

CRP 7201: Research Design

Sibley 211

9:20 am-12:05 pm Wednesdays

Spring 2015

3 Credits

Office Hours: generally 2:30 -4:30 Wednesdays and Fridays and by appointment.

Class Web Site: <http://blackboard.cornell.edu/>

Professor Mildred Warner, mew15@cornell.edu, 255-6816, 215 W. Sibley Hall
<http://mildredwarner.org>

This course will help PhD students select appropriate research design and field methods for dissertation research. The course provides a comprehensive review of the research design process and will result in each student developing his/her project proposal. The first section of the course focuses on articulating the research objectives, choosing a research paradigm, preparing the literature review, developing a fundraising strategy and ethics. The second section of the course focuses on managing the research process itself and selecting the appropriate data collection strategy. Students will develop a clearer idea of their project focus during this course as all assignments will be geared toward building a complete project proposal. We will also discuss the writing process, especially how to write journal articles (journal selection, review process) and position your work in your academic field.

This course is strongly recommended for PhD students developing their dissertation proposals. This course is designed as an integrative preparation for researching and writing a dissertation and for building a career as a researcher. It assumes that students will be exposed to specialized literatures and in-depth research methods in other coursework, either before or after this course. The focus is on understanding the PhD as a research degree and the role that a dissertation plays in training you to be an original, creative and relevant researcher. The course exposes you to the process of creative research by sequentially exploring 1) the relationship between researcher and reader/recipient of the results; 2) how to choose researchable topics; 3) moving from question to hypothesis; 4) designing a research project; 5) understanding the strengths and weaknesses of different types of evidence brought to bear on your hypotheses; 6) addressing policy inferences that could be drawn from your results; 6) thinking about audience for your work (funders, professors, future employers, future journal articles).

Learning Goals:

1. This course will help you articulate your dissertation research question so that you can make an original and substantial contribution to the field. Measure: Concept Paper and Research Proposal developed by the end of the course.
2. This course will help you explore research paradigms and methods so that you can develop in-depth knowledge and advanced research skills. Measure: Class projects exploring alternative paradigms and research approaches/methods.

3. This course will help prepare you for a profession as an academic – negotiating ethics, writing and reviewing. Measure: Class discussion and assignments on ethics, journal articles and funding.

Related PAB Goals: Research, Quantitative and Qualitative Methods, Professional Ethics

Ethics

Collaborative learning is the goal of this class. Class discussion depends on full participation of all students. Thus, failure to deliver your component of the work on time undermines the learning experience of others and therefore constitutes an ethics violation of the class code (and will result in a grade reduction). If you find that you cannot complete an assignment for which you volunteered, then post a request to switch with someone to the class list and most likely someone will pick up for you. If not, you are still responsible. Grades for class participation reflect this collaborative learning framework.

Academic Integrity: Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. Citation of sources is fundamental to the academy – when in doubt, cite. Students caught plagiarizing will be given an F. Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. See <http://cuinfo.cornell.edu/Academic/AIC.html>

Course materials developed in this class or posted on Blackboard are intellectual property belonging to the author. Students are not permitted to buy or sell any course materials without the express permission of the instructor. Such unauthorized behavior constitutes academic misconduct.

Academic Accommodation: In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made.

All required books and articles (except web based publications which can be viewed on line) are on reserve in the Fine Arts Library. You may wish to purchase books which go into detail on methods you expect to be using.

Recommended Books (all available on reserve)

Teddlie, Charles and Tashakkori, Abbas. (2009) *Foundations of Mixed Methods Research*. Thousand Oaks, Sage.

Creswell, John W. 2003 (or 2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications.

Miles, M.B. and Huberman, A.M. 1994. *Qualitative Data Analysis: An Expanded Sourcebook*. 2nd ed. Thousand Oaks, CA: Sage.

Yin, Robert K. (2003). *Case study research: Design and methods* (Applied social research methods series (v.5). Thousand Oaks, Calif.: Sage Publications. (or 1994 version)

Lofland, John, & Lofland, Lyn H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis*. Belmont, CA: Wadsworth/Thomson Learning.

Assignments and Grading

Class participation is critical. Students must be prepared to discuss readings in class. Written summaries of readings will be required. Small writing assignments will be due almost weekly. Article summaries and other written assignments must be posted to Blackboard class web site 48 hours in advance of class discussion so I and other students can review and give you comments in class. Students will be assessed on the quality of their critiques of each other's work. Each class will be a mix of discussion of articles and of progress on your own work. The goal is to help you advance in development of your dissertation ideas and research design plans.

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|----------------------------------------|-----|
| Weekly assignments and article reviews | 50% |
| Quality of Review of Peer's work | 15% |
| Concept Paper and Literature Review | 10% |
| Final Proposal | 25% |

Syllabus

January 21 Introduction and Overview of Course

Syllabus and class overview.

Writing assignment in class – 1 paragraph description of your research project with conceptual diagram.

January 28 Research Paradigms and Strategy of Inquiry – Qualitative, Quantitative or Mixed Methods?

The Denzin-Lincoln and Teddlie-Tashakori debate

Guba, Egon. G. and Yvonna S. Lincoln. 1994. Competing Paradigms in Qualitative Research. pp 105-117 in *Handbook of Qualitative Research* ed. by Norman Denzin and Yvonna Lincoln. Thousand Oaks: Sage.

Denzin, Norman and Lincoln, Yvonna 2011. Introduction: The Discipline and Practice of Qualitative Research pp 1- 20. *Handbook of Qualitative Research* ed. by Norman Denzin and Yvonna Lincoln. Thousand Oaks: Sage

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. *Handbook of Qualitative Research* ed. by Norman Denzin and Yvonna Lincoln. Thousand Oaks: Sage, 97-128.

Teddlie, Charles and Tashakkori, Abbas. (2009) *Foundations of Mixed Methods Research*. Thousand Oaks, Sage. Chapter 5 (pp 83-105). (Chapters 1-4 provide a nice historical overview.)

Recommended

Kuhn, Thomas S. (1996). *The structure of scientific revolutions*. Chicago, IL: University of Chicago Press.

Required if have not read before.

Siemiatycki, Matti (2012) Role of the Planning Scholar: Research Conflict and Social Change. *Journal of Planning Education and Research*, 32(2) 147–159

Axinn, William and Lisa Pearce, (2006) *Mixed Method Data Collection Strategies*, Cambridge Univ. Press, NY, NY Chapter 1 “Motivations for Mixed Methods Social Research” and Chapter 2 “Fitting Data Collection Methods to Research Aims,” pp 28-53.

Tashakkori, Abbas, and Teddlie, Charles. 2009. Mixed Methods Research: Contemporary Issues in an Emerging Field. *Handbook of Qualitative Research* ed. by Norman Denzin and Yvonna Lincoln. Thousand Oaks: Sage. 285-300.

Creswell, John W. 2003 (or 2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications. Chapter 1 “A Framework for Design” pp 1-26

Creswell, Chapter 9 A quantitative method pp 153-178

Chapter 10 A qualitative procedure pp. 179-207

Chapter 11 Combined qualitative and quantitative designs pp. 208-227

Mason, Jennifer. *Qualitative Researching*. London: SAGE, 2002. Overview of qualitative research based on ontological, epistemological, and methodological decision-making; includes a series of questions to consider during all phases of research.

Morrow, R.A. with D.D. Brown, 1994. "Deconstructing the Conventional Discourse of Methodology: Quantitative Versus Qualitative Methods," *Critical Theory and Methodology*, Sage Publications: Thousand Oaks, CA, pp. 199-225.

Reason, Peter. 1994 Three Approaches to Participative Inquiry pp 324-229 in *Handbook of Qualitative Research* ed. by Norman Denzin and Yvonna Lincoln. Thousand Oaks: Sage.

Gaber, John and Gaber, Sharon (2007). *Qualitative Analysis for Planning and Policy: Beyond the Numbers*, Planners Press APA Washington, DC. Chapters 1 and 6.

Tashakkori, Abbas, and Teddlie, Charles. 1998. 1998. *Mixed Methodology: Combining Qualitative and Quantitative Approaches*. Sage Publications: Thousand Oaks, CA.
Chapter 3 Pp. 40-58 “Research design issues for mixed method and mixed model studies.”
Chapter 5 Pp. 95-111 “Data collection strategies and research procedures.

Feb 4 Defining your Research Question and Writing the Concept Paper

Assignment 1 (post to Blackboard by Feb 2): Locate your research topic within one of the paradigms and discuss the epistemology, ontology, axiology, logic and methods that make sense given your stance and your question. Use Teddlie and Tashakkori table 5.2 p 88 to help guide you. 1-2 pages.

Assignment 2 (post to Blackboard by Feb 2): 2 page concept paper.

Readings which may help you with the concept paper

Teddlie, Charles and Tashakkori, 2009. Chapter 6 “Generating Questions” pp 109-136.

Chapters from Creswell, 2003,

Chapter 4 Introduction, pp71-86

Chapter 5 The purpose statement, pp87-104

Chapter 6 Research Questions and Hypotheses, pp105-118

Chapter 8 Definitions, Delimitations, and Significance, pp. 142-152

Recommended

Marshall, Catherine and Rossman, Gretchen B. 1999. Chapter 2 “The ‘what’ of the study: Building the conceptual framework” (pp. 21-54). ‘Conceptual Funnel’ in *Designing Qualitative Research*, Marshall, C. and Rossman, G.B. eds. Thousand Oaks: Sage.

Miles, M.B. and Huberman, A.M. 1994. *Qualitative Data Analysis: An Expanded Sourcebook*. 2nd ed. Thousand Oaks, CA: Sage. Chapter 2 "Focusing and Bounding the Collection of Data: The Substantive Start." Pp 16-39
See figure p 25: ‘Context and the “heart” of the matter.’

Lofland and Lofland 1995 or 2006, Chapter 1

Feb 11 Article Review

Assignment 1: Article Review 3-5 ds pages (post to Blackboard Feb 9) - Read, critique and write a review of a research article from a top journal in your field. Discuss paradigm, method of data collection and analysis and its appropriateness to the research question. Provide a reflection on the strengths and limitations of the approach and how it might inform your own work. Include a discussion of the following elements in your review.

- Framing the problem and purpose
- Situating the study in the literature

- Informed by a conceptual and/or theoretical framework
- Appropriateness of the methods
- Researcher's role in the setting
- Quality of findings
- Ways researcher analyzed and represented the data

Feb 18 Ethical Issues in Research

Assignments: One page list of key ethical questions you will face (Use Miles and Huberman chapter as a guide). Post to Blackboard Feb 16.

Take Human Subjects and Responsible Conduct of Research tests (Each of the two sets of tests takes about 3 hours)

11:00 -12:00 Guest lecture: Amita Verma, Director, Office of Research Integrity and Assurance and Myles Gideon, Senior IRB administrator.

Go to the landing page http://www.oria.cornell.edu/training_landing.cfm

[Log-in to the CITI Online Training site with your Cornell NetID and password](#)

Instructions:

- Click on the link below to log-in to CITI. You will now be on the CITI "Home Page."
- Under "Cornell University Courses" use the "Add a Course or Update Learner Groups" feature to select and enroll in the course that you wish to take.
- Each course contains multiple "modules." To successfully complete a course, you must complete and pass the tests for each module.
- If you have taken courses with CITI while you were at another organization (not Cornell), you will need to affiliate your CITI profile with Cornell, so that your training records are available to Cornell. When you login to CITI, click on the option to do so before you take any courses. Contact rcr@cornell.edu for assistance.

Take two tests, **human subjects** and **responsible conduct of research** (the FULL one, <http://www.oria.cornell.edu/rcr/>). Send proof of having taken the tests to me.

If you want to develop your exemption or review request, I am willing to review it, but typically this is done later in the research design process and conducted under supervision of your chair. Link to forms - <http://www.irb.cornell.edu/forms/>

Ethics

Miles, M.B. and Huberman, A.M. 1994. Qualitative Data Analysis: An Expanded Sourcebook. 2nd ed. Thousand Oaks, CA: Sage Publications. Chapter 11 "Ethical issues in analysis." Pp. 288-297.

Lubet, Stephen, July 15, 2015. Ethnography on Trial: Alice Goffman's acclaimed book "On the Run" tells a compelling story. But can we trust it?
<http://www.newrepublic.com/article/122303/ethnography-trial>

Review Planner's Code of Ethics <http://www.planning.org/ethics/ethicscode.htm>
and President Farmer's statement on why the code was revised.
<http://www.planning.org/ethics/pdf/farmeraddress.pdf>

Review University Committee on Human Subjects Guidelines. Especially IRB Decision Tree on how to determine if you are required to submit a human subjects review.
<http://www.irb.cornell.edu/>

Feb 25 Fundraising and Preliminary Literature Review Outline

Assignment 1: 1-2 Page Outline of key topics to cover in your literature review (be sure to write your question at the top). Post to Blackboard by Feb 23 (will discuss first half of class)

Assignment 2: Funder profiles – Identify funders for your work. Describe goals and objectives of funders and how your work might fit. Outline proposal format and funding guidelines (limitations) and time lines for each funding source. Post to blackboard by Feb 23. (will discuss second half of class)

Recommended

Justus J. Randolph, 2009. A Guide to Writing the Dissertation Literature Review, *Practical Assessment, Research and Evaluation*, 14(13): 1-13. (on disk)

Miller and Salkind. 2002. Pp.663-760 "Part 8: Research proposal, funding, budgeting, reporting, and career planning." Good list of grant sources. (On Reserve)

Bowman, Joel and Bernadine Branchaw. 1992. How to Write Proposals That Produce. Phoenix, AZ: Oryz Press. (On reserve)

(Some Useful websites)

SSRC: <http://programs.ssrc.org/dpdf/>

Fulbright: <http://fulbright.state.gov/root/resources-for/students>

Einaudi Center : <http://www.einaudi.cornell.edu/funding/grad.asp>

Lincoln Land Institute : <http://www.lincolninst.edu/education/fellowships.asp> (Latin America, China, US)

Foundations: <http://fdncenter.org>

Government: NSF: <http://nsf.gov/>

<http://www.nsf.gov/pubs/2011/nsf11582/nsf11582.pdf> (for grad fellowships)

Dept of Ed.: <http://ed.gov>

Fedix (Federal funds): <http://www.sciencewise.com/fedix/>

SPIN (international) <http://www.infoed.org/wConnect/wc.dll?spinwww%7Ejumpspin>

IRIS : <http://carousel.lis.uiuc.edu/~iris/search.html>

March 4 Dissertation Review and Class Discussion

Assignment: Select a recent dissertation relevant to your topic and write a 3-5 page review of the dissertation discussing the following. Due March 2

Discuss paradigm, literature review, method of data collection and analysis and its appropriateness to the research question. Provide a reflection on the strengths and limitations of the approach and how it might inform your own work. Discuss policy implications and relevance to future job prospects and journals. Why do you think the student chose a book form or the papers option? How long did the research phase take? The writing phase? (Interview the student's chair if you can). How does this inform your own dissertation plans?

March 11 – Journal Article Writing and Reviewing

Assignment: Write an abstract for a journal article you would like to write. List clearly what is the publishable idea in your article (theory, method, findings, policy relevance). Provide a list of journal targets explaining why you have selected each one. Due March 9. 3 pages max. We will discuss these the first half of class.

For the second half of class I will provide examples of reviewer comments on journal articles and we will discuss the review process. During the term, I will invite you to participate in journal article reviews as they come across my desk.

Read http://publicationethics.org/files/Ethical_guidelines_for_peer_reviewers_0.pdf

Recommended Reading

Belcher, Wendy Laura. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. Thousand Oaks, CA: SAGE, 2009. Step-by-step and detailed procedures for revising drafts of papers for publication submission.
“How to get your papers rejected (or not),” *Technovation* 32 (2012) 6–8.

March 18 - Designing Research and Data Collection Strategies (First Half of Class)

Select Data Collection Strategies to be discussed in second half of course (Second Half of Class)

Assignment - Preliminary methodology section 1-3 pages, due March 16.

Teddlie and Tashakkori 2009. Chapters 7 (Research Designs), 8 (Sampling), 9 (Ethics and Data Quality) and 10 (Data Collection Strategies).

Recommended

Lofland and Lofland, 2006 or 1995, Chapter 2 "Evaluating Data Sites." Chapter 3. "Getting In." Chapter 4. "Getting along."

Richards, Lyn. *Handling Qualitative Data: A Practical Guide*, 2nd edition. London: SAGE Publications, 2009. An overview of data management principles before and during analysis; excellent content on category construction.

Marshall, Catherine & Rossman, Gretchen B. 1999. Chapter 4 Pp. 105-146 "Data collection methods." Pp. 167-189 "Chapter 6: Planning time and Resources".

Miles and Huberman, Chapter 3, "Focusing and Bounding the Collection of Data: Further Design Issues.", Chapter 4 "Early Steps in Analysis."

Daniel Z. Meyer and Leanne M. Avery, 2009. Excel as a Qualitative Data Analysis Tool, *Field Methods* 21(1):91-112.

Lofland and Lofland, 1995 or 2006, Chapter 5, "Logging Data."

Tashakkori, Abbas, and Teddlie, Charles. 1998. Chapters 7-9 Pp. 137-166 "Examples of mixed model designs" and "Extended examples of mixed model designs." – Some examples of research designs.

Managing Overseas Research

Devereux, Stephen. (1993). *Fieldwork in developing countries*. Boulder, CO: L. Rienner.

March 25 Assignment Due in Class– hard copy: Revised Concept Paper and Preliminary Literature Review (6-10 double spaced pages, 10-20 cites). Print this and bring it. Do not load to Blackboard.

March 25 Data Collection Methods – Case Studies and Ethnography

Discussion Leaders: review and summarize readings and post to Blackboard. Bring in Ethnography Plan or Case Study Plan for group discussion

Readings for Case Studies

Yin, Robert K. "An Abridged Version of Case Study Research" in L. Bickman and D.J. Rog, eds., *Handbook of Applied Social Research Methods*, Thousand Oaks: Sage, 1998: pp. 229-59. (on disk)

Readings for Ethnography

Adler, P and Adler, P. (2008) OF RHETORIC AND REPRESENTATION: The Four Faces of Ethnography, *The Sociological Quarterly* 49 (2008) 1–30. (Review of forms of ethnographic writing: classical, mainstream, postmodern, and public ethnography)

Garcia, Maria Elena (2000). Ethnographic Responsibility and the Anthropological Endeavor: Beyond Identity Discourse. *Anthropological Quarterly*, Vol. 73, No. 2 (Apr., 2000), pp. 89-101 (Social representation, ethics, personal account)

Jackson, John (2004). An Ethnographic Filmflam: Giving Gifts, Doing Research, and Videotaping the Native Subject/Object. *American Anthropologist*, New Series, Vol. 106, No. 1 (Mar., 2004), pp. 32-42 (Ethnography as film, exchange, reflexivity).

Other Recommended Readings for Case Studies

Yin, Robert K. (2003). *Case study research: Design and methods* (Applied social research methods series (v.5). Thousand Oaks, Calif.: Sage Publications. (or 1994 version)

Stake, Robert E. 2005. "Qualitative case studies." Pp. 443-466. In *The Sage Handbook of Qualitative Research* (third edition). Edited by N. Denzin and Y.S. Lincoln.

Other Recommended Readings for Ethnography

Behar, Ruth (1996) *The Vulnerable Observer: Anthropology that Breaks Your Heart*, Beacon Press. (on reserve)

Comaroff, Jean, and John Comaroff. "Ethnography on an Awkward Scale: Postcolonial Anthropology and the Violence of Abstraction." *Ethnography* 4.2 (2003): 147-79. (On zombies and occult economy, social fact and social imagination.)

Shami, Seteney (1995). Ethnography and Transnationalism – two book reviews. *Ethnography and Transnationalism: Nations Unbound: Transnational Projects, Postcolonial Predicaments and Deterritorialized Nation-States* by Linda Basch; Nina Glick Schiller; Cristina Szanton-Blanc; *Ethnicity and Nationalism: Anthropological Perspectives* by Thomas Hylland Eriksen, Book Review, *American Anthropologist*, New Series, Vol. 97, No. 2 (Jun., 1995), pp. 359-361

Aunger, Robert (1995). On Ethnography: Storytelling or Science? *Current Anthropology*, Vol. 36, No. 1, Special Issue: Ethnographic Authority and Cultural Explanation (Feb., 1995), pp. 97-130 (Arguing for a reflexive analytical approach – linking statistics and ethnography and comparative event history).

Robert Desjarlais and C. Jason Throop (2011). Phenomenological Approaches in Anthropology. *Annu. Rev. Anthropol.* 2011. 40:87–102

Tedlock, Barbara (1991) From Participant Observation to the Observation of Participation: The Emergence of Narrative Ethnography. *Journal of Anthropological Research*, Vol. 47, No. 1 (Spring, 1991), pp. 69-94 (Historical review of ethnographers focusing on shift from focus on self, to other, to self in relation to other.)

Burawoy, Michael (2003). Revisits: An Outline of a Theory of Reflexive Ethnography. *American Sociological Review*, Vol. 68, No. 5 pp. 645-679

April 1 Spring Break

April 8 Strategies of Analysis: Qualitative and Quantitative

Guest Speaker Florio Arguillas from CISER (confirmed) on qualitative and quantitative methods and software). Meet in Stone Classroom in Mann Library (9:15-12:00)

Come with your question outlined so Florio can help with analysis ideas – qualitative or quantitative.

Miles and Huberman. 1994. Appendix pp 311-317 for software to conduct qualitative analysis.

Teddlie, Charles and Tashakkori, 2009. Chapter 11 (Making Inferences).

Recommended readings

Lewins, Ann, and Christina Silver. *Using Software in Qualitative Research: A Step-by-Step Guide*. London: SAGE, 2007. Critically compares and illustrates the basic procedures for three CAQDAS programs: ATLAS.ti, MAXQDA, and NVivo; excellent introductory survey and accompanying reference manual. On Reserve in Mann Library

Gee, James Paul. *How to Do Discourse Analysis: A Toolkit*. New York: Routledge, 2011. A series of questions and perspectives to consider when analyzing language from documented data and narratives; considers such aspects as grammar, vocabulary, intertextuality, identity, politics, etc.

Lofland and Lofland. 1995. Chapter 9 “Developing analysis” (p. 181-203).

Miles and Huberman. 1994. Chapters 5-9 on Techniques for qualitative data analysis. Strongly recommended for those planning to do qualitative data analysis. Also review

Huberman, A. Michael and Matthew Miles. 1994. "Data Management and Analysis Methods." Pp 428-445 in *Handbook of Qualitative Research* ed. by Norman Denzin and Yvonna Lincoln. Thousand Oaks: Sage.

Denzin, Norman. 1994. "The Art and Politics of Interpretation." Pp. 500-515 in *Handbook of Qualitative Research* ed. by Norman Denzin and Yvonna Lincoln. Thousand Oaks: Sage.

Software for qualitative research, <http://www.audiencedialogue.org/soft-qual.html>

NUD*IST4 is probably the most used software for qualitative research.
<http://www.qsr.com.au/>

CISER supports Atlas-Ti <http://www.atlasti.com/>

April 15 Data Collection Methods – Surveys and Interviews

First half of class, Guest Discussion Leader – Giyoung Park – surveys and new modalities of survey data collection, and addressing spatial and design issue.

Second half of class - Discussion Leaders: summarize readings and bring your survey instruments or interview guides to class to review

Dillman, D. 2000. *Mail and Internet Surveys: The Tailored Design Method* (2nd edition). NY: John Wiley & Sons. Chapter 1 “Social Exchange Motivation,” Chapter 2 “Nineteen Rules for Question Writing,” (on disk)

Patton, Michael 1990. *Qualitative Interviewing*. pp 277-359 in *Qualitative Evaluation and Research Methods* Sage: London. (on disk)

Recommended readings: Survey and Question Design

Miller, Delbert C. and Salkind, Neil J. 2002. *Handbook of Research Design and Social Measurement*. Pp. 297-319 – on Guides for construction of questionnaires, selection and uses of personal interview surveys, telephone surveys, and mail questionnaire surveys.

Braverman, Marc T. 1996. “Sources of survey error: Implications for evaluation studies.” *New directions on Evaluation*. 70: 17-28.

Mangione, T. 1998. “Mail surveys.” Pp 399-427 in the *Handbook of Applied Social Research*. Edited by L. Bickman and D. Rog. Thousand Oaks, CA: Sage Publications.

Lavrakas, P. 1998. “Methods for sampling and interviewing in telephone surveys.” Pp. 429-472. in the *Handbook of Applied Social Research*.

Fowler, F. 1998. “Design and evaluation of survey questions.” Pp. 343-374 in the *Handbook of Applied Social Research*.

Dillman, Don A., Roberta L. Sangster, John Tarnai, and Todd Rockwood. 1996. “Understanding Differences in People's Answers to Telephone and Mail Surveys.” In Braverman, Marc T. and Jana Kay Slater (eds.), *Current Issues in Survey Research, New Directions for Program Evaluation Series*, Chapter 4:45-62. Jossey-Bass: San Francisco.

Recommended Readings: Interviews

Roulston, Kathryn. *Reflective Interviewing: A Guide to Theory and Practice*. London: SAGE Publications, 2010. Superior treatise on interviewing participants, ranging from theory to technique.

Rubin, Herbert J., and Irene S. Rubin. *Qualitative Interviewing: The Art of Hearing Data*, 3rd edition. Thousand Oaks, CA: SAGE, 2011. Excellently detailed overview of designing and conducting interviews, with numerous examples from the authors’ studies. See chapters 6-9 on interviewing and chapter 10 on coding and chapter 11 on analysis.

Yow, Valeire Raleigh. 2005. *Recording Oral History: A Guide for the Humanities and Social Sciences*. Second edition. New York: Altamira Press. Chapter 3 “Preparation for the interviewing project” (pp. 68-91) and Chapter 4 “Interviewing techniques” (pp. 92-120). Also, browse Appendices A – K (pp. 335-381) for samples of interview guides and other tools.

Fontana, Andrea, & Frey, James. 1994. "Interviewing: The Art of Science." Pp361-376 in Handbook of Qualitative Research ed. by Norman Denzin and Yvonna Lincoln. Thousand Oaks: Sage.

Lofland and Lofland. 1995. Chapter 7 "Asking Questions" (pp. 123-148).

Weiss, Robert. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Guides*. New York: Free Press.

- Chapter 1-2: Overview;
- Chapter 3: Preparing the interview guide;
- Chapter 4-5: Interviewing experience

Recommended readings: Qualitative Spatial Analysis

Gary W. Evans; Catherine Smith; Kathy Pezdek, February 2010. *Cognitive Maps and Urban Form, Journal of the American Planning Association*, 48 (2): 232 — 244.

A review of Kevin Lynch and Donald Appleyard's basic methods for mapping.

Kimberly Powell, 2010. Making Sense of Place: Mapping as a Multisensory Research Method, *Qualitative Inquiry*, 16: 539- 555.

A case study of mapping to incorporate subjectivity into fieldwork research.

Joan M Shwartz/ James Ryan, *Picturing Place*, Tauris, NY, 2009.

Case studies of photographic and geographic research.

Borden, Iain, 2007. Imaging architecture: the uses of photography in the practice of architectural history, *The Journal of Architecture*, 12(1): 57-77.

April 22: Archives - Visit to Olin Library

9:30-10:45 Liz Muller (confirmed) – Archives (Meet in Kroch Archives, Olin Library) She will speak about Nolan and Stein collections in particular.

Archival Research Background Readings

Hill, Michael. 1993. *Archival Strategies and Techniques*. Thousand Oaks CA: Sage Publications. Browse. Read pages 58 - 63. Strategies for Organizing Archival Data.

Eliza Buhner's Archival Research Advice (pdf on disk)

Recommended Reading on Archival Research

Gaber, John and Gaber, Sharon (2007). *Qualitative Analysis for Planning and Policy: Beyond the Numbers*, Planners Press APA Washington, DC.

Chapter 5. "Content Analysis and Meta-Analysis"

11:00 am- 12:00 pm Quantitative Spatial Analysis– Yuanshuo to lead

Brunsdon C, Fotheringham A S, Charlton M, 1996, "Geographically Weighted Regression: A method for exploring spatial nonstationarity" *Geographical Analysis* **28**(4) 281-298

Recommended Readings on Geographically Weighted Regression

Fotheringham A S, Brunsdon C, Charlton M E, 2002 Geographically Weighted Regression: The Analysis of Spatially Varying Relationships (Wiley, Chichester)

Operation: Those interested in using GWR in their research, they can use ArcGIS or GWR4 to run model. *ArcGIS Resource:*
http://resources.arcgis.com/en/help/main/10.1/index.html#/Geographically_Weighted_Regression_GWR/005p00000021000000/

Bryer, Betsy "GWR in GIS" powerpoint. Portland State University

GWR4: Nakaya, Tomoki (2014) GWR4 User Manual

April 29: Writing – First Half of Class - Guest Speaker Keith Hjortshoj

Keith Hjortshoj. "Writing from A to B: A Guide to Completing the Dissertation Phase of Doctoral Studies" read it at
http://www.gradschool.cornell.edu/sites/default/files/field_file/WritingAB_WEB.pdf

Data Collection Methods – Focus Groups - Second half of Class

Discussion Leaders: review and summarize readings and post to Blackboard. Bring in Interview Guide or Focus Group Plan for group discussion first half of class

10:45 am – 12:00 pm Quest Lecture: Ann Martin (confirmed) – on focus groups

Morgan, David, L. 1997. Focus Groups as Qualitative Research. Second edition. Qualitative Research Methods Series, Vol 16. Thousand Oaks, CA: Sage Publications.

Recommended

Krueger, Richard A. & Casey, Mary Anne. 2000. Focus Groups: A Practical Guide for Applied Research. Third edition. Thousand Oaks, CA: Sage Publications. – An easy reading on designing and conducting focus groups.

May 6 Putting it All Together

**Assignment: Revised Methodology Section (3-5 pages) Due May 4.
Be prepared to critique each class member's methodology section (first half of class).**

Second Half of Class – Evaluation and Discussion on Broader themes in the course.
Discussion of tips for proposal writing.

Recommended Readings to help you with proposal writing

Miller, Delbert C. and Salkind, Neil J. 2002. Handbook of Research Design and Social Measurement (6th edition). Thousand Oaks: Sage Publications. Read Part II "Basic Guide for the Design of A Research Proposal", pp. 13-23. (on disk)

Przeworski, Adam and Frank Salomon, 2004. The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions. SSRC. http://fellowships.ssrc.org/art_of_writing_proposals/printable.html

Miles and Huberman, Chapter 12, "Producing Reports."

Richardson, Laurel. 1994. "Writing: A Method of Inquiry." Pp 516-529 in Handbook of Qualitative Research ed. by Norman Denzin and Yvonna Lincoln. Thousand Oaks: Sage

Dissertation Proposal Workshop website at Berkeley has some useful information, including timelines for the entire dissertation process!
<http://globetrotter.berkeley.edu/DissPropWorkshop/>

Lofland and Lofland, Chapter 10, "Writing Reports."

May 14 Final Proposals Due - Hand in hard copy to my office or my mail box.
30 ds pages max