New Course Request

Check Appropriate Boxes: 
Undergraduate credit [X] Graduate credit [ ] Professional credit [ ]

1. School/Division College of Liberal Arts and Sciences Academic Subject Code ANTH-A
2. Course Number 315 (must be cleared with University Enrollment Services) 4. Instructor McGuire
5. Course Title Quantitative Research Methods
   Recommended Abbreviation (Optional) Quant. Rsch. Methods
   (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Fall 2010
7. Credit Hours: Fixed at 3 or Variable from __________ to __________
8. Is this course to be graded S-F (only)? Yes ___ No ___
9. Is variable title approval being requested? Yes ___ No ___
10. Course description (not to exceed 50 words) for Bulletin publication: This course will guide students through the major steps of quantitative research. These steps include choosing a topic, developing propositions, operationalizing concepts, proposing hypotheses, and collecting data. Students will be introduced to quantitative data analysis and will learn how to interpret the results from such analyses.

11. Lecture Contact Hours: Fixed at 3.0 or Variable from __________ to __________
12. Non-Lecture Contact Hours: Fixed at 0.0 or Variable from __________ to __________
13. Estimated enrollment: 20 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: yearly Will this course be required for majors? Yes ___
15. Justification for new course: This course (joint-listed with SOC-S354) serves as one of the options for fulfilling the methods course requirement for the Anthropology major.
16. Are the necessary reading materials currently available in the appropriate library? Yes ___
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature] Date 9-3-09

Department Chairman/Division Director

Dean of Graduate School (when required)

Approved by:

[Signature] Date 10/07/09

Dean

Chancellor/Vice-President

University Enrollment Services

Date

Submitted after School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
**Course Objectives**

This course will introduce you to quantitative (i.e., numerical) research methods, a set of procedures that sociologists use to understand their social world. This is a hands-on course, meaning that you will learn quantitative research methods by practicing this set of procedures in individual and group projects. Each student will be responsible for developing an idea to study and then examining that idea using survey research. This course will also provide you with an introduction to SPSS for windows, a computer program used to analyze numerical data. Finally, this class will help you become a critical evaluator and consumer of quantitative social research.

**Required Reading**


Reserves:


You can get a hard copy of each article at the library’s circulation desk or an electronic copy by going to [http://ereserves.indiana.edu:83](http://ereserves.indiana.edu:83) Once you open this page, click on **Electronic Reserves and Course Materials**. In the next window, type in my last name or the course name. Click on **S258** in the next window and then enter the password, “research.” Click once on the article you want to read.

There will also be articles or sections of articles posted on Oncourse for you to read.
Suggestions for Learning

Be prepared for class and come to class regularly

This class is structured so that each week's material builds upon the previous week's. We will use class time to work through examples of the concepts you read about. We will also devote a considerable amount of class time to working on your research projects, so it is important to attend class regularly. If you must miss class, be sure to check Oncourse for assignments. It is also important to come to class on time. When you come to class late you jeopardize your performance and disrupt everyone's concentration. In order to get the most out of our class time, it is important to keep up with the readings and assignments. Once you get behind in this class, it is very difficult to catch up. If you feel yourself dropping behind the rest of the class, come see me to figure out a course of action.

Seek help when needed

I have found that most students do not utilize professors' office hours or do so too late in the semester. I encourage you to take advantage of this opportunity to receive individual attention. Don't wait until you are swamped or performing poorly in the course to come see me. If you know beforehand that you need help in certain areas (e.g., writing) come see me to discuss them. We can devise some strategies to help you deal with these challenges. My job is to teach--asking me for help outside of class is not an imposition. In addition to providing you with assistance, office hours give me the opportunity to get to know you, which I enjoy! Getting to know your professors is helpful if you are planning to obtain an advanced college degree (e.g., MSW, MBA) or to make a career change and need references. If you cannot see me during my office hours, make an appointment to meet with me. Please feel free to e-mail (the best way to contact me) or call me as well. I am not the only resource in this course, however. I suggest you exchange phone numbers with at least one other person in the class.

Approach Writing as a Process

Writing good papers is a process— you should write a minimum of two drafts of each assignment before you turn it in. In addition, you may want to take advantage of IUSB's Writing Center, located in 124 Administration Building (520-4495).
Course Requirements

Homework and Pop Quizzes (10% of grade)

Students are expected to complete five homework assignments. In addition, I will give a handful of unannounced quizzes on the reading. I will drop your lowest homework or quiz grade when computing your course grade.

Group Projects (10% of grade)

There will be five group projects, which will involve applications of the concepts discussed in lecture and the reading. There are no make-ups on group projects, but I will drop your lowest group project grade.

Survey Research Assignments (35% of grade)

There will be five assignments that cover the major steps of survey research. These assignments will serve as the foundation for the research paper.

Assignment 1: Choose a topic and develop propositions
Assignment 2: Develop hypotheses and operationalize concepts
Assignment 3: Create a complete survey
Assignment 4: Complete an Internal Review Board application
Assignment 5: Conduct data analysis and interpret results

I write a lot of comments on these assignments because they will be used in your final paper, so make sure to keep all copies of these assignments. Late assignments will be docked 5 points for each day they are late. I will drop your lowest survey research assignment grade.

Final Research Paper (45% of grade)

For the final research paper, you will revise your survey research assignments and combine them to form a research paper. This is the kind of paper that is appropriate to present at a conference and to publish. In fact, some of my former students have presented their papers at the Midwest Student Sociology Conference and published their papers in IUSB’s Undergraduate Research Journal and New Views on Gender.

Summary of Course Requirements:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Quizzes (drop lowest)</td>
<td>10%</td>
</tr>
<tr>
<td>Group Projects (drop lowest)</td>
<td>10%</td>
</tr>
<tr>
<td>Survey Assignments (drop lowest)</td>
<td>35%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Course grades are based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

**Other Business**

**Academic Misconduct:** All suspected cases of academic misconduct will be immediately turned over to the office of judicial affairs. Academic misconduct includes cheating on quizzes as well as plagiarism. When you copy text without citing your source you are plagiarizing.

**Pass/Fail Option:** To receive a pass, students must obtain at least 60 percent of the total course points.

**Cell phones:** Cell phones need to be turned off when you come into class.

**Computer Use:** Please refrain from using your computer when I am lecturing.

**Religious Accommodations:** If you require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs (VCAA). Either the instructor or the student may appeal the VCAA's decision to the Office of Affirmative Action within ten business days of the determination.

**Students with Disabilities:** If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact Jim Hassee, Director of Disabled Student Services (520-4832 or hassej@iusb.edu), as soon as possible to work out the details. Once Mr. Hassee has provided you with a letter attesting to your needs for modification please bring the letter to me.
## Course Outline

**Note:** Reading needs to be done before the class for which it is scheduled. For instance, read Chapter 1 in your book before you come to class on August 28th.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions &amp; Overview</td>
<td>Oncourse reading</td>
</tr>
<tr>
<td></td>
<td>The Scientific Perspective</td>
<td>Nardi: Ch.1</td>
</tr>
<tr>
<td></td>
<td>Class exercise: Identifying research goals</td>
<td>Oncourse reading</td>
</tr>
<tr>
<td>2</td>
<td>The Circle of Research</td>
<td>Nardi: Ch. 2</td>
</tr>
<tr>
<td></td>
<td><strong>Group Project:</strong> Developing Propositions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Circle of Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss Assignment 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Homework Due:</strong> Plagiarism Quiz</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Individual Project Meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Homework Due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual Project Meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Homework Due</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Bring your explanatory research question and two academic sources (the actual articles/books) to our meeting in my office (2289 DW).*
4  Causation
   Class Exercise: Practice for Assignment 1  Schutt: Ch. 6
   (on reserve)

Research Design

5  Conceptualization
   **Assignment 1 Due:** Topic & Propositions
   **Group Project:** Conceptualization

   Operationalization  Nardi: Ch.3

6  Operationalization
   Discuss Assignment 2

   **Group Project:** Operationalization
   **Homework Due**

7  Class Exercise: Forming hypotheses in your research projects
   **Homework Due**

   Developing a Questionnaire  Nardi: Ch. 4
   **Assignment 2 Due:** Hypotheses  On course reading
Developing a Questionnaire

**Group Project:** Critiquing Survey Questions

Ethics and Politics in Research

**Human Subjects Certification Test Due**

Babbie: Ch. 3

*(on reserve)*

Go to http://www.indiana.edu/~rcr/index.php

Read “Protection of Human Subjects in Research Tutorial” (under “Tutorials”) and then take the test at the bottom of the page.

---

Sampling

**Assignment 3 Due:** The Survey

Nardi: Ch. 5

Basic Quantitative Analyses

Babbie: Ch. 14

Class Exercise: Choosing the right type of analysis *(on reserve)*

---

Introduction to SPSS

**Assignment 4 Due:** IRB application

---

**Group Project:** Data Analysis & Interpretation

**Homework Due:** SPSS

---

Review of Data Analysis & Interpretation

Construct SPSS Data Files

Discuss Assignment 5
12 Data Manipulations and Analysis

Review Final Paper Requirements  
**Assignment 5 Due:** Data Analysis  
Nardi: Ch. 10

13 Revise Previous Assignments

Revise Previous Assignments

14 Conclusion and Reflection on Methods

No class—Happy Thanksgiving

15 Put Together Final Paper  
**Draft of Final Paper Due** (optional)

Put Together Final Paper

**Final Research Papers Due:** XXX, by noon, in my department mailbox (2288 DW). Do not put papers outside of my door.
Guidelines for Research Paper

Format: Your research paper needs to be typed, double-spaced and have 12 point font, page numbers, and a title page. You also need to use sub-headings (e.g., "Measurement of Variables") to differentiate between the sections of your paper. Papers should be between 13-15 pages long (excluding tables and bibliography). You need to use a minimum of five scholarly sources (books from academic presses or peer-reviewed journal articles) in your paper, EXCLUDING YOUR TEXTBOOK. You may use articles from the internet and popular magazines to supplement (but not replace) your scholarly sources.

Introduction

For this section, you'll draw upon Assignment 1.

a). Describe your general research topic and indicate all of your concepts of interest.

b). Explain why your topic/question is important (e.g., from an academic or policy point of view).

c). Clearly state your propositions. For each proposition, explain why you made the prediction you did. In other words, justify each prediction using theory, logic, or past research.

Methodology

For this section, you'll draw upon Assignments 2 and 4.

a). Describe how you operationalized each concept—list each variable, each variable's attributes, and the concept that variable is supposed to measure. This section may be put in a table format.

b). Describe the sampling strategy you used to obtain respondents. Explain exactly how you obtained research respondents (where did you approach potential respondents and what did you say to them?) and define all research terms (e.g., "quota sampling"). You should also state why you chose particular sampling strategies.
Presentation and Discussion of Results

For this section, you'll draw upon Assignment 5.

a). State the hypotheses you tested.

B). Present a table of results for each of your hypotheses (either crosstabs or mean comparisons). These can be attached as an appendix at the end of the paper.

Guidelines for Tables

* All tables should have variable labels (not just the 8 character names that appear in the data file) that provide a clear description of each variable.

* All nominal and ordinal variables should have value labels.

* All tables need a descriptive title, such as “Cross Tabular Analysis Between Respondents’ Gender and Type of Media Used in Last Week” or “Means Comparison Between Whites and People of Color on Amount of 2005 Earnings.”

* All tables need to be numbered, based upon where they appear in the text (i.e., number them according to the order in which you discuss them). When you discuss results in the text you should refer the reader to the appropriate table number.

* For cross-tab analyses, present the raw counts (frequencies) as well as the percentages within categories of your independent variable.

c). Interpret the results for each bivariate table by examining the pattern in the table (do not focus on just one number). Do the results in the table suggest a relationship between the independent and dependent variables? Explain what the results mean and indicate which of your hypotheses were supported and which were refuted. After you’ve described a pattern, provide evidence for your interpretation by referring to specific numbers from a table. For cross-tabulation, focus on the percentages, not raw counts (unless they are very low).

For example: The results in this cross tabulation table support my hypothesis that Blacks have lower 2005 gross earnings than whites. For example, 25 percent of Blacks, compared to 11 percent of whites, had 2005 gross earnings between 0-$15,000.

NOTE: Attach a copy of your frequency tables (which include original and recoded variables) to the end of your paper. There is no need to discuss them unless they help you to explain your bivariate results.
Conclusion

a). What independent variables help to explain your dependent variable(s)? What independent variables appear unimportant in explaining your dependent variable? Speculate why these factors did not have the expected effect on the dependent variable.

b). What do your results suggest for the questions you raised in your introduction? What recommendations do you have for people (scholars or practitioners) who are interested in your research question?

c). Describe three methodological weaknesses in your research. If you were to redo this project, how would you address these weaknesses?

Bibliography

All sources that are cited in the text must be included in a bibliography at the end of the paper. Use the citation format found in your textbook.

Questionnaire & Study Information Sheet

A final copy of your questionnaire (the one you distributed) and study information sheet should be attached to the end of your paper. This needs to be a clean copy, not one that has been filled out by a respondent.

Copy of Assignment 5

Include the copy that has my comments and grade on it.