

Module Name/Module VIII: Research and Seminar Module

Course Title: Research Methodology for Social Sciences

Department	Civic and Ethical Studies				
Program	Bachelor of Arts (BA) in Peace and Development Studies				
Module Name	Research and Seminar Module				
Module Number	08				
Course Title	Research Methodology for Social Sciences				
Course Code	PDS 2096				
Course Status	Compulsory				
Module ECTS	5 ECTS				
Class Room					
Course ECTS	Lecture	Group	Assessment	Home Study	Total Load
	48hrs			88hrs	135 hrs
Course Instructor	Name	Office and Office hrs		E-Mail Address/es	
	Ayalew Y.				
Course Description	The course, Research Methodologies for Social Sciences, is designed to introduce students of Civics and Ethical Studies with fundamental knowledge, skills and values of research and the practices there to in a critical and analytical manner. In doing so, it delves itself into the explanation of philosophical and epistemological foundations of research; the conceptualizations of research designs and methodologies; Sampling Strategies; modes of observations; identification and application of the different methods and tools of data collection; data processing and analysis; and interpretation and write-ups of research. Moreover, ethical principles, aspects and dilemmas of practicing social research are also among the focus of discussion. How each method is, or may be, related to contemporary policy issues will be an integral part of the course. Practical experience from studies done will be used to expose the students to practical issues in social research.				
Course Objectives	Up on the successful completion of the course, students will be able to: <ul style="list-style-type: none">◆ Define the meaning, nature and language of research◆ Explain the essence of research designs, design strategies and research methodologies focus being given to qualitative methodologies◆ identify the different techniques and approaches of sampling, and sampling strategies◆ Elaborate social research modes of observation (such as survey research, experimental research, field work and unobtrusive measures) and methods (Interviews, Focus groups discussions, observations)and tools of undertaking social research such as questionnaires, schedules, interview guides etc.)				

	<ul style="list-style-type: none"> ◆ Explain data processing, analysis, interpretation and report writing ◆ Express the safeguards against errors during data collection and data analysis and reporting.
Learning outcomes	<p><i>On successful completion of this course, the student should be able to:</i></p> <ol style="list-style-type: none"> 1. Provide an overview of the research process 2. State clearly their research problem and associated research questions arising, including both descriptive and either explanatory or exploratory questions 3. Conduct a preliminary literature review of the concepts comprising the research questions 4. Set out clearly a series of theoretical propositions for testing and demonstrate clearly how they arise from the literature review 5. Set out the main elements of a potential research instrument for testing the hypotheses, including a critical and comparative analysis of the proposed instrument 6. Understand how to classify and present data associated with hypothesis testing 7. Understand how to interpret data gathered to test proposed theory 8. Set out limits and implications of a research study in preliminary form 9. Distinguish between quantitative and qualitative approaches and methods 10. Produce a research proposal with researchable topic related to the field of Civic and ethical Studies using appropriate research method, and a display of literature review. 11. Prepare a research plan

Text Books

Babbie, E. 2010. *The practice of social research: 12thed.* Belmont, CA: Wadsworth.

Trochim, W. 2005. *Research methods: A concise knowledge base.* Cincinnati, Ohio: Atomic dog publishing.

LECTURE SCHEDULE

Week and Date	Topic	Reading and Preparation (Specific Chapters and Pages)
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Week 1 (Lecture 3hrs, Home Studies 6hrs)	<p align="center">Chapter One: Foundations of Research</p> <p align="center">1. Inquiry and Source of inquiry</p> <p>1.1 Meaning and nature of Social inquiry</p> <p>1.2 Sources of Social Inquiry</p> <p>1.2.1 Time-Based Knowing: Traditional Knowledge</p> <p>1.2.2 Credential-Based Knowing: Authoritative Knowledge</p> <p>More Risky Knowledge Sources: Common Sense and Intuition</p> <p>Science as a Trustworthy Way of Knowing</p> <p>1.3. Meaning and characteristics of research</p> <p>Purposes of social Science research (Description, Explanation, Exploration, & Evaluation)</p> <p>1.3.1. Methodological approaches in Social science research</p> <p>A. Positivist approach</p> <p>B. The interpretive approach</p> <p>C. The critical approach</p>	<p>Readings for</p> <p>1.1 Máiréad Dunne, John Pryor and Paul Yates; pp.11-27 & Earl Babbie, pp.1-14</p> <p>1.2 Janet Ruane, pp. 1-10</p> <p>1.3 Scott Vanderstoep & Didier Johnson; pp. 1-7</p> <p>1.4 Earl Babbie, pp.90-94</p> <p>2. (From 2.1-2.8)William Trochim, pp.2-24</p>
Week 2 (Lecture 3hrs, Home Studies 5hrs)	<p>1.4. Important distinctions about research</p> <p>1.4.1. Qualitative versus quantitative research</p> <p>1.4.2. Applied versus basic research</p> <p>1.4.3. Descriptive versus co-relational research</p> <p>1.5.The successive stages in conducting research (the research process)</p> <ul style="list-style-type: none"> • Problem identification • Formulating a research design •Developing instruments for data collection •Selecting sample •Writing a proposal •Data Collection •Data analysis •Writing the research report 	<p>3.1</p>
Week 3 (Lecture 3hrs, Home Studies 6hrs)	<p>1.5.Paradigms in social Science research</p> <p>1.6. Selecting and Planning Research Project</p> <p>1.6.1.Defining the Research problem</p> <p>1.6.2. Selecting a Research Topic</p> <p>1.6.3. Reviewing Literature</p> <p>1.6.4.Hypotheses, Variables, concepts, indicators, and</p>	<p>3.2 Earl Babbie, pp. 46-59</p> <p>3.3 John Cresswell, pp.5-10</p> <p>3.4 Wiliam Trochim, pp.16-19</p> <p>1. Earl Babbie; pp. 130-138</p>

	measurement	& pp.139-150 1.5 Earl Babbie, pp. 125-145 & Janet Ruane, pp. 47-57
Week 4 (Lecture 3hrs, Home Studies 5hrs)	Chapter Two: Research Designs Strategies and Research Methodologies 2.1 Recognizing Qualitative, Quantitative and Mixed Research 2.2 Understanding the Qualitative-Qualitative Methodological Debate 2.3 Meaning of Research Design and Design Strategies	2.1 Catherin Dawson; pp. 15-27 2.2 Catherin Dawson; pp. 15-27 2.3 John Cresswell,
Week 5 (Lecture 3hrs, Home Studies 5hrs)	2.4 Introduction to Some Qualitative Design Strategies (Phenomenology; Ethnography; Ethnomethodology; Heuristics; Grounded Theory; Critical Theory (focus being given to Feminist Methodology); Hermeneutics; & System Theory)	2.5 Mitchell Patton; pp. 75-135
Week 6 (Lecture 3hrs, Home Studies 5hrs)	2.6 Basic format of Research Designs (The Process of Proposal Development) Chapter Three: Introduction to Sampling and Sampling Strategy 3.1 The Nature and Meaning of Sampling 3.2 Representativeness of samples	2.6 John Cresswell; pp.55-75 3.1 & 3.2 William Trochime; pp.26-45 & Earl Babbie; pp. 187-189
Week 7 (Lecture 3hrs, Home Studies 5hrs)	3.3 Sampling Methods 3.3.1 Probability Techniques 3.3.2 Non-probability Techniques	3.3 William Trochime; pp.26-45 & Earl Babbie; pp. 187-217
Week 8 (Lecture 3hrs, Home Studies 5hrs)	Chapter four: Modes of Observation and Data Collection Methods 4.1 Modes of Observation 4.1.1 Experimental Research 4.1.2 Survey research 4.1.3 Field research 4.1.2 Unobtrusive Research	4.1 Earl Babbie; pp.229-259
Week 9 (Lecture 3hrs, Home Studies 6hrs)	4.2 Methods and Tools of Data Collection 4.2.1 Collection of Primary Data (Qualitative and Quantitative) 4.2.1.1 Systematic and Naturalistic Observational Methods 4.2.1.2 Interview Methods 4.2.1.3 Focus Group Discussions 4.2.1.4 Questionnaires	4.2 Catherine Dawson; pp.67-114 : & Máiréad Dunne, John Pryor and Paul Yates; pp.93-151

	4.2.1.5 Collection of Data Through Schedules 4.2.1.6 Difference Between Questionnaires and Schedules 4.2.1.7 Some Other Methods of Data Collection (Telephone and Internet Assisted Interviews)	4.2.1.7 Earl Babaie; pp.279-285
Week 10 (Lecture 3hrs, Home Studies 6hrs)	4.2.2 Collection of Secondary Data 4.3 Selection of Appropriate Method for Data Collection 4.4 Guidelines for Constructing and Successful Questionnaires/ Schedules and Interview Chapter Five: Processing and Analysis of Data 5.1.1 Nature and Meaning of Data Processing 5.1.1.1 Qualitative Data Processing 5.1.1.2 Coding 5.1.1.3 Memoing 5.1.1.4 Concept Mapping	4.5 Earl Babaie; pp.262-267 5.1.1 Earl babbie; pp.400-406
Week 11 (Lecture 3hrs, Home Studies 6hrs)	5.1.1.5 Quantitative Data Processing 5.1.1.6 Development of Code Categories 5.1.1.7 Code Book Construction 5.1.1.8 Data Entry 5.2 Some Problems in Data Processing 5.2.1 Nature of data Analysis 5.2.1.1 Qualitative Data Analysis 5.2.1.2 Discovering Patterns 5.2.1.3 Grounded Theory Methods	5.1.2 Earl babbie; pp.422-426 5.2 Catherine Dawson; pp.114-135 & Earl Babbie; pp.394-400, pp.413-414
Week 12 (Lecture 3hrs, Home Studies 5hrs)	5.1.2.1 Semiotics 5.1.2.2 Conversation Analysis 5.1.2.3 The Qualitative Analysis of Quantitative Data 5.3 Statistical analysis: Statistics in Research 5.3.1 Introduction 5.3.2 Measures of central Tendency	Earl Babbie; pp.394-400, pp.413-414 5.3 Rugg, G., & Petre, M.: pp.168-200
Week 13 (Lecture 3hrs, Home Studies 5hrs)	5.3.3 Measures of Variation 5.3.4 Measures of Asymmetry 5.3.5 Measures of Relationship 5.3.6 Simple Correlation and Regression Analysis	5.3.2 Sheri Jackson; pp.110-113 & Jeff Gill; pp. 361-364 5.3.3 & 5.3.4 Sheri Jackson: pp. 114-120 & Jeff Gill; pp. 365-367 5.3.6 Sheri Jackson; pp.140-158
Week 14 (Lecture 3hrs, Home Studies)	5.4 Analysis of Secondary data Chapter Six : Interpretation and Report Writing 6.1 Meaning of Interpretation	6.1---6.4 Mitchell Patton; pp. 474-500

5hrs)	6.2 Why Interpretation 6.3 Techniques of Interpretation 6.4 Precautions in Interpretation 6.5 Significance of Report Writing 6.6 Different Steps in Writing Report	6.5. John Cresswell; pp.49-71 6.6. Rugg, G., & Petre, M.: pp.199-213
Week 15 (Lecture 3hrs, Home Studies 7 hrs)	6.7 Layout of Research Report 6.8 Types of Report 6.9 Oral Presentation 6.10 Precautions for Writing Research Report 6.11 Mechanics of Writing Research Report (The APA Citation Guide) Chapter Seven: Research Ethics 7.1 The Principle of Voluntary Participation 7.2 Principles of Confidentiality and Anonymity 7.3 Researchers Should Obtain the Informed Consent of Subjects 7.4 Researchers Should Respect Subjects' Privacy 7.5 Researchers Should Avoid Conflicts of Interest 7.6 Ethical Reporting: The Whole Truth and Nothing but the Truth? 7.7 Reinforcing the Ethical Route: The Relevance of Institutional Ethics Review Boards and/or committees Ethical Fusion and Ethical Dilemmas in Research	6.7 William Trochim; pp. 6.11 Sheri Jackson; pp.339-353 7. Earl Babbie; pp. and William Trochim pp.
Week 16 (Lecture 3hrs, Home Studies 6hrs)	Presentation and Final Exam	

COURSE DELIVERY METHODS AND COURSE POLICIES

Modes of Course Delivery

- Lectures
- In-class discussions
- Group Activities
- Dictation

Course Policies	POLICY ON ATTENDANCE
<p>Attendance: Attendance is required for all classes. Students must be present for at least 80% of the classes to pass the course. If a student is absent for more than 80% of the classes, they will be automatically dropped from the course.</p> <p> tardiness: Tardiness is not allowed. Students must be in their seats at the beginning of the class. If a student is tardy, they will be considered absent for that class.</p> <p>Excuses: Excuses for absence must be provided in writing to the instructor. Excuses must be received within 5 business days of the absence. Excuses for absence must be provided in writing to the instructor. Excuses must be received within 5 business days of the absence.</p> <p>Make-up: Make-up classes are not allowed. Students must attend the class on the day it is scheduled. If a student is absent for more than 80% of the classes, they will be automatically dropped from the course.</p> <p>Drop: Students who are dropped from the course will be required to pay a drop fee. The drop fee is \$50.00. Students who are dropped from the course will be required to pay a drop fee. The drop fee is \$50.00.</p>	<p>Attendance: Attendance is required for all classes. Students must be present for at least 80% of the classes to pass the course. If a student is absent for more than 80% of the classes, they will be automatically dropped from the course.</p> <p> tardiness: Tardiness is not allowed. Students must be in their seats at the beginning of the class. If a student is tardy, they will be considered absent for that class.</p> <p>Excuses: Excuses for absence must be provided in writing to the instructor. Excuses must be received within 5 business days of the absence. Excuses for absence must be provided in writing to the instructor. Excuses must be received within 5 business days of the absence.</p> <p>Make-up: Make-up classes are not allowed. Students must attend the class on the day it is scheduled. If a student is absent for more than 80% of the classes, they will be automatically dropped from the course.</p> <p>Drop: Students who are dropped from the course will be required to pay a drop fee. The drop fee is \$50.00. Students who are dropped from the course will be required to pay a drop fee. The drop fee is \$50.00.</p>

Everyone is expected to show up to class on time. Do not be late for more than 5 min of class commencement. During class, cell phones and other electronic devices with noise-capacity must be turned off.

Attending lectures, presentations and discussions is also a MUST.

◆ If a student incomplete attendance is proven to have been for valid reasons, his registration for the course will be cancelled and he shall be permitted to do the course a fresh.

POLICY ON CLASS PARTICIPATION

Active, critical and respectful discussions are expected in class. Particularly, because there will be controversial issues and we expect to have disagreements and diverse views. These discussions can enrich our knowledge; but remember, we must engage in these

POLICY ON READINGS

Students must have done the required readings (as specified in the contents) for the day and actively engage in class dialogue. Students will do in-class write-ups reflecting on class discussion, readings, or a question posed by the instructor.

POLICY ON ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means no cheating and copying of others ideas, works and of any activities of such a sort. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

MODES OF ASSESSMENT

Assessment Type		Weight in %	Specific Week and date
1	Quiz	10%	
2	Proposal development on the topic of choice of students and presentation	20%	
3	Individual and Group Assignments	10%	
4	Tests	20%	
5	Final-exam	40%	

MAJOR REFERENCE BOOKS

Babbie, E. 2010. *The practice of social research: 12thed.* Belmont, CA: Wadsworth.

Cresswell, J.W.2003. *Research designs: qualitative, quantitative and mixed methods approaches, 2nded.* Thousand

Oakes, CA. Sage Publications.

Dawson, C.2007. *A practical guide to research methods 3rd ed.* Oxford: How to books ltd.

Dunne, M., Prayor, J., & Yates, P. 2005. *Becoming a researcher: A companion to the research process.* New York: MacGrow Hills.

Gill, J. 2006. *Essential mathematics for political and social research.* Cambridge: Cambridge University Press.

Jackson, S.L. 2009. *Research methods and Statistics: A critical thinking approach (3rd Edition).* Belmont, CA: Wadsworth, Cengage learning.

Patton, M.Q. 2002. *Qualitative research & evaluation methods.* Thousand Oakes, CA: Sage Publications Inc.

Ruane, J. M. 2005. *Essentials of research methodsa guide to socialscience research.* Oxford: Black well Publishing.

Rugg, G., & Petre, M. 2007. *A Gentle Guide to Research Methods.* Berkshire: McGraw-Hill House.

Vanderstoep, S., & Johnson, D. D.2009. *Research methods for everyday life blending qualitative and quantitative approaches: Research methods for the Social Sciences.* San Francisco, CA: Jossey-Bass.

Trochim, W. 2005. *Research methods: A concise knowledge base.* Cincinnati, Ohio: Atomic dog publishing.