exercise based on the readings*. These in-class assessments are mostly to help me gauge comprehension of the readings; they are not "testing you", but it would look bad if you weren't able to complete them because you didn't do the readings.

Exams

There will be one mid-term exam. The exam will cover course material up to and including week four. You will be given a review guide one week before the exam.

Final Collaborative Project

You will work in a group with your fellow students to complete a final "collaborative" project. See the next section (pp. 6) for details. The assessment of your final collaborative project will include two components: (1) the final portfolio and (2) the final presentation. Details of the specific guidelines for these assignments is forthcoming.

Grading

The following table outlines all assignments and their associated due dates and point values. The due dates are also on the course schedule on pp. 7-10. The "individually completed assignments" are to be completed by you alone. The "group assignments" are to be completed by your final collaborative project group.

Assignment	Due Date	Points
<i>INDIVIDUALLY COMPLETED ASSIGNMENTS</i>		
Library Activity	1/7 (in class)	20
Coding exercise	3/4	30
Paper critique	2/6 for bonus, or 3/13	20
NIH ethics training certification	3/17	20
Exam	2/11	40
<i>GROUP ASSIGNMENTS</i>		
#1 Relational hypothesis	1/21	30
#2 Survey questionnaire	2/4	40
#3 Interview exercise	2/25	40
Final portfolio ⁺	3/16	70
		Total 310

⁺The final portfolio includes revised drafts of the other group assignments, with an additional methods write-up.

Grading will be as follows:

A (94-100), A- (90-93)
 B + (87-89), B (84-86), B- (80-83)
 C + (77-79), C (74-76), C- (70-73)
 D + (67-69), D (64-66), D- (60-63)
 F (59 and lower)

Incomplete grades

A grade of incomplete will only be assigned for students who are physically unable to complete the course due to serious illness or injury or other unforeseen circumstances and have completed at least 50% of the assignments up to the point at which they opt for an incomplete. Students are responsible for understanding and following all university and departmental policies related to removing a grade of incomplete from their record, and for understanding the circumstance that can cause an incomplete grade to convert to a grade of F.

COLLABORATIVE FINAL PROJECT

Project Description

Collaborative research is the norm in the social sciences. Whether you are working with an academic community, a land management agency, non-profit groups, the public, or some combination of groups, you will find yourself working with other people on projects. To help you get a feel for this type of collaboration, you will complete part of a “collaborative research project.” Working in groups of three or four, you will collaboratively develop a unique research project related to the broader class topic and will outline a qualitative, quantitative, or mixed-method approach to address your research question(s)/objective(s).

The project will be completed in steps throughout the quarter and will culminate in a presentation. At each of these steps, you will complete a collaborative group assignment. The final portfolio your group will turn in will contain all the deliverables related to this project that you turned in during the quarter, but revised following grading. It is expected that the contents in the final portfolio will be improved from what was initially turned in based on our comments and suggestions on the original assignments. For your final portfolio, you are also required to submit a summary of your methods, similar to what would be found in a peer-reviewed manuscript.

For this project, you will complete the following tasks throughout the quarter, which will all be included in your final group portfolio (details to follow).

1. Introduction and research question(s)/objective(s)
2. Consent form
3. NIH certificate for each group member
4. Questionnaire OR interview guide
5. Methods write-up

You will also, as a group, make a presentation on your proposed research project during lab period of dead week. The class will discuss your work and make suggestions for improvements, which can then be incorporated into the final portfolio.

Help and Resources

If you are feeling lost or overwhelmed...

- 1) *Make an appointment with me*
You are welcome to email me or make an appointment to meet during office hours. Many questions and issues can be easily resolved this way.
- 2) *Get to know the reference desk and our college librarian*
Our library staff is eager to help guide your research and to orient you to our library's paper and online resources. Margaret Mellinger (Margaret.Mellinger@oregonstate.edu) is the College of Forestry's librarian and she is happy to chat with any of you about library resources and research data management.
- 3) *Visit the Academic Success Center*
The Academic Success Center provides a host of services, from supplemental instruction study tables to academic coaching. Its mission is to support the university's learning environment and promote student success. The Center is located at 102 Waldo Hall.
- 4) *Use The Writing Center*
The Writing Center is a free resource at any stage of the writing process, from getting started and organizing to revising drafts to polishing a final paper. It is located at 123 Waldo Hall, M-F 9 a.m.-4 p.m. The Center also offers an Online Writing Lab, a service for submitting papers over the Internet for review.

Reach Out for Success: University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at oregonstate.edu/ReachOut. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Regarding Diversity, Equity, and Inclusion

Within this classroom and in all classroom interactions, respect for each other and for our occasionally differing viewpoints is essential. While people may disagree, an absolute requirement in this course is to treat each other, and our guest speakers, with empathy, dignity and respect. It is important that we create a learning environment in which everyone feels safe and respected (which in-turn increases everyone's potential to learn). I will work to be as forthright and respectful as possible in considering a diversity of perspectives and identities, and ask that you do so as well. We will work together to create an inclusive learning environment. This means holding each other, including myself, accountable to this commitment. If something is said in class (by anyone) that makes you feel uncomfortable, please talk to me about it, or if you are more comfortable remaining anonymous, you may provide feedback by contacting staff at OSU Institutional Diversity office (<http://leadership.oregonstate.edu/diversity>), at the OSU Equal Opportunity and Access office (<http://eo.oregonstate.edu/>), or at the OSU Diversity and Cultural Engagement program (<http://dce.oregonstate.edu/>). I believe the learning environment should honor your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this, if you have a name and/or set of pronouns that differ from those that appear in your official OSU records, please let me know.

Expectations for Student Conduct

Students are expected to be honest and ethical in their academic work. Academic or scholarly dishonesty is defined as an act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the student's own efforts or the efforts of another. It includes:

- **CHEATING** - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

- FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
- ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
- TAMPERING - altering or interfering with evaluation instruments or documents.
- PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

The penalty for academic dishonesty may result in an "F" grade for the course. For more information about academic integrity and the University's policies and procedures, see: http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code_of_student_conduct.pdf.

COURSE SCHEDULE

Week and Topics	Dates	What's happening in class?	Readings	Friday Labs
1: Putting the science in social science	Tuesday 1/4	<u>Doing social science research</u> - Syllabus overview - Phases of research - Design a research project exercise	No readings	1/7 Meet in Autzen Classroom, Valley Library: Workshop with Michael Boock
	Thursday 1/6	<u>Social science research paradigms</u> - ontology and epistemology - objectivity vs subjectivity - positivism to social constructivism to critical research to pragmatism	Creswell Ch. 1 (Selection of a Research Approach), particularly pp. 3-12 Blackstone Ch. 2.2 Paradigms, theories, and how they shape a researcher's approach (p. 15-18)	- literature reviews, library exercise <u>Library Exercise Assignment (in-class)</u>
2: Theory to research question and concepts	Tuesday 1/11	<u>Theory to research question and back</u> - idiographic vs nomothetic - inductive vs deductive - theory to concept to variable - unit of analysis	Blackstone Ch. 2.3 Inductive or deductive? Bhattacharjee Part of Ch.4 Theories in Scientific Research <i>Extra:</i> Creswell Ch. 3 Use of Theory (pp. 51-76) Vaske Ch. 2 Linking Theory and Concepts to Survey Research (pp. 17-34)	1/14 - more on using theory - relational research questions and study design - work on Assignment #1 (group) <i>Reading: Hall, How to Use Theory in Conservation Social Science Research</i>
	Thursday 1/13	<u>Quantitative research questions and designs</u> - types of research questions - resulting study designs	<i>Extra:</i> Locke ch.6	
3: Quantitative research designs and surveys	Tuesday 1/18	<u>Concepts and constructs</u> - operationalization - indexes and scales - measurement validity	Babbie Ch. 5 Conceptualization, Operationalization, and Measurement (p.123-154) <i>Additional:</i> <i>Bhattacharjee Ch.7 Scale reliability and validity</i>	1/21 <u>ASSIGNMENT #1 RELATIONAL HYPOTHESIS DUE @ 9am</u> - more on survey administration - work on Assignment #2 (group)

	Thursday 1/20	<u>Survey construction and administration</u> - survey questions - Tailored Design Method - mail-out, in-person, online surveys	Vaske Ch.7 Writing and constructing surveys	
4: Quantitative research: getting the right sample and testing what you mean to test	Tuesday 1/25	<u>Sampling</u> - probability sampling strategies - scope of inference	Bhattacharjee part of Ch.8 (65-68) <i>Additional</i> Blackstone Ch. 7 Sampling (p.78-89; focus on quantitative/probability sampling)	<u>1/28</u> -Intro to Qualtrics - work on Assignment #2 (group)
	Thursday 1/27	Guest speaker: Recent survey research experiences in recreation		
5: Bye bye quantitative, hello qualitative	Tuesday 2/1	<u>Validity</u> -internal, external, measurement validity	Graziano and Raulin Ch. 8 Hypothesis Testing, Validity, and Threats to Validity (pp. 169-193) <i>Additional:</i> Graziano and Raulin Ch. 9 Controls to Reduce Threats to Validity (pp. 194-215) Vasque Ch. 6	2/4 <u>ASSIGNMENT #2 SURVEY CONSTRUCTION DUE @9am</u> Mid-term review
	Thursday 2/3	<u>Critiques of quantitative studies</u> - analysis of quant. papers by students		
6: Qualifying the human, cont'd	Tuesday 2/8	<u>Qualitative research questions and designs</u> - types of questions - general approaches and designs	Bhattacharjee Ch. 12 Interpretivist Research Richards and Morse Ch.2 pp. 23-30 (Integrity of qualitative research)	<u>2/11</u> <u>MID-TERM EXAM DUE</u> - start working on Assignment #3 part A - interviews
	Thursday 2/10	<u>Data collection basics: interviews and focus groups</u> - techniques - intro to communities and community-based research	Richards and Morse Ch.5 Making data Kvale Ch.7: The interview situation (p. 124-143) Kvale Ch. 8: The quality of the interview (p. 144-159)	
7: Qualifying the human, cont'd	Tuesday 2/15	<u>Sampling in qualitative studies</u> - purposive sampling - concepts and techniques	Maxwell Ch.5 Methods pp. 87-91 Richards and Morse: Ch.9 On getting it right and knowing if it's wrong	2/18 - more on coding practice

		- scope of inference - trustworthiness		- discuss Assignment #3, part B with your group
	Thursday 2/17	<u>Qualitative Data Analysis</u> - coding, memoing, theory building	Maxwell Ch.5 Methods pp. 95-103 Saldeña Ch.1 Extra: Richards and Morse Ch. 8 From method to Analysis	
8: Beyond the survey and interview: Participatory and other methods	Tuesday 2/22	<u>Decolonizing research</u> - why does research need to be decolonized? - approaches and methods	Smith: Introduction (p.1-18) Kovach Ch. 7: Indigenous research methods and interpretation (p.121-140)	2/25 <u>ASSIGNMENT #3 THE INTERVIEW DUE @ 9am</u> - working with NVIVO - work on Coding Exercise -talk about final project
	Thursday 2/24	<u>Participatory methods</u> - participatory action research, participatory rural appraisal, participatory mapping	Reading TBD	
9: Beyond the survey and interview: other methods	Tuesday 3/1	<u>Mixed Methods</u> - why, when, how	Creswell Ch. 10: Mixed Methods Procedures (pp. 215-240)	3/4 <u>ASSIGNMENT CODING EXERCISE DUE @ 9am</u> - work on final group project
	Thursday 3/3	<i>Catch up time!</i>		
10: Putting it all together - the critique	Tuesday 3/8	<u>Examples and critiques of qualitative studies</u> - analysis of qualitative papers by students	TBD	3/11 -work on final group project
	Thursday 3/10	Work on proposals		
Finals Week		<u>FINAL PORTFOLIOS DUE WEDNESDAY MARCH 16th 12pm (with individual NIH ETHICS TRAINING CERTIFICATE DUE March 17)</u>		