

SOC 352 RESEARCH METHODS
Spring 2024 | Section 1: Asynchronous Online

Instructor: M. David Chunyu, Ph.D., Associate Professor of Sociology
Lecture: Asynchronous Online
My Office: Science Building (SCI) B335, Stevens Point Campus
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COURSE OVERVIEW

This course provides a general introduction to the methodology in the social sciences. In this course students will acquire knowledge and skills as more informed and critical readers of social science research; at the same time, students will also gain hands-on experience and develop the skills necessary to initiate, design, and administer their own social science research projects that address specific and testable questions.

Even for those who never do social science professionally, this course teaches universally useful skills: asking good questions, avoiding logical fallacies, finding relevant literature, and careful marshaling of evidence. These are powerful tools for anyone who is curious about any aspect of the social world.

The major topics of this course include: the logic of scientific inquiry, problem formulation, variables, operationalization and measurement, reliability and validity, sampling, data collection, data analysis and interpretation, and the ethics of social research.

This course is work-intensive. Students will be required to complete a series of assignments and research tasks. Part of this course is designed to complement the lectures by letting students gain hands-on experience using a computer and statistical software. Students will learn how to use SPSS Statistics, a widely used statistical software for social scientists. We will be mainly using SPSS to analyze data from the General Social Survey (GSS). The SPSS software will be available and operated either in the UWSP remote computer lab remotelab.uwsp.edu or in a UWSP physical computer lab.

Prerequisites

Students must have taken both SOC 350 (Sociological Theory) and SOC 351 (Social Statistics)/PSYC 300 (Statistics for Psychologists); or have instructor consent.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Define the basic steps in social science research;
2. Describe and compare various research techniques used in the social sciences;
3. Evaluate and critique published research literature on the basis of methodological merits;
4. Initiate, design, and administer research projects of their own;
5. Analyze, interpret, and evaluate social science data;
6. Recognize the ethical issues involved in social research and practice ethical research standards;
7. Use professional practice to inform social science inquiry and research;
8. Use and translate research evidence to inform and improve professional practice, policy, and service delivery;
9. Compose and deliver articulate, thoughtful, grammatically correct, and logically organized written and oral communications using appropriate communication techniques as well as properly documented and supported ideas, evidence, and information.

Social Work Competency

For Social Work majors, all aspects of this course help them work toward the Council on Social Work Education (CSWE) competency of “**engage in practice-informed research and research-informed practice**” for accredited social work programs:

➤ *Engage in practice-informed research and research-informed practice.*

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a) apply research findings to inform and improve practice, policy, and programs; and
- b) identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

COURSE STRUCTURE

This course will be delivered entirely online and asynchronously.

Students will be mainly using the course management system Canvas canvas.uwsp.edu to access class materials and complete coursework; other online tasks will be completed via a different platform or website. You will use your UWSP account to login to the course on Canvas. If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

This course consists of 12 units of substantive learning. Basically, for the first 12 weeks of the semester students are expected to complete one unit per week. For each unit students are expected to complete various kinds of tasks and earn the respective grade points. For the remainder of the semester students should focus on research project oral presentation, peer review, participating in the sociology program assessment, and finishing up their research papers.

There are no exams in this course.

STUDENT EXPECTATIONS

In this course you will be expected to complete the following types of tasks.

- Read the assigned textbook chapters
- Download and read documents from Canvas
- Watch online videos
- Submit assignments online
- Submit recorded video online
- Participate in online discussions
- Communicate via emails/Canvas messages/Zoom meetings

Additional communication expectations for students:

1. Professional and respectful tone and civility are used in communicating with fellow learners and the instructor.

2. Written communication, both formal and informal, uses Standard English rather than popular abbreviations and regional colloquialisms.
3. Spelling and grammar are correct.

CLASS MATERIALS

Textbook

The following book is required and has been ordered at the university store (please visit <https://www.uwsp.edu/centers/store/Pages/default.aspx> to get the text rental information):

Earl R. Babbie. 2021. *The Practice of Social Research*. 15th Edition. Cengage Learning.

Additional Course Materials

Additional course materials (the instructor's lecture slides, videos, datasets and related documentation, review exercises, assignments, website/platform links, etc.) will be made available in Canvas.

Additional Devices and Software

Each student should have access to an electronic device that can record their oral presentation and response in both video and audio, such as a smartphone, a standalone digital camera, or a camera that's embedded in a computer/tablet. In addition, students should be able to extract that video recording from the electronic device and then upload it to the designated website/platform.

Oral communication will be part of our required learning activities. We will rely primarily on exchanging pre-recorded presentations and responses to achieve the oral communication learning outcomes; that way we don't have to be online synchronously and students can carry out their learning activities at their own convenient time throughout the day.

The SPSS software is accessible on all campus computers, so in order to use the software students can either go to a campus computer lab in person or use their own computers to get connected to the UWSP remote computer lab virtually at remotelab.uwsp.edu.

- ❖ ***Special note:*** In case students want to use the UWSP remote computer lab remotelab.uwsp.edu, they are recommended to use a PC (with a Windows operating system) rather than a Mac/iPad (with an Apple operating system), because there have

been reports that Mac/iPad users tend to have trouble getting access to the UWSP remote lab.

Disclaimer: *It would be OK to use statistical software other than SPSS for course assignments, such as Excel, Stata, SAS, R, etc., but **instructions will only be provided in SPSS.** Therefore, if a student chooses to use non-SPSS software and data format for completing the required coursework, then **it will be students' own responsibility to figure out how to use the non-SPSS software and data format** in order to complete the pertinent course assignments.*

GRADING

A student's final course grade is based entirely on the "TOTAL POINTS" they have earned over the semester. The "TOTAL POINTS" are simply the total crude points a student has accumulated from assignments and research project related tasks, plus optional bonus points if applicable, and **summation** is the only mathematical operation used for calculating a student's "TOTAL POINTS". Thus, no percentage, proportion, or division is used in the "TOTAL POINTS" calculation. (**Important note:** *The "Total" % column or other automatically generated columns in the "Grades" area of Canvas will NOT be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course. Also see the "Grading Scale" section below.)*

A student's max TOTAL POINTS consist of the following:

➤ Research Project	50 Points
① <i>Research paper drafts</i>	<i>8 points</i>
② <i>Research paper draft peer review</i>	<i>2 points</i>
③ <i>Research project discussion</i>	<i>5 points</i>
④ <i>Research project oral presentation</i>	<i>10 points</i>
⑤ <i>Research project oral presentation peer review</i>	<i>5 points</i>
⑥ <i>Complete research paper</i>	<i>20 points</i>
➤ Miscellaneous Assignments	50 Points
⑦ <i>Quantitative data analysis</i>	<i>10 points</i>
⑧ <i>Human subjects protections training</i>	<i>5 points</i>
⑨ <i>Sociology program assessment</i>	<i>5 points</i>
⑩ <i>Other unit-specific assignments</i>	<i>30 points</i>

Max Total = 100 Points

➤ **Research Project (50 Points)**

The culminating experience in this course is a student research project on a topic of their own choice. This way you will put your learning from this course into practice. The final product of the student research project is a research paper, which can be either a research proposal or a research report, depending upon the student's preference 📌

- If you choose to write a research *PROPOSAL*, you will *NOT* actually conduct the research (i.e., collecting and analyzing real-world data and reporting the results); instead, you should specify a detailed *HYPOTHETICAL PLAN* on how you would carry out the research.

OR

- If you choose to do a research *REPORT*, you will actually carry out the research by analyzing a *REAL* dataset and then writing up the results of your analysis.

The detailed instructions on how to write the research paper as well as the rubrics will be provided separately.

Note: Students can elect either to join a team or to work alone to do the research project. Once you have made the decision to work alone or to join a team, you cannot change your mind. Each team should consist of up to four (4) members. The research paper will be the collective responsibility of the work team. Although each of you should work all elements of the paper, the team will submit one single copy of the completed work. All members of the team will therefore receive the same grade. However, in case there is a significant work imbalance within a team, the instructor may give the team members differential grades based on the instructor's own assessment and/or the team members' peer evaluation. If you choose to work alone, you must still accomplish the same objectives as a team does.

The research project work consists of the following components:

- ① *Research paper drafts = 8 points*
- ② *Research paper draft peer review = 2 points*
- ③ *Research project discussion = 5 points*
- ④ *Research project oral presentation = 10 points*
- ⑤ *Research project oral presentation peer review = 5 points*
- ⑥ *Complete research paper = 20 points*

- ① *Research paper drafts = 8 points*

Before students submit their complete research paper, they should write several drafts of portions of this

paper. This allows the instructor to monitor students' progress in their research projects, and more importantly, to offer constructive feedback to students before they submit the entire complete paper. Just like the complete research paper, these research paper drafts will be the collective responsibility of the work team if a student chooses to join one. For each draft, just like the complete research paper, each team will submit one single copy and all members of the team will receive the same grade unless extenuating circumstances occur.

② *Research paper draft peer review = 2 points*

In addition to writing their own paper drafts, students should also conduct peer review of other students' written work. Instructions on peer review of the written work will be provided separately.

③ *Research project discussion = 5 points*

Students will participate in a series of online discussions about their research projects. Through these discussions students can share their preliminary thoughts and ideas about their research projects and at the same time can also provide feedback on other students' work.

④ *Research project oral presentation = 10 points*

By the end of the semester students will showcase their research projects through oral presentations. In this online class, the presentation will be done asynchronously, i.e., students will upload two kinds of files/materials to Canvas to share with the class: **(1) a pre-recorded presentation video**, which shows the presenter themselves giving a talk about their research project. For effective delivery, the presenter/speaker should make sure to use good body language, eye contact, and vocal expression in the pre-recorded video. **(2) a presentation file, such as a Powerpoint, Prezi, or the like**, that displays the text and graphics related to the research project that can help the classmates follow and digest the content of the talk. **Both the pre-recorded presentation video and the presentation file should be uploaded to the Discussion area of Canvas by May 5 (Sunday).**

Just like the written working drafts and the complete research paper, the research project oral presentation will be the collective responsibility of the work team if a student chooses to join one, and so all members of the team will receive the same score unless extenuating circumstances occur.

More detailed instructions about the research project oral presentation will be provided separately.

⑤ *Research project oral presentation peer review = 5 points*

Besides giving an oral presentation, students should also conduct another round of peer review and provide oral feedback to other students' oral presentations by evaluating the presenters/speakers' research projects as well as their presentation performance. **For each original oral presentation, the designated student peer reviewer(s), also known as "discussant(s)," will provide a video response by commenting on the various dimensions of the research presentation (the rubric will be distributed separately).** In the video response, the peer reviewer(s)/discussant(s) should show that they have carefully listened to and thought about the presentation and also offer meaningful in-depth feedback. **The discussants should**

upload their response video to the Discussion area of Canvas by May 12 (Sunday).

This oral peer review will also be the collective responsibility of the work team if a student joins one.

More detailed instructions about the research project oral presentation peer review will be provided separately.

⑥ *Complete research paper = 20 points*

This is the final product of the student research project. It should be a more complete and much improved version compared to students' earlier drafts based on the instructor's feedback and peer review. ***The complete research paper is due on May 17 (Friday) in Canvas. The complete research paper itself is worth 20 points.***

Note: For students who need writing support at any point in the writing process, they can seek help from the Writing Center in the Tutoring-Learning Center (TLC). The TLC Writing Center is located in the Collins Classroom Center (CCC) room 234. Students can also contact the TLC Writing Center by phone (715) 346-3568 or email tlctutor@uwsp.edu for assistance or making an appointment.

➤ ***Miscellaneous Assignments (50 Points)***

Throughout the semester students will complete a series of other types of assignments:

- ⑦ *Quantitative data analysis = 10 points;***
- ⑧ *Human subjects protections training = 5 points;***
- ⑨ *Sociology program assessment = 5 points;***
- ⑩ *Other unit-specific assignments = 30 points.***

⑦ *Quantitative data analysis = 10 points;*

To some extent this part is like a continuation of SOC 351 Social Statistics/PSYC 300 Statistics for Psychologists (that's why SOC 351/PSYC 300 is part of the prerequisites for this course). Quantitative data analysis typically involves using a computer and statistical software to process and analyze social science data. We will be mainly using the SPSS software to analyze data from the General Social Survey (GSS). Again, in order to use the SPSS software students can either go to a campus computer lab in person or use their own computers to get connected to the UWSP remote computer lab virtually at remotelab.uwsp.edu; and in case students want to use the UWSP remote lab they are recommended to use a PC rather than a Mac/iPad. The GSS datasets will be made available for download from Canvas. The quantitative data analysis assignments are entirely individual work and completely separate from students' research projects, and therefore will all be evaluated individually.

⑧ *Human subjects protections training = 5 points;*

Students are required to complete the UWSP human subjects protections training through an online program by Collaborative Institutional Training Initiative (CITI) <https://about.citiprogram.org/> and receive both a CITI training Completion Certificate and a CITI training Completion Report.

Specifically, students should complete the Social-Behavioral-Educational Researchers (SBE) Basic Course (the instructions on website and course registrations will be provided separately). The SBE Basic Course requires the learner to satisfactorily complete all the required modules and a certain number of elective modules along with the associated quizzes. Upon satisfactory completion of the entire SBE Basic Course, students will receive both a course Completion Certificate (valid for 3 years) and a course Completion Report in their CITI program account. The Completion Report, **which is like a transcript (NOT the Completion Certificate)**, is a two-part transcript of the learner's course work and **includes all quiz scores.**

Students should download that course Completion Report (again, **the transcript, NOT** the Completion Certificate) in PDF and ***submit that PDF report to Canvas by February 25 (Sunday). Students who mistakenly submit the Completion Certificate instead of the Completion Report will receive penalty.*** This assignment is entirely individual work and is worth 5 points.

⑨ *Sociology program assessment = 5 points;*

Students should participate in the sociology program assessment near the end of the semester. This will provide valuable data on the curriculum design and teaching of the overall sociology program at UWSP and can help the Department of Sociology and Social Work and the faculty to make the pertinent improvements in the future. Detailed instructions on how to participate in the assessment will be provided separately.

⑩ *Other unit-specific assignments = 30 points.*

Students should also complete a series of unit-specific assignments, which are designed to help students digest and reinforce the main learning from each substantive unit. These unit-specific assignments are typically based on the instructor's lectures as well as the unit-specific multiple-choice review exercises that are posted in Canvas. All these assignments are to be done in Canvas and usually students will have one week to complete them. (**Important tip:** When working on these assignments students are strongly recommended to refer to the instructor's video lectures as well as the multiple-choice review exercises for each unit.)

➤ ***Bonus Points (Optional)***

There might be opportunities for students to earn extra credits/bonus points.

Grading Scale

Again, a student’s final course grade is based entirely on the “TOTAL POINTS” they have accumulated over the semester. Thus, for calculating a student’s “TOTAL POINTS”, **summation** is the only mathematical operation used; that is, the instructor will simply add up all the points a student has earned from assignments and research project related tasks, plus optional bonus points if applicable. No percentage, proportion, or division is used in the “TOTAL POINTS” calculation. (***Important note:*** Again, the “Total” % column or other automatically generated columns in the “Grades” area of Canvas will ***NOT*** be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course.)

A student’s “TOTAL POINTS” will then be converted into their final course grade according to the following scale:

A93.00 – 100.00 points	C73.00 – 76.99 points
A-90.00 – 92.99 points	C-70.00 – 72.99 points
B+87.00 – 89.99 points	D+67.00 – 69.99 points
B83.00 – 86.99 points	D60.00 – 66.99 points
B-80.00 – 82.99 points	F0.00 – 59.99 points
C+77.00 – 79.99 points	

Grade Posting

Students’ grade points from assignments, presentations, research project, and class discussions, plus optional bonus points if applicable, will be posted in Canvas → “Grades” area as soon as they become available. A distinct grade item will also be created in Canvas → “Grades” area to show a student’s “TOTAL POINTS” they have accumulated over the semester. (***Important note:*** One last time, the “Total” % column or other automatically generated columns in the “Grades” area of Canvas will ***NOT*** be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course. Please also see the preceding “Grading Scale” section for explanation.) It is a student’s own responsibility to check Canvas regularly and to be kept informed of their own grade status.

TECHNOLOGY AND LEARNING RESOURCES

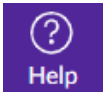
UWSP Quick Help Resources

Quick links to resource information on Canvas, Zoom, Office 365 suite, accesSPoint, and UWSP library support: [Quick Help Resources](#)

UWSP Technology Support

- UWSP IT resources and services: [Information Technology](#)
- Seek help from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: itsvdesk@uwsp.edu

Canvas Support

Click on the  button in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
<p>Ask Your Instructor a Question Submit a question to your instructor</p>	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
<p>Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!</p>	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
<p>Contact Canvas Support via email Canvas support will email a response</p>	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
<p>Contact Canvas Support via phone Find the phone number for your institution</p>	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
<p>Search the Canvas Guides Find answers to common questions</p>	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides .
<p>Submit a Feature Idea Have an idea to improve Canvas?</p>	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

All options are available 24/7; however, if you opt to email your instructor, he may not be available immediately.

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

OTHER CLASS POLICIES AND EXPECTATIONS

Expected Instructor Response Times

The instructor will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please re-send your email.

Note: If you have a general course question (not confidential or personal in nature), please post it to the Course Q & A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.

The instructor will attempt to grade assignments within a week, however longer assignments may take me longer to read and assess.

Online Classroom Etiquette

The online classroom is a learning environment and an academic community. All members of this community, students and instructor alike, have a special obligation to preserve an atmosphere conducive

to the freedom to teach and to learn. What is essential to preserve such freedom is a culture of respect that honors the rights, safety, dignity, and worth of every individual. For that reason, all members of this community are expected to show courtesy, civility, and respect for one another.

Part of that obligation to maintain a positive learning environment is to ensure that the behaviors of any individual do not disrupt the process and flow of teaching and learning. Accordingly, students should do their best to minimize distractions and disruptions that can interfere with their own learning and that of their peers. *Students with repeated disruptive behavior/causing repeated distractions will receive point deduction to their "TOTAL POINTS" and therefore will get a lower final course grade.*

The instructor reserves the right to restrict a student's participation in class activities, should the student behave in a way that interferes with the academic or administrative functions of the class.

Diversity and Inclusion

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. It is these very differences among us that enrich our learning environment and make us strong. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

Disabilities/Special Needs

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and/or special needs. If you have disabilities/special needs affecting your participation in the class and wish to have special accommodations, please contact the Disability Resource Center (DRC) as soon as possible. DRC will then coordinate with me in helping you receive the proper accommodations and auxiliary aids. DRC is located in the Collins Classroom Center (CCC) room 108. DRC can also be reached at 715-346-3365 or drc@uwsp.edu. You can also find more information here: <http://www.uwsp.edu/drc>.

Academic Support

If a student finds it difficult to keep up with the class progress at any point during the semester, they are recommended to seek help from the instructor immediately.

In addition, students may also use help from the Tutoring-Learning Center (TLC) and discuss their specific needs. TLC is located in the Collins Classroom Center (CCC) room 234. TLC can also be reached by phone (715) 346-3568 or email tlctutor@uwsp.edu. The tutoring support is usually to be arranged directly between students and TLC staff and the instructor may assist with such arrangements when needed. Students can self-schedule an appointment with a TLC tutor through Navigate <https://uwsp.navigate.eab.com>. More information on TLC can be found here: <http://www.uwsp.edu/tlc>.

Academic Integrity

Academic integrity is central to the mission of this institution. Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here:

<https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed.

Emergency Preparedness

It is important you familiarize yourself with the UWSP emergency plan and procedures prior to the occurrence of an emergency. Please go to www.uwsp.edu/emergency/Pages/emergency-procedures.aspx for details on all emergency responses at UWSP.

Land Acknowledgement

We recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. As a university community, it is important for us to acknowledge and honor this ancestral Ho Chunk and Menomonee land and the sacred lands of all indigenous peoples.

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COURSE OUTLINE

<u>Dates</u>	<u>Topics/Activities</u>	<u>Reading</u>
An Introduction to Inquiry and Data Analysis		
01/22 – 01/28	<p><i>Human Inquiry and Science</i></p> <p><u>Key Topics:</u></p> <ol style="list-style-type: none"> 1. Errors in human inquiry 2. Foundations of social science 3. Purposes of social research 4. Social work and research 5. Some dialectics of social research 6. Variables <p>*** Students work on their research topics ***</p>	Babbie Ch. 1.
01/29 – 02/04	<p><i>Quantitative Data Analysis (Part I)</i></p> <p><u>Key Topics:</u></p> <ol style="list-style-type: none"> 1. Univariate analysis 2. General Social Survey (GSS) <p>*** Quantitative data analysis assignment #1 ***</p>	Babbie Ch. 14.
02/05 – 02/11	<p><i>Quantitative Data Analysis (Part II)</i></p> <p><u>Key Topics:</u></p> <ol style="list-style-type: none"> 1. Bivariate analysis 2. Introduction to multivariate analysis <p>*** Quantitative data analysis assignment #2 ***</p>	Babbie Ch. 14. Babbie Ch. 15.
02/12 – 02/18	<p><i>Theory and Social Research</i></p> <p><u>Key Topics:</u></p> <ol style="list-style-type: none"> 1. Deductive method: The traditional model of science 	Babbie Ch. 2.

2. Literature review
3. Inductive method

*** Students work on research paper draft #1 ***

02/19 – 02/25

The Ethics of Social Research

Babbie Ch. 3.

Key Topics:

1. Ethical principles in social research
2. The Belmont report
3. The Stanford prison experiment
4. The Milgram experiment
5. UWSP human subjects protections training

*** Human subjects protections training ***

The Structuring of Inquiry

02/26 – 03/03

Research Design

Babbie Ch. 4.

Key Topics:

1. Nomothetic causality
2. Necessary and sufficient causes
3. Units of analysis
4. The time dimension

*** Research paper draft peer review begins ***

03/04 – 03/10

Conceptualization, Operationalization, and Measurement

Babbie Ch. 5.

Key Topics:

1. Progression of measurement
2. Operationalization choices
3. Reliability
4. Validity

*** Students work on research paper draft #2 ***

03/11 – 03/17 *Indexes and Scales* Babbie Ch. 6.

Key Topics:

1. Index construction
2. Scale construction

*03/18 – 03/24 NO CLASS! HAPPY SPRING BREAK!

03/25 – 03/31 *The Logic of Sampling* Babbie Ch. 7.

Key Topics:

1. A brief history of sampling
2. Nonprobability sampling
3. Probability theory and sampling error
4. Probability sampling

*** Students work on research paper draft #3 ***

Modes of Observation

04/01 – 04/07 *Experiments* Babbie Ch. 8.

Key Topics:

1. The classical experiment
2. Post-test only control-group design
3. Single-subject design
4. Validity issues in experimental research
5. Strengths and weaknesses of experimental research

04/08 – 04/14 *Survey Research* Babbie Ch. 9.

Key Topics:

1. Guidelines for asking questions
2. Questionnaire construction
3. Different survey methods
4. Secondary analysis
5. Strengths and weaknesses of survey research

04/15 – 04/21

Qualitative Field Research

Babbie Ch. 10.

Key Topics:

1. Special considerations in qualitative field research
2. Paradigms in qualitative field research
3. Conducting qualitative field research
4. Strengths and weaknesses of qualitative field research

Course Wrap-Up

04/22 – 05/05

Research Project Oral Presentations

Sociology Program Assessment

05/06 – 05/12

Research Project Oral Presentation Peer Review

05/17

***** Complete Research Paper Due *** (Friday, in Canvas)**

*Unforeseen circumstances may necessitate changes in the course requirements and/or schedules.
Any changes will be announced in advance.*
