Course Overview

The purpose of this course is to introduce you to the basic knowledge of research methods. It helps students to develop an understanding, knowledge, skills and comfort with quantitative and qualitative research methods. The qualitative methods will be presented as complimentary to quantitative paradigm rather than contradictory and competitive. You are expected to undertake a "pilot" research project and to submit field notes (or the assigned exercise) on the specified dates throughout the term.

Experiences with research projects that 'got off on the wrong foot' will be shared. Examples might include: use of inconsistent or inappropriate methodology; challenges in collecting data from 'hard to find' populations; difficulties in gaining research approval or access to the field; dealing with funding; time restrictions and/or disastrous interviews. Accounts will be also reported of how 'real' fieldwork actually gets done along with reflections on how their experiences are linked up with more general questions around research methodologies and findings.
Goal and Objectives

Specifically, the goals and objectives are:

- Acquire knowledge about the historical context of quantitative and qualitative research methods.
- Familiarize with basic assumptions of the quantitative and qualitative paradigms in comparative way.
- Formulate a field work research project
- Familiarize with various quantitative and qualitative methods of conducting empirical research
- Familiarize with important research terms and concepts
- Discuss the ethics and politics of Social Research
- Introduce methodological and ethical implications of the assumptions of quantitative and qualitative research
- Introduce to program evaluation and policy analysis

Course Policies

1- The readings will help you learn to do, evaluate and reflect on quantitative and qualitative research. Please read after each class.
2- You should have a sense of responsibility. Class attendance is required and assessed. Coming late is not permitted without a proper justification.
2- It is **strictly** prohibited to use or to show mobile during the course.
3- You are strongly encouraged to participate in the discussion periods during classes and indeed beyond the classroom.
4- You are kindly requested to log in regular basis the Moodle as different discussions and assignment will be posted there.
5- Academic integrity
   The heart of the teaching profession is integrity. Any violation of academic integrity will NOT be tolerated and will result in serious repercussions. Please refer to AUB policies and procedures on academic integrity. 

Essay writing is an essential part of the learning process and a vital medium through which we can assess your understanding of the subject. Written work must therefore be your own work. This does not mean that you should not make use of the work of others. However, when you quote or paraphrase the explanations of others, you must acknowledge your sources **in full**. You may seek the help of your teacher in preparing the essay and might enlist the help of fellow students in sorting out your ideas, but the final essay must be written by you in your own words.

Plagiarism occurs when students fail to acknowledge that ideas have been borrowed or when the paraphrasing of a passage from a reference is too close to the original reference material. Specifically it occurs when:
- phrases and passages are used verbatim (word for word) without quotation marks and/or without a reference to the author;
- an author’s work is paraphrased and presented without a reference;
- other students’ essays are copied;
- essays are written in conjunction with other students (without prior permission);
- an essay has already been submitted for assessment in another course;
- material is downloaded from the internet and incorporated into the essay without acknowledgement.

Another form of plagiarism can occur where paragraphs or slabs of text are taken from one or more references (usually largely without quotation marks) and connected by sentences to make up an essay. Even if the borrowed text is referenced with the author’s name and date (and page), the substance of the paper is not the student’s own work or ideas/arguments.

6- AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

Course Textbook and Readings


Further Reading
Bryman, Alan (2001) Social Research Methods
Quinn Patton, Michael (2002) Qualitative Research and Evaluation Methods
Hamel, Jacques (1998) "The positions of Pierre Bourdieu and Alain Touraine respecting the qualitative Methods, the British Journal of Sociology". (article in Moodle)

Course Items

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<th>Topic</th>
<th>Readings</th>
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<td><strong>Topic 1. Beginning Principles</strong></td>
<td>Babbie (2011) Chapters 1</td>
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<td><strong>Topic 2. Structuring a Research project</strong></td>
<td>Babbie (2011) chapter 3</td>
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<td><strong>Topic 3. Social Measurement</strong></td>
<td>Babbie (2011) chapter 4</td>
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<td><strong>Topic 5. Sampling</strong></td>
<td>Babbie (2011) chapter 6</td>
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| **Topic** 6. Survey research design | Babbie (2011) chapter 8  
Questionnaire development; Symbolic interactionist approach; Interviewing skills; Structured/semi-structured/unstructured interviewing | Foddy (1993) chapter 2 |
| **Topic** 7. Field Research | Babbie (2011) chapter 9  
Documentary: Qualitative research method  
Software MAXQDA |
| **Topic** 8. Nonreactive Methods | Babbie (2011) chapter 10 |
| **Topic** 9. Ethical and political issues (‘Value-free’, anonymity, confidentiality, informed consent; empowering vulnerable populations) | Babbie (2011) chapter 3 |
| **Topic** 10. Introduce to program evaluation and policy analysis (action research; applied research; feasibility assessment; cost-benefit analysis) | Babbie (2011) chapter 12 |
| **Topic** 11. Observation of Behavior  
Participant observation  
Direct and indirect observation | Bryman, Alan (2001) chapter 14 pp. 289-311 |

**Assessment**

15% Class attendance and participation

30% Mid-term Quiz (subjective + objective) (**October 13**)  
Multiple choice-type questions plus short essay answers

20% Research Assignment  
(**Due: Nov 13**) 

35% Final Exam (subjective + objective) (**Date to be Advised**) 

**Glossary**

Please visit this website for the definition of sociological concept  