

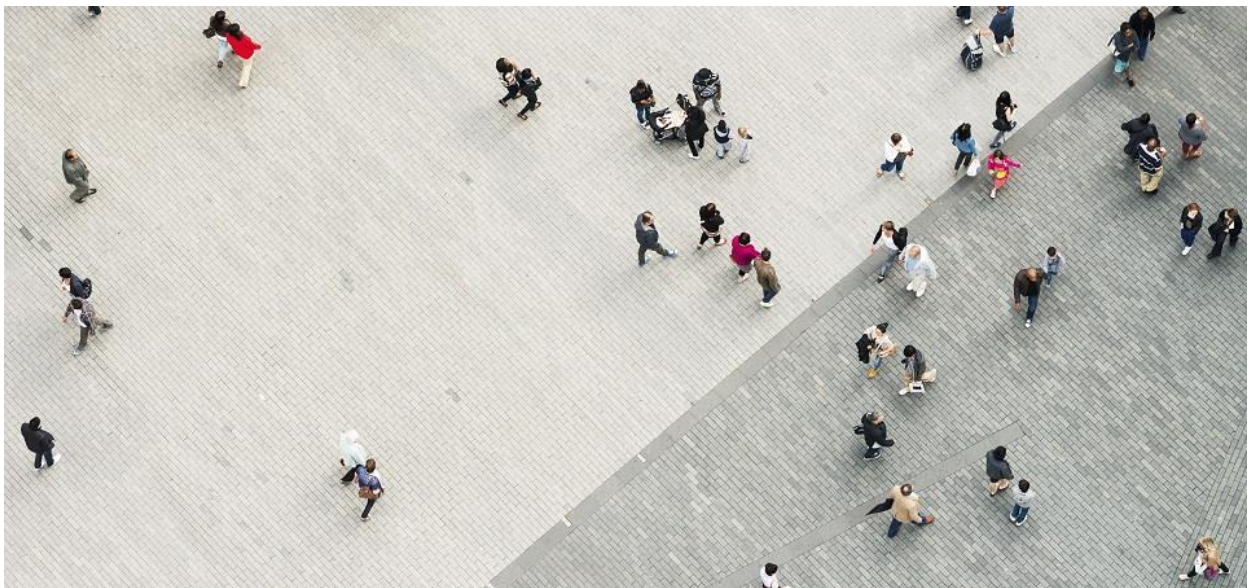
**London
South Bank
University**

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Module Guide

Researching Social Life

DSS_4_RSL



School of Law and Social Sciences

2016-17

Level 4

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Overview of lecture programme

Week 1	Introduction to the module and key themes in social research
Week 2	Identity and research
Week 3	The research process and Introduction to the mini-projects
Week 4	Introduction to qualitative methods: Interviews
Week 5	Qualitative methods: focus groups
Week 6	Individual tutorials
Week 7	Participant observation and ethnography
Week 8	Data analysis techniques: coding
Week 9	Reliability, validity and the presentation of your findings
Week 10	The Case Study as a research method
Week 11	Quantitative Methods: Survey design and testing
Week 12	Module review and exam preparation

1. MODULE DETAILS

Module Title:	Researching Social Life
Module Level:	4
Module Reference Number:	DSS_4_RSL
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Course(s):	BSc Hons Sociology, BSc Criminology, BSc Sociology with Criminology
Year and Semester	Year 1, semester 2
Module Coordinator:	Helen Easton
MC Contact Details (Tel, Email, Room)	Ext. 5880, eastonhj@lsbu.ac.uk , B240
Teaching Team & Contact Details (If applicable):	Matthew Bond Helen Easton Chris Magill Federica Rossi Julia Shaw Shaminder Takhar
Subject Area:	Sociology
Summary of Assessment Method:	1. 1000- 1500 word research project (50%) 2. 1.5-hour seen exam (50%)
External examiner responsible for the module:	Angus Nurse, Middlesex University
Subject Librarian:	Alison Skoyles, skoylesa@lsbu.ac.uk (temporary position)

2. SHORT DESCRIPTION

This module will introduce students to qualitative methods used by social scientists to conduct investigations. The module will look at a range of qualitative methods and different types and structures of data collected to illustrate how research works. In addition, lecture and other activities will demonstrate to students how to apply basic research methods and present results in a meaningful and informative way. The module also aims to expose students to relevant critical issues which arise from carrying out research with a particular focus on race, gender, and class. Quantitative methods will be briefly discussed towards the end of the module.

3. AIMS OF THE MODULE

The module aims to:

- provide students with an understanding of the relationship between sociological questions, argument and evidence

- offer students skills for academic reading, including summarising and identification of relevant information for analysis
- develop students' ability to report empirical sociological research findings
- enhance students' ability to choose appropriate methods for their own projects
- give students hands-on experience of research activities and foster a degree of confidence that will enable them to put theoretical knowledge to practical use
- convey a sense of the centrality of research methods to the sociological enterprise and relevance of these skills to all BSc pathways in the Division of Social Sciences
- develop students' skill and ability to look critically at social science publications

4. LEARNING OUTCOMES

On successful completion of this module students will have:

4.1 Knowledge and Understanding

- gained knowledge of a range of methods and issues raised by doing research
- gained knowledge about how identity impacts on the research process including race, gender and class

4.2 Intellectual Skills

- developed key skills in data collection and interpretation
- developed key examination skills

4.3 Practical Skills

- worked in groups on defined activities and produce outcomes that can be shared in class
- participated in discussion and presented basic social research material orally

4.4 Transferable Skills

- the ability to communicate ideas and debate key issues verbally and in written form
- participated in discussion and presented basic social research material orally
- the ability to grapple with complex ideas and concepts
- the ability to utilize information technology
- have the ability to work toward and manage deadlines

5. ASSESSMENT OF THE MODULE

This module is assessed by:

- a) a small research project of 1,000-1,500 words (50% of marks)

b) a 1.5-hour seen examination consisting of one question which relates to the theory and practice of research (50% of total marks)

Please note that to pass the module a mark of 40% is required.

Coursework must be submitted electronically via the module Moodle site and should also be submitted to Turnitin. Marks will be deducted for late submission.

All coursework must have a word count clearly presented at the end. Penalties for going over the allocated word count are as follows:

- Over 10% over word length - deduct 5 marks.
- Over 20% over word length - deduct 8 marks.
- Over 25% over word length - deduct 10 marks.
- Over 50% over word length - deduct 20 marks.

Hints on completing your assessment

- Your work must be presented according to the format required
- You must demonstrate a clear understanding of the methods used in your project
- You need to demonstrate good knowledge and understanding of the topics addressed (see also learning outcomes) and show that you have undertaken independent research using a range of sources
- You need to provide appropriate examples or the inclusion of relevant data or supporting evidence
- Do not forget to reference correctly and provide a bibliography, correctly set out, at the end of your work.
- Avoid lengthy quotations or answers that simply link together quotations from your sources - put points succinctly in your own words and cite the source of the argument or evidence
- Ensure your answer provides analysis (how and why things happen) and not just a descriptive account (what happens).
- Give sufficient time for proof-reading - correcting errors and checking that the answers make sense. Poor expression in English will lose you marks.
- Please note that Wikipedia or other non-academic internet sites are not acceptable sources for University coursework

For a more general outline of assessment issues and marking criteria please see the Course Guide

Plagiarism

Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations that apply if it is discovered. You will find further details on plagiarism in the *LSBU Assessment and Examinations Handbook* (https://www.lsbu.ac.uk/_data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf) and in your Course Guide. Please read these carefully.

Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the work. The following link takes you to a Library 'how to guide' on referencing, and provides details on standard referencing:

<https://my.lsbu.ac.uk/my/wcm/connect/9c19919b-d27d-430e-b821-0e71bcecae22/harvard-referencing-helpsheet.pdf?MOD=AJPERES>

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:

Tomlinson, J. (1992) Planning: Debate and Policy in the 1940s, *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from:

<http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

6. FEEDBACK

The coursework deadlines are published, after discussions between staff, and where appropriate between staff and students, in the first few weeks of the semester. It has been provisionally agreed that the deadline for the coursework for this module is 27 April 2017. Marked coursework is returned to students within 15 working days of submission.

7. STUDENT EVALUATION

In 2015-16 there was a 34% response rate to the Module Evaluation Questionnaires. Of those responding 65% agreed or strongly agreed that their overall experience of the module was good, 83% that Moodle was useful, and 78% that the lectures were of a good quality. Positive qualitative comments included:

NAME was fantastic, humorous, warm, very intelligent and caring, she made everything so clear and understandable
SEMINARS WERE BETTER THAN OTHER COURSES IN THE WAY STUDENTS INTERACT MORE RATHER THAN TEACHER TO STUDENT
the different topics were discovered throughout the whole year.
being able to research a question based on my identity.
lecturer was there to help and give advice to student
The lectures were the best part and the seminars were also very useful and interesting
the fact that I could chase the topic of my assessment and the lectures and seminars were useful and clear.
the seminar groups were very useful
being involved in the research and conducting interviews focus groups
our lecturer engaged with the students which makes the subject more attentive and participate more
doing the mini project
the individual research project as it gave me agency over what I wanted to study and pick my own subject
the ability to engage in a mini project that involves testing your personal identity within the boundaries of academic study
great teaching all reading materials were useful
carrying out a research project
carrying out a research doing a project
THE TUTOR ENGAGED A LOT WITH THE STUDENTS IN BOTH SEMINARS AND LECTURES THIS HELPS ME TO RETAIN FOCUS

THE LECTURES WERE THE BEST PART ABOUT THIS MODULE they were easy to understand and straight to the point. The lecture slides were simple and easy to read take notes from. The lectures were always full of a good vibe

THE CHANCE TO CONDUCT RESEARCH

DOING A project made assessment more interesting rather than writing another essay

Although the overall picture is of an appreciative cohort of students there were suggestions for how to improve the module. These included:

Structure of the module guide

teacher needs to give better guidance when being asked questions

essay practice

the power point are bland, despite having an enthusiastic lecturer, which does indeed make the lecture more interesting, but the power points need to be less text with more variety to offer to the students

going through how you write essay eg examples

variety of reading material

I would like this module to improve on reading materials as they were few

explain the assignment questions in more detail and give better guidance to support the student so that they can complete the work.

help with structures explain exam questions in more detail and give better guidance to support students.

more details about the assignment because sometimes it is confusing.

More preparation for the final exam

These issues will be addressed during 2016-17

8. INTRODUCTION TO STUDYING THE MODULE

8.1 Overview of the Main Content

- The sociological research process
- Social identity and research
- Qualitative interviews
- Focus groups
- Participant observation
- Ethnography

- Data analysis techniques: coding
- Reliability of evidence and presentation of findings
- Case Studies
- Quantitative methods: survey design and testing

8.2 Overview of Types of Classes

This module will be supported by a Moodle (virtual learning environment) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar each week.

You are expected to read from the core text and from a short bibliography provided for each topic, and, where appropriate, keep abreast of current developments. Seminars form an integral part of the course and you are required to attend on a regular basis, to actively engage in discussion and prepare in advance to discuss your own and others' research projects. Seminars will be used to address both the academic content of the module and study skills. Group working, allowing you to develop the core material further and benefit from supervised discussion, will be a recurrent feature of the seminars

8.3 Importance of Student Self-Managed Learning Time

The importance of your own commitment to your studies cannot be over-stated. The 155 hours of non-contact time should be spent in working on your project, reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop your knowledge and understanding. It is to be expected that questions raised and difficulties encountered here will be brought to seminars for discussion. Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups with a view to presentation of an oral report, and commenting on documentary evidence.

8.4 Employability

You will be able to apply social science knowledge to various work based settings and apply skills from the module to employment. This module will give knowledge and skills that are useful for work in the public, private and voluntary sectors. Students will become aware of key qualitative methods for the collection of data including interviewing, focus groups and participant observation skills. Students will develop and strengthen their skills and ability to collect information, ideas and evidence. Students will enhance and strengthen their ability to read, understand, interpret, and assess the validity of research. In addition student will develop skills for employability including a range of communication and presenting skills.

9. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

The core text for this module is Bryman, A. (2012) *Social Research Methods (4th Edition)*, Oxford: Oxford University Press. Each week a reading from this text will be recommended. *Earlier editions of this text are cheaply available for sale second hand and cover the same material – although in different chapters.* Please read this core reading to prepare for seminars and to reinforce the learning from the lectures.

There will also be a supplementary reading for each week's seminar. These readings are noted under 'seminar reading'. A reading pack of each of these readings will be provided and where possible they will also be available on moodle.

Week 1

Lecture Introduction to the module and key themes in social research (Helen Easton)

This lecture will introduce students to the importance of research methods to the construction of knowledge about the social world. It will address some of the key themes that appear in social research and the range of methods that can be adopted by social scientists.

Seminar This seminar will cover the general organisation of the module and introduce students to the module reading and seminar activities. A reading pack of seminar materials will be handed out. In groups students will be encouraged to think about the nature of social research and the variety of approaches, methods and subjects that social research can address.

Seminar activity: What is social research?

- 1) In small groups identify as many types of social research that you can think of. We will then return to the larger group to discuss your ideas.
- 2) Review three examples of recent social research and assess them in relation to their author, purpose, audience, methods and findings.

Reading

Core Bryman, A. (2012) *Social Research Methods*, Oxford: Oxford University Press. (Chapter 1; See also Chapter 7 and Chapter 17 about the main pre-occupations of qualitative and quantitative research).

Seminar For this week's seminars you will look at the following three recent examples of social research. These are in your reading pack and on moodle.

Neale, B. and Clayton, C.L. (2011) 'Following Fathers: The lived experience of teenage parenting over time', *Timescapes Policy Briefing Paper 2*, Economic and Social Research Council. Available at:
<http://www.timescapes.leeds.ac.uk/assets/files/Policy-Conference-2011/paper-2.pdf> [Accessed: 26/01/2017]

Savage, M. et al (2013) 'A New Model of Social Class? Findings from the BBC's Great British Class Survey Experiment', *Sociology*, 47(2), 219-250.

Taaffe, H. (2017) *Sounds Familiar?*, London: The Fawcett Society, Available at: <http://www.fawcettsociety.org.uk/wp-content/uploads/2017/01/Sounds-Familiar-January-2017.pdf> [Accessed: 26/1/2017]

Week 2

Lecture Identity and research (Shaminder Takhar)

Who Are We? The Construction of Identity

In this session we will look at how we understand social identity through the different roles we play in society, our relations with others and what we have in common. We will explore the influences on identity construction and whether identities such as gender, race, and sexual orientation impact on the research process. The changing nature of identity will be taken into account including virtual / digital / networked identities. Although within social sciences identity has been studied extensively we will explore the following questions:

- What is identity?
- How does the identity process work?
- What influences our identity?
- Do we have individual / collective identities?
- Are our identities constructed personally or socially?

Seminar "My fullest Name" (adapted from Critical Multicultural Pavilion)

Everyone has a personal and social identity. Personal identities include an individual's name, unique characteristics, history, personality and other traits that make one different from others. Social identity includes affinities one has with other people, values and norms that one accepts, and the ways one has learned to behave in social settings.

Write your fullest name and tell your story to another person in your group.

Who gave you your name?

What is the ethnic origin of your name?

Do you have a nickname and who gave you this name?

What is your preferred name?

Write the top three identities you feel closest to and share with others in your group by sharing meanings, significance, culture, significant ancestors

Self-managed learning: Activity to do at home and bring to the discussion next week

Does social media perpetuate prejudice or can it be used to combat prejudice?

Access websites to find posts that either reflect negative stereotypes and/or prejudiced attitudes or posts that take a social justice perspective on the topic, for example, the site suggests ways to combat these attitudes and beliefs. To find sites on Facebook, type in key words such as “racism,” “sexism,” or “homophobia,” “hate Obama” “politically correct” or “Muslim terrorist.” On Twitter, some search suggestions include “I’m not racist, but,” “ageism and Hillary Clinton,” “everyday sexism.”

Background Research: Many individuals and groups use social media as a mechanism for social activism. For example, 93% of the most successful charities in the United States have a Facebook page, 87% have a Twitter profile, and 65% have a blog (Barry, 2010). In contrast, the number of hate groups in the United States is on the rise (McNamee, Peterson, & Peña, 2010) and these groups use social media or websites as a way to recruit members (Adams & Roscigno, 2005). In both cases, people are using social media to connect with one another, sometimes standing up to others and other times perpetuating negative stereotypes and prejudicial attitudes. More generally, social media offers opportunities for intergroup contact; as has been found with research on face-to-face intergroup contact, research shows online contact can result in more positive attitudes toward outgroups (Schumann, van der Linden, & Klein, 2012; Tynes, Giang, & Thompson, 2008). However, the selective use of social media (e.g., searching for posts that fit with one’s opinion) might lead users to believe that their opinion is more widely shared than is actually the case (Watt & Larkin, 2010). This suggests that the effect of social media on stereotyping and prejudice is both positive and negative.

Critical Multicultural Pavilion: <https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/>

Reading

Core

There is no reading from the core text this week.

Seminar

Younge, G. (2010) ‘The Chronicles of Cablinasia’ in Younge, G. *Who Are We – and should it matter in the 21st century?* London: Penguin/ Viking.

Chakraborty, A. (2014) I’m Bengali and I’m black – in the same way that my parents were, *The Guardian*, Thursday 30 October.

Week 3

Lecture

Introduction to the research process and mini-research projects (Helen Easton)

This lecture will discuss the process of conducting social research from reviewing the literature, working with key concepts and theories, identifying research aims, constructing research questions, choosing a sample, collecting and analysing data and writing up your research. The lecture will also engage briefly with ethical issues and how they relate to research design. Students will be encouraged to consider the wide range of topics and methods available to social researchers in preparation for conducting their own mini research project.

Seminar Following on from the activities in previous weeks, students will be asked to come up with two possible research topics based around key aspects of their identity. In small groups students will discuss these potential topics and how they may be developed into a research project including the types of methods that might be used and the potential challenges or hurdles that might be faced and how to overcome these. Examples will be discussed with the larger group. At the end of the seminar students will have developed a possible topic for their own mini-research project.

Reading

Core Bryman, A. (2012) *Social Research Methods*, Oxford: Oxford University Press. (Chapter 2,3,4)

Seminar There is no additional reading for this seminar.

Week 4

Lecture Introduction to qualitative methods: Interviews (Shaminder Takhar)

This week's lecture will examine interviews as a type of qualitative research. It will explore the notion of the face-to-face interview as the quintessential feminist method and examine its characteristics. It will explore why some feminists valued the interview so highly, the associated problems and how this method deals with difference. We will also look at how power relations, reflexivity and reciprocity are played out in the interview.

Seminar Choose a subject area that you would like to research and draw up an interview schedule of questions which can be either closed or open questions, or a mixture of these. For your interview:

- Identify your sample
- Draw up a set of questions that seem appropriate to what you need to find out
- Do start with some basic closed questions (name etc.)
- Don't ask leading questions
- Try them out with a colleague
- Refine the questions

Tips for Questions:

Closed questions tend to be used for asking for and receiving answers about fixed facts such as name, numbers, and so on. They do not require speculation and they tend to produce short answers. With closed questions you could even give your interviewees a small selection of possible answers from which to choose. If you do this you will be able to manage the data and quantify the responses quite easily.

If you ask open questions such as ‘what do you think about the increase in traffic?’ you could elicit an almost endless number of responses. This would give you a very good idea of the variety of ideas and feelings people have, it would enable them to think and talk for longer and so show their feelings and views more fully. But it is very difficult to quantify these results.

- **Introducing questions:** 'Why did you...?' or 'Can you tell me about...?'
Through these questions you introduce the topic.
- **Follow up questions:** Through these you can elaborate on their initial answer. Questions may include: 'What did you mean...?' or 'Can you give more detail...?'
- **Probing questions:** You can employ direct questioning to follow up what has been said and to get more detail. 'Do you have any examples?' or 'Could you say more about...?'
- **Specifying questions:** Such as 'What happened when you said that?' or 'What did he say next?'
- **Direct questions:** Questions with a yes or no answer are direct questions. You might want to leave these questions until the end so you don't lead the interviewee to answer a certain way.
- **Indirect questions:** You can ask these to get the interviewee's true opinion.
- **Structuring questions:** These move the interview on to the next subject. For example, 'Moving on to...'
- **Silence:** Through pauses you can suggest to the interviewee that you want them to answer the question!
- **Interpreting questions:** 'Do you mean that...?' or 'Is it correct that...?'

Source: Wisker, G. (2007) *The Postgraduate Research Handbook*, Palgrave Macmillan.

**Reading
Core**

Bryman, A. (2012) *Social Research Methods*, Oxford: Oxford University Press. (Chapter 20)

Seminar

There is no additional reading for this seminar.

Week 5

Lecture

Qualitative methods: focus groups (Helen Easton)

This week’s lecture will examine focus groups as a type of qualitative research. It will identify when focus groups may be a useful method and address some of the practicalities and challenges of adopting this method.

Seminar

In the seminar students will conduct a brief focus group in small groups identifying the benefits and challenges of conducting research using this method. Different groups will be allocated different topics and each group will report back on their experiences to the larger group.

Reading

Core Bryman, A. (2012) *Social Research Methods*, Oxford: Oxford University Press. (Chapter 21)

Seminar Janet Smithson (2000) 'Using and analysing focus groups: Limitations and possibilities', *International Journal of Social Research Methodology*, 3(2), pp 103-119.

Week 6

Lecture **Individual tutorials related to Mini Projects**

Seminar There will be no lectures or seminars this week as you will see your seminar leader to discuss your mini project.

Week 7

Lecture **Ethnography and Participant Observation (Chris Magill)**

Ethnography is a form of qualitative research. It is closely associated with the types of fieldwork undertaken by anthropologists, such as Margaret Mead, the American cultural anthropologist. The key method that defined anthropology is participant observation. This involves intensive dwelling/interaction within a particular culture (or setting) in order to understand it. It is difficult, however, to generalise any specific rules about how to conduct oneself in the 'field' because there are many kinds of experiences and settings which confront researchers - this makes clear cut generalisations about 'how to do' ethnography problematic.

In the lecture, we will think about how ethnographers carry out their work, and the methodologies that inform this. We will look at different levels of description and consider how the researchers themselves become central to the production of data and conclusions.

Seminar Ethnography involves actions such as:

- being immersed in a social setting for an extended period of time;
- making regular observations of the behaviour of members of that setting;
- listening to, and engaging in, conversations;
- interviewing 'informants' on issues that are not directly or easily observed (or issues the ethnographer is unclear about)
- collecting documents about the group under investigation;
- developing an understanding of the culture of the group and peoples' behaviour within the context of that culture; and
- writing up a detailed account of that setting.

Prior to the seminar, you will conduct an exercise that puts you in the role of ethnographer/observer. First, form a small group, and then carry out an observation of two areas where food is consumed on campus. Note the times and locations where the observation was conducted (you need only spend an hour in each location). Write field notes noting your observations about the

space, interactions, group formation, rituals and hierarchies. Use some of the above techniques, as you see appropriate, to guide you in completing this exercise. Think about:

- What issue did you seek to find out more about?
- How did you experience participant observation?
- How might you make sense of your data?
- What occurred in the 'field'?
- What did you describe and how?

In the seminar we will compare notes and try to draw conclusions about the ways that students interact around the consumption of food.

Reading

Core

Bryman, A. (2012) *Social Research Methods*, Oxford: Oxford University Press. **[Chapter 19: Ethnography and Participant Observation]**

Seminar

Wardhaugh, Julia (2000) 'Down and Outers': Fieldwork amongst street homeless people' in Roy D. King & Emma Wincup, *Doing Research on Crime and Justice*, Oxford: University Press.

Week 8

Lecture

Data analysis techniques: coding (Matthew Bond)

Before you can analyse your data it must be coded, which means sorting and organising it into categories. In today's session you will be introduced to deductive and inductive approaches to coding. The reasons for each approach will be outlined and illustrated with practical examples.

Seminar

In the seminar you will be given interview data that you need to code. You will have an opportunity to devise deductive and inductive coding schemes and then apply them to analysing the interviews.

Reading

Core

Bryman, A. (2012) *Social Research Methods*, Oxford: Oxford University Press. (Chapter 1, pp 24-27, Chapter 15 298-304 and Chapter 24)

Seminar

There is no additional reading for this seminar.

Week 9

Lecture

Reliability, validity and the presentation of your findings (Julia Shaw)

Seminar

TBC

Reading

Core Bryman, A. (2012) *Social Research Methods*, Oxford: Oxford University Press. (Chapter 3; Chapter 29)

Seminar TBC

Week 10

Lecture **The Case Study as a research method (Federica Rossi)**

This week's lecture will focus on case study as a research method. Case studies include both quantitative and qualitative data and allow a thorough observation and analysis of a specific individual, group, event or area. The session will explore the advantages and disadvantages of adopting this method, the methodological questions it arises and the difficulties it implies.

Seminar Students will read an excerpt from *The Jack Roller* and will discuss the benefits and difficulties of using case studies as a research method.

Reading

Core Bryman, A. (2012) *Social Research Methods*, Oxford: Oxford University Press. (Chapter 3, pp. 60-64 and Chapter 20, pp. 485-488)

Seminar Becker, H. Introduction to Shaw, Clifford (1966) *The Jack Roller*. Chicago: Chicago University Press (pp.v-xviii)

Week 11

Lecture **Quantitative Methods: Survey design and testing (Matthew Bond)**

Surveys are perhaps the most commonly used data source in the social sciences. In today's session we will look at some basic issues researchers need to consider when setting up a survey including sampling and questionnaire design. We will wrap up by looking at issues to do with analysis of survey data.

Seminar In today's session we will look at and interpret some findings from the British Social Attitude Survey.

Reading

Core Bryman, A. (2012) *Social Research Methods*, Oxford: Oxford University Press. (Chapter 8, 10 and 15)

Seminar There is no additional reading for this seminar.

Week 12

Lecture **Module review and exam preparation (Helen Easton)**

During this lecture, the key concepts will be summarised and reviewed in preparation for the exam. The seen exam and marking criteria will be distributed and discussed. Techniques for exam preparation will be provided.

Seminar

During the seminars students will work in small groups to design responses to the seen exam material. Each small group will present their outline response back to the larger group who will assess the response in relation to the marking criteria. The larger group will then discuss and offer ways of improving the response to each question.

10. LEARNING RESOURCES

General research methods textbooks

Gilbert, Nigel and Stoneman, Paul (2016) *Researching Social Life*, 4th edition, London: Sage.
[Introduction and Chapters 1,2,3]

May, Tim (2011) *Social Research: Issues, Methods and Process*, 4th edition, London: Open University Press. **[Introduction and Chapters 1,2,3]**. Available as an ebook via the library.

Robson, Colin (2015) *Real World Research*, London: John Wiley and Sons

Roy D. King & Emma Wincup (2000) *Doing Research on Crime and Justice*, (1st Edition) Oxford: Oxford University Press.

Roy D. King & Emma Wincup (2007) *Doing Research on Crime and Justice*, (2nd Edition) Oxford: Oxford University Press.

Silverman, David (2005) *Doing Qualitative Research: A practical handbook*. London: Sage

Qualitative Interviewing

King, N. and Horrocks, C. (2010) *Interviews in Qualitative Research*, London: Sage.

Gilbert, Nigel and Stoneman, Paul (2016) *Researching Social Life*, 4th edition, London: Sage.
[Chapter 15: 'Qualitative Interviewing']

Silverman, D. (2016) *Qualitative Research* (4th edition), London: Sage.
[Part II: Interviews and Focus Groups]

Focus Groups

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