Research Methods II
Sociology 404-02
Rhode Island College, Spring 2012

Tuesdays and Thursdays 4:00-4:50 pm, Gaige 168
Prerequisite: Soc 302, Pol 300, or consent of instructor

Instructor Information
Mikaila Mariel Lemonik Arthur
marthur@ric.edu (preferred)   401. 456. 8681
Office: Craig Lee Hall room 451
Office Hours: Tuesdays and Thursdays 2-3, after class on most Tuesdays, or by appointment
This course uses Blackboard.

Course Description
This course is a continuation of Research Methods I. This semester, we will shift our focus from the design of research and the collection of data to the analysis and presentation of data. We will spend time on both qualitative and quantitative analytical strategies, with a particular focus on the use of computer technology in data analysis. Students will gain skills including the use of SPSS statistical processing software to conduct data analysis, the use and management of large datasets, the construction and analysis of tables, and the analysis and description of qualitative data.

Course Materials
Action, Ciaran and Robert Miller. **2009**. *SPSS For Social Scientists*. **2nd Edition**. Palgrave Macmillan. $43 new.

Emily Steir Adler and Roger Clark. **2011**. *An Invitation to Social Research: How It's Done*. **4th Edition**. Wadsworth Publishing. →For those who do not already have a copy of this book from Research Methods I, there is no need to go out and purchase a new copy. You can read the assigned sections in the library or purchase Chapter 15 (the key chapter for this course) for $8.49 from cengagebrain.com. The book may be useful to help you review, however, so I would not recommend selling it back to the bookstore until this course is over.

Flash drive, which you must bring to class every class session.

OPTIONAL: This course requires homework and paper assignments to be completed using the SPSS software. You can access SPSS for free in the on-campus computer labs. However, if you do not have time in your schedule to do your work on campus, or if you'd prefer to work at home, I would encourage you to rent the SPSS software for your home computer. You can do this at http://bit.ly/h4vEcM for as little as $40 (for a 6-month license; Mac & PC versions available). If you might have reason to use the software in future semesters, you may prefer to purchase the $210 graduate student version from studentdiscounts.com—*do not* buy the undergraduate student version, as it will not allow you to work with the datasets we will use in this course.

Additional readings and datasets will be distributed electronically; students must validate their RIC IDs at the library ASAP and ensure that they have access to the Blackboard system

NOTE THAT THIS SYLLABUS IS SUBJECT TO CHANGE.

Course Requirements

1. PARTICIPATION & ATTENDANCE. You are expected to come on time for every class meeting and let me know as soon as possible (preferably in advance) if you must miss class for a legitimate reason. Part of your attendance is the expectation that you will participate in class sessions by contributing something to our discussions. If you have significant problems speaking in class, I strongly urge you to come speak to me privately as soon as possible to develop alternative participation mechanisms (such as private meetings or e-mail discussions) so that you can meet this requirement. Remember that there are few stupid questions, but that all questions and comments should be made in a spirit of respect for other students and their contributions to the class. (**5%** of final course grade)

2. IN-CLASS EXERCISES/HOMEWORK/QUIZZES. Throughout the semester, there will be various in-class exercises and out-of-class homework assignments. These may include group activities, short writing assignments, in-class quizzes, Blackboard quizzes, and exercises using the SPSS statistical software. Many of these assignments will be posted only in Blackboard and not announced in the syllabus, so please be sure to keep track of them there. If you will not be able to use the SPSS software at home, please be sure to schedule time to come to campus to complete your homework. These assignments, with exceptions that will be noted, cannot be made up. However, there will be opportunities to earn more points than are necessary. (**35%** of the final course grade)

3. MIDTERM QUALTIATIVE RESEARCH EXERCISE. The first portion of the course will be spent studying qualitative analytical strategies. At the end of this portion of the course, you will complete an exercise and short paper in which you develop a research question, perform your own qualitative analysis, and present the results. (**15%** of the course grade)

4. FINAL QUANTITATIVE RESEARCH PAPER. You will write a final research paper on the model of a sociological journal article. This paper will require you to identify a theory to be tested, conduct a short literature review on the topic, perform a quantitative analysis using a pre-existing data set, and explain your results. (**25%** of the course grade)

5. FINAL EXAM. There will be an open-book and open-notes final exam during the regular exam period. Scheduling arrangements are TBA. The exam will test your ability to create and analyze quantitative research results as well as your knowledge of the terms and concepts we covered during the semester. (**20%** of the course grade)

6. READING. You are expected to complete all assigned course readings prior to the date for which they are assigned. Remember that normal expectations for a college course are that you should do two to three hours of work outside class for every one hour in class—since you are spending four hours a week in this class, that means you should expect to work on reading, writing and homework assignments, and studying for this class for eight or more hours a week outside of class. Especially due to the heavier load of homework, reading assignments will generally be short. However, you are expected to be familiar enough with the material to draw on it in the completion of in-class assignments. While reading does not count for a separate percentage of your grade, students who do not complete the reading will find that they are not able to earn high grades in other components of the course.

Course Schedule
Readings and assignments are due on the *first day* under which they are listed. Readings and assignments in *SPSS for Social Scientists* are noted with an **S**, those in *How It's Done* are noted with an **A**, and those available electronically are noted with an **E**. Other readings will be available on websites as listed below—links to all websites with required readings are available on the course website.

Tuesday, January 24   **First Class Meeting**

Thursday, January 26   **What is Data Analysis?**
☞Adler & Clark, 411-414 **A**
☞"Introduction," 1-9 **S**
☞Getting to know you survey due in Blackboard by Friday the 27th
Be sure you've read the entire syllabus by today's class!

Tuesday, January 31   **Review of Key Terms**
☞Read over your notes from Research Methods I
☞Complete quiz in Blackboard

PART I: QUALITATIVE APPROACHES

Thursday, February 2   **Introduction to Qualitative Analysis**
☞Adler & Clark, 441-445 **A**
☞http://jan.ucc.nau.edu/~mid/edr725/class/mess/highlights/reading1-2-1.html

Tuesday, February 7   **Analyzing Qualitative Data**
☞Adler & Clark, 445-453 **A**
☞Berg, from *Qualitative Research Methods*, 146-50, 180-1, & 228-36 **E**
☞Miles & Huberman, from *Qualitative Data Analysis*, 245-87 **E**

Thursday, February 9   **Presenting and Interpreting Qualitative Analysis**
☞Adler & Clark, 453-461 **A**
☞Grbich, "Writing Up and Data Display" from *Qualitative Data Analysis*, 205-222 **E**
☞http://oregonstate.edu/cla/sociology/sites/default/files/pdf/socwritingguide1-7.pdf
(Read pages 46-72 ONLY)
☞Data analysis assignment in Blackboard

Tuesday, February 14   **Computer Applications in Qualitative Analysis**
☞Gibbs, Friese, and Mangabeira, "The Use of New Technology in Qualitative Research," *Forum: Qualitative Social Research* 3(2). **E**
http://www.qualitative-research.net/index.php/fqs/article/view/847/1840

Thursday, February 16   **Conclusion: Qualitative Research**
☞Mid-term quiz in class today
☞Computer applications in qualitative research assignment due

PART II: QUANTITATIVE APPROACHES

Tuesday, February 21	**Introduction to Quantitative Analysis** ☞Adler & Clark, 414-415 **A** ☞http://sociology.berkeley.edu/faculty/lucas/quanvary200602.pdf
Thursday, February 23	**Introduction to SPSS** ☞"Orientation," 11-28 **S** ☞"Data Input," 29-52 **S** ☞Exploring variables assignment due
Tuesday, February 28	**Descriptive Statistics** ☞Adler & Clark, 415-425 **A** ☞http://www.cios.org/readbook/rmcs/ch08.pdf ☞"Listing & Exploring Data," 53-86 **S** ☞**Qualitative paper due**
Thursday, March 1	**More on Dataset Management** ☞"Data Selection & Management," 87-122 **S**
Tuesday, March 6	**Introduction to Explanatory Statistics** ☞http://www.southalabama.edu/coe/bset/johnson/lectures/lec16.htm ☞Adler & Clark, 425-432 **A** ☞Descriptive statistics lab due
Thursday, March 8	**Make-Up Day/Lab Work Time** ☞Dataset management lab due
Tuesday, March 13 Thursday, March 15	**No Class: Spring Break**
Tuesday, March 20 Thursday, March 22	**Hypothesis Testing & Statistical Significance** ☞Aneshensel, "Associations & Relationships" from *Theory-Based Data Analysis for the Social Sciences*, 47-68 **E** ☞"Hypothesis Testing & T-Tests," 123-140 **S** ☞Variables assignment due March 22
Tuesday, March 27 Thursday, March 29 Tuesday, April 3	**Measures of Association** ☞Wagner, *Using SPSS for Social Statistics and Research Methods*, excerpts: 57-9, 71-85 **E** ☞"Crosstabulation," 141-160 **S** ☞ANOVA handout in Blackboard ☞Hypothesis homework assignment due March 27 ☞Significance lab due March 29 ***Withdrawal Deadline: March 30*

Thursday, April 5	**Regression**
Tuesday, April 10	☞"Correlation & Regression," 199-240 **S**
Thursday, April 12	☞Adler & Clark, 432-441 **A**
	☞http://www.statsoft.com/textbook/stmulreg.html
	☞https://records.viu.ca/~johnstoi/maybe/maybe4.htm
	☞Crosstabs lab due April 5
	☞Measures of association homework assignment due April 10
	☞ANOVA lab due April 12
	☞Final Paper Proposal & Annotated Bibliography Due April 12th
Tuesday, April 17	**Topics in Using Quantitative Methods**
	☞http://www.psych.iupui.edu/capstone/documents/Heather Walen-Frederick SPSS Handout.doc
	☞"Conclusion," 305-09 **S**
	☞Adler & Clark, 461-466
Thursday, April 19	**Make-Up Day/SPSS Lab Time**
	☞Interpretation homework assignment due

<p style="text-align:center">SECTION III: PRESENTING RESEARCH RESULTS</p>

Tuesday, April 24	**Writing the Research Report**
	☞Adler & Clark, 473-478 (see me for a photocopy if necessary) **A**
	☞http://oregonstate.edu/cla/sociology/sites/default/files/pdf/socwritingguide1-7.pdf
	(read pages 1-33 and 70-72 ONLY)
	☞Correlation and regression lab due
Thursday, April 26	**Understanding and Interpreting Research Results**
	☞Slides for presentations due today
	☞Mastekaasa, "Is Marriage/Cohabitation Beneficial for Young People?" *Journal of Community & Applied Social Psychology* 16: 149-165 **E**
	☞Quiz on the Mastekaasa article due
Tuesday, May 1	**Quantitative Research Papers Due Today**
	☞Come to class prepared to talk about your research results
Thursday, May 3	**Last Day of Class**
	☞Optional make-up exercise due today
Tuesday, May 8	**Final Exam**
	Work session in class from 4-7 pm
	Exam due 9 am on Wednesday, May 9th

Note: Students with an interest in work or further educational opportunities that draw on statistics and/or data processing skills may be interested in becoming SPSS certified. This course covers the majority of the content necessary for the SPSS certification exam and I am happy to work individually over the summer with students who wish to prepare for the exam. RIC is a member of the ACE program, granting you 50% off the price of taking the certification exam. For more information, visit http://www.spss.com/au/certification/ or see me.

Course Policies

Academic Honesty

All students enrolling in this course are expected to abide by the Rhode Island College guidelines on academic honesty, which can be located in the Student Handbook and other official documents. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing written work, including copying some or all of your work from a book, a website, or another student's paper. Think about how you would feel if someone passed off your hard work as their own.
- Using sources without proper attribution. Remember that all claims in a paper that did not spring fully formed from your own head need attribution, regardless of whether or not they are paraphrased, and all direct quotes should appear in quotation marks. If you are unsure how to document sources, please see me or reference the sociology department term paper guide, available at http://www.ric.edu/sociology/termpaperguide.php .
- Turning in work completed for other classes without prior permission.
- Working together with another student on an assignment, or seeking assistance with the content of your work from professionals, parents, or peers, without prior permission. (The exception to this policy is proofreading or use of OASIS/writing center services.)
- Copying off of another student or off of materials you have brought without permission during an exam. This includes text messaging and use of the internet during exams.
- Destroying course materials or otherwise preventing other students from achieving fully in this course.
- Fabricating data or analysis.

You should be aware that I have caught many students who have engaged in academic dishonesty. Cheating successfully is often harder than you think, and you might as well just put your effort into doing the assignment legitimately. The penalties for academic dishonesty are severe, and include receiving a 0 on the assignment for the first minor offense, receiving an F for the class for a repeated offense, and report to the Vice President for Academic Affairs at RIC. If you feel the urge to engage in academic dishonesty, stop and think about what you are doing, and then come see me so we can work out a plan together to ensure your success in the course.

Extensions, Absences, and Attendance

You are expected to attend class regularly. While I am aware that emergencies do come up and that this class is not the only priority in your life, you should know that this is a challenging and fast-paced course and that you are likely to fall behind if you miss class. It is your responsibility to get notes from a classmate (I do not provide notes to students), to seek tutoring assistance from OASIS if necessary, and to meet with me to clarify what you have missed. If you must be late to a class or if you must leave early, you should try to let me know in advance, and you should always be sure not to disturb other students with your comings and goings. Be aware that repeated absences, even if excused, may imperil your ability to do well in the course, and that you cannot earn participation

points if you are not present. Because of the type and quantity of material covered in this course, absences will put you at an extreme disadvantage.

All assignments are due in class at the start of class unless otherwise noted, and if you skip class to finish your work or work on late assignments during class time that will be counted against you. All assignments in this course should be submitted via Blackboard unless otherwise noted and they must be submitted in *.rtf, *.doc, *.docx, *.pdf, or *.html format (try "Save As" to select one of these formats). If I do not receive it or cannot open it, it does not count as having been submitted. If unavoidable circumstances require you to seek an extension on your work, I am generally open to providing one. However, you will need to request the extension via email at least 24 hours prior to the due date unless the extension is due to a major emergency (health crisis, death in the family, etc.) – so plan ahead.

Course Technology
Students are expected to check their RIC email addresses frequently, at a minimum twice a week before each class meeting. If you primarily use another email account, I would suggest you arrange for your RIC email to be forwarded, as I do use email to disseminate important information about the course. Students are also responsible for being able to access the Blackboard site for this course, as crucial documents and information will be made available only there. If you are not able to access email or Blackboard, you should seek assistance from User Support Services (http://www.ric.edu/uss/ or 456-8803) right away so that you do not fall behind in the course.

Students with Disabilities
If you have a disability that might interfere with your ability to perform at your best in this course, it is your responsibility to come and speak with me as early as possible in the semester so that we can develop a plan together. All reasonable accommodations will be made. Students with disabilities should be sure that they are registered with Disability Services in order to ensure access to the full range of services available at Rhode Island College. Information about these services and about registration is available at http://www.ric.edu/disabilityservices/.

Supplemental Services
Writing Center: http://www.ric.edu/writingcenter/
OASIS (academic support, time management, ESL, etc.): http://www.ric.edu/oasis
Counseling Center (confidential & free services): http://www.ric.edu/counselingctr/

Course Learning Outcomes
This course is designed to meet these learning outcomes of the Sociology and Justice Studies programs:
- An understanding of the relations between theory and research;
- An appreciation of the research process;
- An ability to do sociological research;
- An ability to articulate sociological analyses in oral and written form;
- An understanding of statistical methods in social research as well as an ability to use computers appropriately in sociological work;
- To emphasize the relevance of literature and research to practice in the field.

For more information on program learning goals, see http://www.ric.edu/sociology/degreeList.php and http://www.ric.edu/sociology/programJSTD.php.