SYLLABUS
PAD 8070, Spring Semester 2010
DOCTORAL SEMINAR ON ADVANCED RESEARCH METHODS
Monday 4:00-6:45pm, Room 525A Lawrence Street Center Building

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Office Hours: Monday 3-4pm or by appointment

This advanced research methods course provides a PhD-level introduction to the conduct of social scientific inquiry with a specific focus on the preparation of the writing, defense, and execution of a research proposal.

Objectives
By the end of the course, students will be expected to show PhD-level proficiency in…

- Developing research objectives and strategies
- Defending and critiquing proposals (e.g., threats from internal and external validity)
- Constructing and measuring concepts
- Deriving, developing, and testing hypotheses from theories
- Understanding different interpretations of causality
- Understanding strengths and weaknesses of case study methods
- Understanding tradeoffs for different levels of engaged scholarship
- Formulating methods of case selection and data collection
- Writing a proposal

Student achievement of these objectives will be measured through a submission of a weekly one page email, active and thoughtful participation in class discussions, two presentations of their proposal, three initial versions, and the completion of a research proposal.

Assignments and Grading
Weekly Emails on Readings 10%
Participation 10%
One Page Sketch (due Feb 8) 5%
Proposal 1/3 Version (due Feb 22) 20%
Proposal 2/3 Version (due April 5) 25%
Proposal Completed (due May 10) 30%

Student will be assigned grades of a B or lower for work that is below expectations, a B+ for work that meets expectations, and an A- or above for work that exceeds expectations. See grading rubric for more detail.

Student Expectations
Students should come prepared to discuss the readings/books in class. Discussion format will vary from class to class. Students will discuss readings with the entire class and in small groups. Students will be selectively called upon in class discussion and all students will participate in a given class. Students are expected to provide support and constructive feedback to their peers throughout the semester.
Students must send the professor a short, one page email by midnight before each class. The emails must contain a brief summary (about a page) of the main points of the readings and discussion questions.

Proposals should have the following sections and subsections. Variations in proposal structure are permitted with permission from the professor (see also grading rubric).

1. A title page
2. A one-page executive summary
3. An introductory statement of the significance of the study
   a. State research question(s) and possible sub questions
   b. Justify topic and question(s) as relevant to public affairs
4. A literary review/survey of topic and theory(ies)
   a. Synthesize literature as related to your topic
   b. Summarize the contribution to the literature (topic/theory)
5. A statement of the theory(ies) and hypotheses to be developed and tested
   a. Describe theory(ies) and derive hypotheses
6. An explanation of the methodology
   a. Describe research design стрategies
   b. Describe methods of data sources and analytical techniques
   c. Defend research design. Identify threats and other limitations and discuss mitigation strategies.
   d. Discuss concept-measure validity and justify concepts and measures
   e. Include initial, short examples of instruments for coding, interviews, questionnaire, etc.
7. A bibliography

A proposal should be no longer than 20 double-spaced pages, exclusive of tables, figures, bibliography, abstract, and title page. Most effort should be on sections 5 and 6 above. The first two versions of the proposal must include all seven sections above but some sections may be in outline form. As a general rule, the first version should be approximately 1/3 of the completed proposal, the second version should be approximately 2/3 of the completed proposal, and the final last version is the completed proposal. Students will be given a grading rubric to help write the proposals. The one page sketch due February 8 should briefly present the initial ideas for the proposal. More specifically, the sketch must identify and justify the topic, research questions (sub questions), initial choice of theory(ies) and hypotheses, and initial ideas on methodology.

All proposal presentations will be a maximum of 10-15 minutes followed by 10-15 minutes of discussion/comments. Important – in other classes the focus is often on critiquing existing books and articles, this class focuses on critiquing the work of fellow students.

Required Readings

Students are assumed to have taken PAD 8060 (or equivalent research methods/design courses) and/or have been exposed to a basic social science research textbook. Two recommended and not required textbooks on social science research include the following.


**Course Schedule**
The class will read books in their entirety before moving on to the next book. As such, we will be covering materials multiple times in the class. For example, we will discuss concept-measure consistency in Goertz and in King et al. This circular approach is meant to reinforce components of the class throughout the semester, to reinforce learning, and to encourage reflection in comparing readings. All readings are to be completed before class. The professor reserves the right to adjust the schedule as needed. For two classes, the readings will be determined mid-way through the semester based on class needs.

**Week 1.** Jan 25  
Course Introduction / King et al., chapters 1-3

**Week 2.** Feb 1  
Discuss King et al., chapters 4-6

**Week 3.** Feb 8  
*One Page Sketch Due* / Discuss George and Bennett chapters 1-6

**Week 4.** Feb 15  
Discuss George and Bennett chapters 7-12

**Week 5.** Feb 22  
*1/3 Proposal Due* / Readings To Be Determined

**Week 6.** Mar 1  
Discuss Gerring chapter 1-3 / peer editing of proposals

**Week 7.** Mar 8  
Discuss Gerring chapters 4-7 / 3 presentations

**Week 8.** Mar 15  
Discuss Goertz chapters 1-5 / 4 presentations

**Week 9.** Mar 22  
*Spring Break*

**Week 10.** Mar 29  
Discuss Goertz chapters 6-9 / 4 presentations

**Week 11.** Apr 5  
*2/3 Proposal Due* / Readings To Be Determined

**Week 12.** Apr 12  
Discuss Van de Ven Chapters 1-4 / peer editing of proposals

**Week 13.** Apr 19  
Discuss Van de Ven Chapters 5-9

**Week 14.** Apr 26  
Final Presentations (5 presentations)

**Week 15.** May 3  
Final Presentations (6 presentations)

**Week 16.** May 10  
*Completed Proposal Due* / Course Conclusion

**Academic Honor Code – From the University of Colorado Denver Course Catalog, 2007-2008***
A university’s reputation is built on a standing tradition of excellence and scholastic integrity. As members of the University of Colorado at Denver and Health Sciences Center academic community, faculty and students accept the
responsibility to maintain the highest standards of intellectual honesty and ethical conduct in completing all forms of academic work at the university.

**Forms of Academic Dishonesty**

*Students are expected to know, understand, and comply with the ethical standards of the university.* . . . Academic dishonesty is defined as a student’s use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student’s work in meeting course and degree requirements. Examples of academic dishonesty include, but are not limited to, the following:

- **Plagiarism** – Plagiarism is the use of another person’s distinctive ideas or words without acknowledgement. . . .
- **Cheating** – Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices not authorized by the instructor in any academic exercise, or communication with another person during such an exercise. . . .
- **Fabrication and Falsification** – Fabrication involves inventing or counterfeiting information, i.e., creating results not obtained in a study or laboratory experiment. Falsification, on the other hand, involves the deliberate alteration or changing of results to suit one’s needs in an experiment or other academic exercise.
- **Multiple Submission** – This is the submission of academic work for which academic credit has already been earned, when such submission is made without instructor authorization.
- **Misuse of Academic Materials** – The misuse of academic materials includes but is not limited to the following:
  - stealing or destroying library or reference materials or computer programs
  - stealing or destroying another student’s notes or materials or having such materials in one’s possession without the owner’s permission
  - receiving assistance in locating or using sources of information in an assignment when such assistance has been forbidden by the instructor
  - illegitimate possession, disposition or use of examinations or answer keys to examinations
  - unauthorized alteration, forgery or falsification of academic records
  - unauthorized sale or purchase of examinations, papers or assignment
- **Complicity in Academic Dishonesty** – Complicity involves knowingly contributing to another’s acts of academic dishonesty.

*From the University of Colorado at Denver and Health Sciences Center Undergraduate and Graduate 2007-2008 Catalog, p. 47.*