

## LLC 644: METHODS OF LLC RESEARCH

Fall 2011  
Tuesdays  
7:10-9:40 p.m.

**DR. CHRISTINE MALLINSON**

[mallinson@umbc.edu](mailto:mallinson@umbc.edu)

<http://christinemallinson.com>

<http://twitter.com/clmallinson>

<http://facebook.com/Dr.ChristineL.Mallinson>

### COURSE OBJECTIVES

This course is designed to provide you with a graduate-level understanding of social science research methods. Our major objectives are to:

- MASTER the course subject matter, specifically the design, components, methodologies, values, politics, and ethics of the social science research process;
- DEVELOP your ability to use course concepts in thinking and problem solving;
- DEVELOP your interpersonal and team interaction skills, to both ENGAGE in designing a manageable research project and to CONTRIBUTE to our LLC learning community.

### TEACHING APPROACH: TEAM BASED LEARNING

I have chosen to use Team Based Learning ([www.teambasedlearning.org](http://www.teambasedlearning.org)) because I feel it is the best way to achieve our course objectives. While teachers and disciplines vary in their use of TBL, students typically take more responsibility for their own learning through initial discovery of course concepts. After individual and team "Readiness Assurance Tests" over key concepts in assigned readings, teams are "ready" to work on application exercises during class meetings. Significant individual effort is required and rewarded, but it is not sufficient alone as a component of student success in this course.

### ASSIGNMENTS AND GRADING – MORE INFORMATION ON BLACKBOARD

Generally, there will be three types of assignments that contribute to the student's final grade (to be finalized as the first "team application exercise" on the first night):

#### 1. INDIVIDUAL PERFORMANCE (55 percent of the final grade)

- IRAT (Individual Readiness Assurance Test)
  - 5 total, 20 points each (usually biweekly, covering textbooks **CS** and **KK**)
- Participation Portfolio of your best online posts & replies to classmates about articles.
  - 4 total, 20 points each (one every 3 to 4 weeks, covering assigned articles)
  - Details available on the Blackboard course site.
- Individual homework assignments

- 3 total, 10 points each (IRB proposal, interview, observation)

## 2. TEAM PERFORMANCE (45 percent of the final grade)

- TRAT (Team Readiness Assurance Test)
  - 5 total, 20 points each (usually biweekly, covers same material as IRAT)
- Team Application Exercises (hypothesis testing, survey design, content analysis)
  - Each in-class team exercise will have four characteristics:
    - Significant, relevant problem related to course concepts;
    - Same problem for each team (to promote intra-team learning)
    - Specific choice that each team makes for the best answer or recommendation;
    - Simultaneous reporting of each team's decision.
  - 3 total, 10 points each
- Team Poster Presentation
  - All teams will apply 2-3 methodologies to case study #3 from *The Tao of Research*: Equal rights of women in matrilineal vs. patrilineal African cultures.
  - Mid-term (online) "gallery walk" version on issues/methods to date, 20 points
    - Use a free online PPT templates at [www.postersession.com](http://www.postersession.com)
  - Final (in class) "gallery walk" presentation, 20 points
    - You will print & display your final PPT template "poster" (paid for by GSA if received on the LLC644 Bb Site by Wed., Dec. 8, at Noon).
    - Best poster will be encouraged to submit to the GRC.
  - Time will be provided in class for teams to work on this project
  - AN Example: <http://tinyurl.com/unisatblposter>

## 3. PEER REVIEW (5 percent of the final grade)

- Anonymous "grade" of each team member's effort (mid-term & final), 10 points each
- A sample evaluation form will be provided on the course Blackboard site.

If you must be absent from class, please speak with your team members AND me ***in advance or as soon as possible***, and we will discuss the matter.

Assignments are due ***as indicated in the syllabus***. Late work is ***not acceptable***. One letter grade will be deducted (up to 3 letter grades) for each day that an assignment is late (up to 3 days). Individual homework assignments will take several hours each to complete.

Per the UMBC Graduate School's policy effective Fall 2010, I will assign grades that include a plus or a minus in this course. Accordingly, the grading scale is:

- |                  |            |            |
|------------------|------------|------------|
| - A = 93-100     | A- = 90-92 |            |
| - B+ = 87-89     | B = 83-86  | B- = 80-82 |
| - C+ = 77-79     | C = 73-76  | C- = 70-72 |
| - D+ = 67-69     | D = 63-66  | D- = 60-62 |
| - F < 60 points. |            |            |

## REQUIRED READINGS

1. *Making Sense of the Social World*, 3<sup>rd</sup> edition. 2009. By Chambliss and Schutt. Designated as [CS] on syllabus. <http://amzn.to/hQaNsd>
2. *The Tao of Research*. 2009. By Keller and Keller. Designated as [KK] on syllabus. <http://amzn.to/eZcmHi>
3. Articles, located on our Blackboard site or online. Designated as [B] or [O] on syllabus.
4. **Optional, but recommended:** *Writing for Social Scientists*, 2<sup>nd</sup> edition. 2007. By Howard S. Becker. <http://amzn.to/myr7sf>

## COURSE POLICIES

- **Plagiarism** is incorporating someone else's work into your own, without giving them credit. Repercussions may include a failing assignment grade, a failing course grade, suspension, and/or dismissal. We will follow the Faculty Senate's position on academic integrity: "By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory."
- **Harassment** of any nature will not be tolerated. If you feel you are disrespected by anyone (including myself), please consult with the UMBC Office of Human Relations.
- **Special Accommodations:** I am committed to accommodating students who need special accommodations. Please let me know at the start of the semester and, if you need further assistance, please contact the UMBC Office of Student Support Services.



## COURSE SCHEDULE

*Readings should all be completed before you come to class.  
Readings are listed in the order in which I prefer that you read them.  
Due dates for all assignments are noted.*

THE NATURE AND ETHICS OF SOCIAL SCIENCE INQUIRY	
<p style="text-align: center;"><b>Week 1</b> Introduction Sept. 6</p>	<p><b>Sample IRAT/TRAT</b> <i>(covers the syllabus)</i></p> <p>CS, Chapter 1: "Science, Society, and Social Research"            KK, Preface            KK, 1. The Proposition's Restrictions            KK, 1a. Questions            KK, 3. Structural (Methodological) Restrictions            KK, 3a. Qualitative            KK, 3b. Quantitative            KK, 3c. Mixed Methods            KK, 3f. Data Sources            B, "What Good is Polarizing Research into Qualitative and Quantitative?" (Ercikan and Roth 2006)</p>
<p style="text-align: center;"><b>Week 2</b> The Nature of Social Science Sept. 13</p>	<p><b>IRAT/TRAT #1</b> <i>(covers all readings from CS and KK to date)</i></p> <p>CS, Chapter 2: "The Process and Problems of Social Research"            KK, 1e. Assumptions            KK, 1f. Bias            KK, 4. Functional Restrictions            KK, 4a. Access            KK, 4b. Proxies            KK, 4c. Interpretations            B, "Holy Men and Big Guns" (Sprague 1997)  <input checked="" type="checkbox"/> <b>1 pg. Procrastination Essay:</b> Post on Bb by start of class.</p>

<p><b>Week 3 Ethics Sept. 20</b></p> <p><b>Guest Lecture:</b> Tim Sparklin, Administrat or for Human and Animal Research Protections Office at UMBC</p>	<p><b>Participation Portfolio #1 Due on Bb before Class (covers all non-textbook readings on Bb to date)</b></p> <p>CS, Chapter 3: "Ethics in Research"  KK, 2. Ethical Restrictions  KK, 2a. Human Participants  KK, 2b. Privacy  O, "The Menace Within"  <a href="http://www.stanfordalumni.org/news/magazine/2011/julaug/features/spe.html">http://www.stanfordalumni.org/news/magazine/2011/julaug/features/spe.html</a>  B, "Observing Abuse" (Taylor 1987)  B, "Spies like Us" (Allen 1997)  B, The UMBC Institutional Review Board researcher's guide</p> <p><b>Read two of the following (your choice):</b></p> <ul style="list-style-type: none"> <li>O, The American Sociological Association's Code of Ethics, available at <a href="http://www.asanet.org/about/ethics.cfm">http://www.asanet.org/about/ethics.cfm</a></li> <li>O, The American Anthropological Association's Code of Ethics, available at <a href="http://www.aaanet.org/committees/ethics/ethcode.htm">www.aaanet.org/committees/ethics/ethcode.htm</a></li> <li>O, "An Ethics First" article on ethics in linguistics, available at <a href="http://www.insidehighered.com/news/2009/06/02/ethics">http://www.insidehighered.com/news/2009/06/02/ethics</a></li> <li>O, Explore the "Internet Research Ethics" site. The mission of this project is to "push the boundaries of traditional research ethics issues, allowing transformative models for managing internet research. It exists to provide sound resources, a solidified research base, and expert advice as more researchers and more IRBs/ethics boards struggle with the complexities of Internet research ethics."  <a href="http://internetresearchethics.org/">http://internetresearchethics.org/</a></li> </ul> <p><input checked="" type="checkbox"/> <b>Homework #1 (IRB Training) due at the start of class.</b> Go to <a href="http://www.umbc.edu/research/ORPC/human_subjects_use_training.html">http://www.umbc.edu/research/ORPC/human_subjects_use_training.html</a> and click on the module for "Human Subjects Training" to start. This module will take about 2.5 hours to complete. Email me a copy of your IRB training certificate to receive credit.</p>
---	--

## RESEARCH DESIGN

<p><b>Week 4</b> <b>Measurement</b> <b>Sept. 27</b></p>	<p><b>IRAT/TRAT #2</b> <i>(covers all readings from CS and KK SINCE last IRAT/TRAT)</i></p> <p>CS, Chapter 4: "Conceptualization and Measurement"            KK, 5b. Levels of Measurement            KK, 5f. Association            KK, 1b. Reliability            KK, 1c. Validity            O, "Do Cellphones Cause Brain Cancer?" From the New York Times: <a href="http://www.nytimes.com/2011/04/17/magazine/mag-17cellphones-t.html?pagewanted=1&amp;_r=1">http://www.nytimes.com/2011/04/17/magazine/mag-17cellphones-t.html?pagewanted=1&amp;_r=1</a>            B, "Truth and DARE" (Wysong, Aniskiewicz, and Wright 1994)</p> <p><b>Team Application Exercise #1: Hypothesis Testing (in class)</b></p>
<p><b>Week 5</b> <b>Sampling</b> <b>Oct. 4</b></p>	<p>CS, Chapter 5: "Sampling"            CS, Chapter 6: "Causation and Experimental Design"            KK, 1d. Generalizability            KK, 1g. Confounds            KK, 3d. Power            KK, 4e. Error            KK, 4f. Regression to the Mean            KK, 5a. Sample Size            KK, 5g. Randomness</p>
<p><b>Week 6</b> <b>Midterm Posters</b> <b>Oct. 11</b></p>	<p><input checked="" type="checkbox"/> <b>Midterm poster sketch is due on Bb at the END of class</b>            Work with groups in class to finish preparing your midterm posters</p>
<p><b>Week 7</b> <b>Midterm Posters</b> <b>Oct. 18</b></p>	<p><b>Midterm Peer Evaluation Due on Bb before start of class.</b></p> <p><input checked="" type="checkbox"/> <b>Online Gallery Walk: Present/Review Team Midterm Posters!</b>            More information on Blackboard, but class will NOT meet F2F.</p>

## METHODS OF DATA COLLECTION

<p><b>Week 8</b> Experiments Oct. 25</p>	<p><b>Participation Portfolio #2 due on Bb before class</b> <i>(covers all readings on Bb since last portfolio to date)</i></p> <p>B, "From Summer Camps to Glass Ceilings: The Power of Experiments" (Lovaglia 2003)  B, "Effects of Ethnicity and Gender on Teachers' Evaluation of Students' Spoken Responses" (Shepherd, in press)  B, "Executing Hortons" (Mendelberg 1997)  O, "The Obama Effect, Perhaps." Listen to the NPR RadioLab podcast, at <a href="http://blogs.wnyc.org/radiolab/2009/01/27/the-obama-effect-perhaps/">http://blogs.wnyc.org/radiolab/2009/01/27/the-obama-effect-perhaps/</a>. Then read the New York Times article, "Study Sees an Obama Effect as Lifting Black Test-Takers," at <a href="http://www.nytimes.com/2009/01/23/education/23gap.html">http://www.nytimes.com/2009/01/23/education/23gap.html</a>.</p>
<p><b>Week 9</b> Surveys Nov. 1</p>	<p><b>IRAT/TRAT#3</b> <i>(covers all readings from CS and KK SINCE last IRAT/TRAT)</i></p> <p>B, "Sense and Nonsense about Surveys" (Schuman 2002)  CS, Chapter 7: "Survey Research"  KK, 1d. Generalizability  KK, 1e. Assumptions  KK, 1f. Bias  B, Chapters 1, 2, and 3 from <i>How to Conduct Surveys</i> (2009)  B, "The Interpersonal Power of Feminism" (Rudman &amp; Phelan 2007)  B, "Internet Use and The Self Concept" (Rohall, Cotten &amp; Morgan 2002)</p> <p><b>Team Application Exercise #2: Survey Design (in class)</b></p>
<p><b>Week 10</b> Interviews Nov. 8</p>	<p><b>Participation Portfolio #3 due on Bb before class</b> <i>(covers all readings on Bb since last portfolio to date)</i></p> <p>B, "In Their Own Words: Making the Most of Qualitative Interviews" (Weiss 2004)  B, Chapters 1 and 4 from <i>Reflective Interviewing</i>  CS, Two excerpts from Chapter 9:  - pp. 221-223, "What are Qualitative Methods"  - pp. 235-238, "How Do You Conduct Intensive Interviews?"  B, "Negotiating the Color Line: The Gendered Process of Racial</p>

	<p>Identity Construction among Black/White Biracial Women" (Rockquemore 2002)</p> <p>B, "Working-Class Women Academics: Four Socio-linguistic Journeys" (Verdi and Ebsworth, 2010)</p>
<p><b>Week 11</b> <b>Focus Groups</b> <b>Nov. 15</b></p>	<p>CS, One excerpt from Chapter 9:  - pp. 239-244, "How Do You Run Focus Groups," "Analyzing Qualitative Data," "Ethical Issues in Qualitative Analysis," and "Conclusion"</p> <p>B, Chapter 2 from <i>Reflective Interviewing</i></p> <p>B, "The Role of Focus Groups in a Research Strategy" (Rose 2001a)</p> <p>B, "Vulnerability and Dangerousness: The Construction of Gender Through Conversation About Violence" (Hollander 2001)</p> <p>B, "The Social Contexts of Focus Groups" (Hollander 2004)</p> <p><input checked="" type="checkbox"/> <b>Homework #2 (Interviewing) due at the beginning of class</b></p>
<p><b>Week 12</b> <b>Observation</b> <b>Nov. 22</b></p>	<p><b>IRAT/TRAT #4</b> <i>(covers all readings from CS and KK SINCE last IRAT/TRAT)</i></p> <p>B, "The Promise and Pitfalls of Going into the Field" (Adler and Adler 2003)</p> <p>CS, One excerpt from Chapter 9:  - pp. 224-235, "How Does Participant Observation Become a Research Method?"</p> <p>B, "Participatory Research in Practice" (Rose 2001b)</p> <p>B, "Saints and Sinners: Elite Tattoo Collectors and Tattooists as Positive and Negative Deviants" (Irwin 2003)</p> <p>B, "'It's Just about Being Fair': Activism and the Politics of Volunteering in the Breast Cancer Movement" (Blackstone 2004)</p> <p>B, "Language and Literacy in a New Mainstream" (Enright 2011—make sure you read part 1 and part 2 of the article!)</p> <p><input checked="" type="checkbox"/> <b>Homework #3 (Observation) due by 5pm ON NOVEMBER 27<sup>th</sup></b></p>
<p><b>Week 13</b> <b>Discourse and Content Analysis</b> <b>Nov. 29</b></p>	<p>CS, Chapter 10: "Qualitative Data Analysis"</p> <p>B, "'Blacks and Bubbas': Stereotypes, Ideology, and Categorization Processes in Restaurant Servers' Discourse" (Mallinson and Brewster 2005)</p> <p>B, "Introduction to Content Analysis"</p> <p>B, "Images of Women's Sexuality in Advertisements: A Content Analysis of Black- and White-Oriented Women's and Men's</p>



	<p>Magazines" (Baker 2005)</p> <p><b>B</b>, "Hegemonic Representations of Women's Sexuality on Hurricane Katrina Souvenir T-Shirts" (Macomber, Mallinson, and Seale fc)</p> <p><b>B</b>, "A Content Analysis of Environmental Advertising Claims: A Matrix Method Approach" (Carlson, Grove, and Kangun 1993)</p> <p><b>Team Application Exercise #3: Content Analysis (in class)</b></p>
--	---

<p><b>Week 14</b> <b>Mixed</b> <b>Methods</b> <b>Dec. 6</b></p>	<p><b>IRAT/TRAT #5</b> <i>(covers all readings from CS and KK SINCE last IRAT/TRAT)</i></p> <p><b>CS</b>, Chapter 12, "Reviewing, Proposing, and Reporting Research"</p> <p><b>KK</b>, 4d. Results Representation</p> <p><b>B</b>, "Motivations for Mixed Method Social Research" and "Fitting Data Collection Methods to Research Aims" (Axinn and Pearce 2006)</p> <p><b>B</b>, "I am Not a Racist But..." (Bonilla-Silva and Forman 2000)</p> <p><b>B</b>, "'Because They Tip for Shit!': The Social Psychology of Everyday Racism in Restaurants" (Rusche and Brewster 2008)</p> <p><b>B</b>, "Interpreting Social Influences on Holocaust Knowledge" (Bischoping 1996)</p> <p><input checked="" type="checkbox"/> <b>Final poster due on Bb by Wednesday, December 8 at Noon (if you want it printed for free).</b> Work with groups in class to finish preparing your final posters</p>
---	---

**PRESENTING YOUR WORK**

<p><b>Week 15</b> <b>Final Poster</b> <b>Presentations</b> <b>Dec. 13</b></p>	<p><b>Participation Portfolio #4 due on Bb before class</b> <i>(covers all readings on Bb since last portfolio to date)</i></p> <p><b>Final Peer Evaluation due on Bb before start of class.</b></p> <p><input checked="" type="checkbox"/> <b>In-Class Gallery Walk and Class Party:</b> <b>Present your Final Posters!</b> More information on Blackboard</p>
---	---