

Graduate School for Social Research

2023 - 2024

Empirical Research in the Social Sciences (ERSS): Design, Implementation, and Write-up

<https://socialinquiry.wordpress.com/>

Course Description:

This course focuses on the logic of theory-driven and empirically-based social science research and the process underlying scientific production. We emphasize the practical steps that enable scholars to design their research project, formulate testable hypotheses, and select the data and analysis techniques most suitable for answering the project's research question(s). Equally important, the course teaches you how to read published academic studies to critically assess their merits and limitations, and how to write up research projects to meet the requirements and expectations of major English-language social science publication outlets, especially those of peer-reviewed journals like the *American Sociological Review*, *European Sociological Review*, and *Qualitative Sociology*, among others.

To this end, the course comprises **two independent**, albeit complimentary, components, which follow one another during the 2023-2024 academic year. Part I of the ERSS course, to take place in Autumn 2023, teaches students the practicalities of moving from research design to research implementation. Part II, offered in Spring 2024, focuses on writing social science publications and grant proposals.

The entire course is conducted from an interdisciplinary perspective. Below are the detailed descriptions for **ERSS Part I, *Research Design and Implementation in Social Sciences*** (30 hours, Semester I) and **ERSS Part II, *Writing in Social Sciences*** (30 Hours, Semester II), including timeline and requirements specific to each of the course's components.

ERSS Part I. Research Design and Implementation in Social Sciences

(30 hours, Semester I)

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Place: Room 232, Staszic Palace, 72 Nowy Świat, 00-330 Warsaw, Poland. Classes meet face-to-face unless the situation warrants otherwise.

Time: TBA

Office Hours: By appointment for office or online meetings. We are available via e-mail.

Course Website: <https://socialinquiry.wordpress.com/>

Description

Part I of the course *Empirical Research in the Social Sciences ERSS*, deals with the multiple, often simultaneous and reiterative, steps of developing and carrying out theory-informed, empirical projects. Good research requires a well-formulated and testable problem, alternative explanations, and data that explicitly

link concepts and hypotheses. Through a combination of lecture and discussion, we cover the role of theory for developing research questions and hypotheses, and for interpreting results; we discuss how to pose research questions that pass the “So what?” test, and how research questions and theory inform the formulation of research hypotheses; we assess different types of data (e.g. primary and secondary, survey and non-survey data) and research methods in terms of their usefulness for answering given research question(s) and addressing specified hypotheses. Part I also provides an overview of the main methodological problems that different types of data and analyses carry.

Objectives

ERSS Part I aims to provide students the key skills for developing both academic and non-academic research products that are empirically grounded and meaningful for the scientific community and/or for society in general (e.g. policy relevant). Understanding how to critically assess published empirical studies with respect to the clarity and consistency of their research design, measurement adequacy, soundness of causal statements, and the degree of correspondence between research problem – research questions/hypotheses – data – methods – conclusions, are important aspects of these skills.

At the end of ERSS Part I, you should be able to move from designing a study, whether article, dissertation proposal, or funding proposal, to implementing it. More specifically, you should know how to:

- Pose research questions relevant both to you and social science more broadly. Among others, these questions shall pass the “so what?” condition, and be methodologically feasible;
- Understand the importance of the link between theory and methods;
- Identify theory-informed arguments to generate empirically testable hypotheses;
- Assess the overall strengths and weaknesses of different types of data and data collection approaches;
- Identify possibilities of qualitative and/or quantitative data most suitable for evaluating the research hypotheses of your projects;
- Evaluate overall benefits and challenges of different social science research methods;
- Discuss possibilities and limitations of conclusions derived from different data and methods;
- Understand the ethical requirements of social science research.

In addition to imparting this specialized knowledge, ERSS Part I fosters critical thinking and communication skills. By the end of the semester, you should be able to present your research design and arguments to a scholarly audience or the lay public in clear, logical fashion.

Course Requirements

1. Classroom participation and attendance (15% of grade)

Everyone is expected to participate regularly and to come to class prepared to meaningfully discuss the readings. Punctual attendance is required. If you have a legitimate reason why you might be late on a regular basis, please notify us at the beginning of the course, or as soon as the condition appears. Excessive absences, tardiness, or leaving early will adversely affect your grade for classroom participation.

Class discussions centered on key issues of research design are an important element of this course. The discussion format mimics in miniature what professional sociologists do – actively engage in theoretical debates with colleagues. We expect discussion to be professional and polite – but engaged. Do not shy away from points. Push for your arguments. Do not accept two logically inconsistent points as “equally valid perspectives.” Seek to integrate alternative perspectives and understand the basic assumptions that drive different conclusions. We will push back on your arguments, and we trust you will do the same for each other. For this format to work, you must be active participants.

The presentation of the Outline of your research proposal (see Step 3 below) counts toward your grade for classroom participation.

2. Critical Reading Reactions (25% of grade)

To help focus class discussions and encourage you to think critically about social science research design and implementation, you will write six short reading reactions (ca. 300-500 words), based on either empirical articles or textbook chapters assigned in this course. We will circulate the schedule with due dates for the reading reactions in the first week of this course.

When reacting to an empirical article, please discuss how well the author(s) link (a) research question(s) and hypotheses to (b) the chosen empirical data, and (c) the selected methods of analyses. When reacting to a book chapter, please provide a summary of the chapter’s key points. At the end of the reading reactions to both empirical papers and book chapters, include questions that you have about the readings (e.g. what you may not have understood with regards to the overall research design and its implementation, including analyses), questions about the nature of social science, or a short critique of an article’s methodology. These reactions are not about how you ‘feel’ about the readings (whether you liked them or not), but should be analytical in nature.

In preparing your reading reactions, you are encouraged to discuss the readings with your colleagues, and look up unclear concepts and terms. We will use your reactions as part of class discussion. Please come prepared to discuss what you wrote.

3. Group Assignment - Field Research (20% of grade)

To experience how the process of research design and implementation can feel, you will engage in a group exercise where you will use observation as your data collection method. Since the method is the “servant” (Firebaugh 2008), together with members of your group you will first need to formulate a research question that you can answer using data collected via field observation. Specific requirements of the Group Assignment, including for writing up the results of your exercise, will be handed out in class.

4. Research Design for an Empirical Article (40% of grade)

The final project for this course consists of writing the research design for an empirical article. You have the opportunity to further develop this article during ERSS Part II (Semester 2) and submit the resulting work to GSSR at the end of the academic year, as part of the documents necessary for the yearly evaluation of your PhD research progress. Put differently, you can submit the paper developed during the ERSS course as the required article required by GSSR at the end of Year 1 (see PhD Handbook).

The research design for ERSS Part I will take the form of a research proposal (around 2 500 words, 12-point font, double-spaced). We will discuss the appropriate components of the proposal in class, and provide a detailed handout of the requirements. Each student must write up their own paper individually and turn in their own work.

Completing the Research Proposal involves three steps, each due at different time points during Semester I (see Time Outline in Syllabus):

Step 1: Prepare a 300-500 words **General Statement about your Research Proposal's Topic** that should include (a) Knowledge gap and Research problem; (b) Research question(s), and whether answering these questions presuppose description, theory-testing, or both; if you plan causal research, hypotheses are encouraged, but not mandatory for Step 1; (c) The argument as to why your research question passes the 'so what' condition; (d) What data you consider most appropriate for addressing the research question(s); (e) If you intend to collect data, what sampling technique you regard as most appropriate for your study?

The General Statement can take the form of a flowing narrative, or of bullet-points (with or without additional statements developing a given point).

Step 2: Prepare the **Outline of your Research Proposal** (about 800 words) that incorporates the instructor-provided feedback to your General statement (Step 1). The Outline should briefly discuss each of the following elements: (a) Knowledge gap and research problem; (b) Research question(s); (c) Main theoretical framework(s) that inform your research (enumeration, not detailed description of theory); (d) If your research involves causal analysis, provide the research hypotheses and briefly indicate how they link to the theoretical framework(s) you chose; (e) What data and methods you regard as necessary to examine the research hypotheses; (f) What limitations are these data and methods likely to have, given what you set out to investigate? The Outline can take the form of a flowing narrative, or of bullet-points whose main ideas you briefly develop via accompanying phrases under each point.

Step 3: In-class presentation of the Research Proposal Outline. You are expected to present your Proposal Outline during one of the last two course sessions. We will share details about the format of the presentation in class. To facilitate discussion, you need to electronically share your Outline, and, if applicable, additional materials, with the class (instructors and colleagues) at least one day prior to your presentation.

Please prepare a 500-word response to the feedback to the Proposal Outline (Step 2) received from the course instructors, and submit it via email to us at least two days before your scheduled in-class presentation. React to the feedback we provided point-by-point, explaining your decisions. In particular, if you decide not to implement instructors' suggestions, please explain why so. You may use the time of the in-class discussion of your proposal (after your presentation) as the occasion to discuss feedback on your proposal that you have got from others.

Write the full **Proposal of the Research Design** (around 2500 words) according to the requirements distributed in class. The proposal is due electronically on Friday, February 9, 2024.

Grading

Grades will be based: 15% on Class participation, 25% on Reading reactions; 20% on Field Methods Assignment; and 40% on the Research Proposal. Total possible points = 100%.

Students receiving more than 90% of possible points receive at least a 5-, more than 80%, at least a 4-, more than 70% at least a 3-, and more than 60% at least a 2.

Readings

Readings for ERSS Part I are available from the instructors, via a course-specific G-drive. Readings are shared for academic instruction only, and are not to be distributed further. Please consult the Timetable for reading materials assigned to each class period.

Resources:

Bryman, A., 2012. *Social Research Methods*. OUP Oxford.

Creswell, J. W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, 3rd edition. Los Angeles: Sage.

Firebaugh, G. 2008. *Seven Rules for Social Research*, Princeton University Press.

Hargittai, E. (ed.) 2009. *Research Confidential: Solutions to Problems Most Social Scientists Pretend They Never Have*. University of Michigan Press.

Humphrey, C. and Lee, B. H. (eds.) 2004. *The Real-Life Guide to Accounting Research: A Behind-the-scenes View of Using Qualitative Research Methods*. Elsevier.

King, G. R., Keohane, O. and Verba, S. 1994. *Designing Social Inquiry*, Princeton University Press.

Minichiello, V., Aroni, R. and Hays, T. N. 2008. *In-depth Interviewing: Principles, Techniques, Analysis*, 3rd edition. Pearson/Prentice Hall.

Singleton, R. A. Jr. and Straits, B. C. 1999. *Approaches to Social Research*, 3rd edition. Oxford University Press, USA.

Cross-Cultural Survey Guidelines <https://ccsg.isr.umich.edu/chapters/>

Policies on Attendance, Late Materials, and Make-Up

During class, smart phones and other electronic devices with noise-capacity must be turned off. We will make exceptions to this rule if you explain why you need them turned on during class. Please inform us of this reason before class begins.

Please remember to be courteous and polite to one another during heated discussions. We will be with each other for several months and we all need a comfortable classroom environment to learn and discuss issues.

All assignments are to be turned in electronically, via email to the instructors by the specified deadlines. We will accept late materials at our discretion and *only if* notified 24 hours prior to the deadline. Except for documented reasons (e.g. doctor's note), late assignments will incur a 10% penalty per day. For emailed assignments: it is your responsibility to be sure that we received your work.

Course Outline: ERSS Part 1, 2023-2024	
1. Wednesday, October 18 10:30 – 12:30	<p>Introduction to Research Design</p> <p>Creswell, John W. 2009. Ch. 1 “The Selection of a Research Design” <i>Hargittai</i> (Ed) Introduction (Ch1) by Hargittai “Doing Empirical Social Research”</p> <p><u>Additional readings (optional):</u> Becker, Gary. 1993. “How I Learned What a Crock Was” <i>Journal of Contemporary Ethnography</i> 22: 28-35. <i>This article illustrates how research topics are generated</i> Singleton Royce A. Jr. and Bruce C. Straits, Ch 2 “Nature of Science”</p>
2. Wednesday, October 25 10:30 – 12:30	<p>Foundations of Research Design, Part I: Theory and Concepts</p> <p>Gerring, John. 1999. “What Makes a Concept Good? A Criterial Framework for Understanding Concept Formation in the Social Sciences.” <i>Polity</i> 31(3): 357-393. Gerring, John. "The mechanistic worldview: Thinking inside the box." <i>British journal of political science</i> 38, no. 1 (2008): 161-179.</p>
3. Wednesday, November 8 10:30 – 12:30	<p>Foundations of Research Design, Part II: Research Questions and Hypotheses</p> <p>Grix, Jonathan. "Introducing students to the generic terminology of social research." <i>Politics</i> 22, no. 3 (2002): 175-186.</p>
4. Wednesday, November 15 10:30 – 12:30	<p>Foundations of Research Design, Part III: Knowledge Gaps and Contributions</p> <p>Watch “Leadership Lab: The Craft of Writing Effectively,” by Larry McEnerney, Director of the University of Chicago's Writing Program: https://www.youtube.com/watch?v=vtIzMaLkCaM</p> <p><i>Optional:</i> Nicolaisen, Jeppe, and Tove Faber Frandsen. "Zero impact: A large-scale study of uncitedness." <i>Scientometrics</i> 119, no. 2 (2019): 1227-1254.</p>
5. Wednesday, November 22 10:30 – 12:30	<p>Research design: What gets published in Top Journals</p> <p>In-class exercise in which we examine articles from the top journals in sociology.</p>
6. Wednesday, November 29 10:30 – 12:30	<p>Units of observation. Sampling types.</p> <p>Bryman, A. 2012. Social research methods (4th ed). CHAPTER 3. Research Designs. pp .44-77. Herring, C. 2019. Complaint-Oriented Policing: Regulating Homelessness in Public Space. <i>American Sociological Review</i>, 0003122419872671.</p> <p>Step 1, Research Proposal: General Statement about Research Topic, due</p>
7. Wednesday, December 6 10:30 – 12:30	<p>Case selection. Sampling bias.</p> <p>Singleton Royce A..Jr. and Bruce C. Straits, Ch. 5 “Sampling” Górska, Maria, Anna, Karolina Kulicka, Zuzanna Staniszewska, and Dorota Dobija. "Deepening inequalities. What did COVID-19 reveal about the gendered nature of academic work?" <i>Gender, Work & Organization</i>. https://doi.org/10.1111/gwao.12696</p>

<p>8. Wednesday, December 13 10:30 – 12:30</p>	<p>Operationalizing Concepts: Reliability & Validity of Indicators Creswell, John W. 2009. Ch. 5 “Measurement”</p>
<p>9. Wednesday, December 20 10:30-12:30</p>	<p>Discussion of Research Fieldwork Projects Singleton Royce A..Jr. and Bruce C. Straits, Ch. 10 “Fieldwork” Tian, X. 2018. “Escaping the Interpersonal Power Game: Online Shopping in China”. <i>Qualitative Sociology</i>, 41(4), 545–568.</p>
<p>10. Wednesday, January 3 10:30 – 12:30</p>	<p>Survey Research: Question, questionnaire and survey types Singleton and Straits. Chapter 9. Survey Instrumentation. Krosnick, Jon, Stanley Pressner, 2010. Question and questionnaire design. <i>Handbook of survey research</i>, 263-314. Schneider, D.; Harknett, K. 2019. “Consequences of Routine Work-Schedule Instability for Worker Health and Well-Being”. <i>American Sociological Review</i>, 84(1), 82–114. Group Assignment Field Methods, due</p>
<p>11. Wednesday, January 10 10:30 – 12:30</p>	<p>Experiments in the Social Sciences Foschi, Martha. 2014. “Hypotheses, Operationalizations, and Manipulation Checks.” In Webster, Murray Jr. and Jane Sell (Eds.) <i>Laboratory Experiments in the Social Sciences</i> (Second Edition). Amsterdam: Elsevier/Academic Press. González, M. J., Cortina, C., & Rodríguez, J. 2019. The Role of Gender Stereotypes in Hiring: A Field Experiment. <i>European Sociological Review</i>, 35(2), 187-204. Auspurg, Katrin, Thomas Hinz, and Carsten Sauer. 2017. “Why Should Women Get Less? Evidence on the Gender Pay Gap from Multifactorial Survey Experiments.” <i>American Sociological Review</i> 82: 179-210.</p>
<p>12. Wednesday, January 17 10:30 – 12:30</p>	<p>Mixed Methods Creswell, John W. 2009. Ch. 10 “Mixed Methods Procedures” in <i>Research Design: Qualitative, Quantitative, and Mixed Method Approaches</i>, 3rd edition. Los Angeles: Sage. Baranowska-Rataj, A., Matysiak, A.; Mynarska, M. 2014. “Does Lone Motherhood Decrease Women’s Happiness? Evidence from Qualitative and Quantitative Research”. <i>Journal of Happiness Studies</i>, 15(6), 1457–1477. Step 2, Research Proposal: Outline of Research Proposal, due</p>
<p>13. Wednesday, January 24 10:30-12:30</p>	<p>Research ethics Salganik, Matthew J. 2018. Ch.6 Ethics. In <i>Bit by Bit: Social Research in the Digital Age</i>, pp. 281 – 331 Lewis, K., Kaufman, J., Gonzalez, M., Wimmer, A; Christakis, N. 2008. Tastes, ties, and time: A new social network dataset using Facebook.com. <i>Social Networks</i>, 30(4), 330–342.</p>

14 & 15. Wednesday, Jan 31 10:30 – 12:00 12:30 – 14:00	Student Presentations of Research Proposals
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Research Proposal: Full proposal due on Friday, February 9, 2024.