This course will help PhD students select appropriate research design and field methods for dissertation research. The course provides a comprehensive review of the research design process and will result in each student developing his/her project proposal. The first section of the course focuses on articulating the research objectives, choosing a research paradigm, preparing the literature review, developing a fundraising strategy and ethics. The second section of the course focuses on managing the research process itself and selecting the appropriate data collection strategy. Students will develop a clearer idea of their project focus during this course as all assignments will be geared toward building a complete project proposal. We will also discuss the writing process, especially how to write journal articles (journal selection, review process) and position your work in your academic field.

This course is strongly recommended for PhD students developing their dissertation proposals. This course is designed as an integrative preparation for researching and writing a dissertation and for building a career as a researcher. It assumes that students will be exposed to specialized literatures and in-depth research methods in other coursework, either before or after this course. The focus is on understanding the PhD as a research degree and the role that a dissertation plays in training you to be an original, creative and relevant researcher. The course exposes you to the process of creative research by sequentially exploring 1) the relationship between researcher and reader/recipient of the results; 2) how to choose searchable topics; 3) moving from question to hypothesis; 4) designing a research project; 5) understanding the strengths and weaknesses of different types of evidence brought to bear on your hypotheses; 6) addressing policy inferences that could be drawn from your results; 6) thinking about audience for your work (funders, professors, future employers, future journal articles).

**Learning Goals:**
1. This course will help you articulate your dissertation research question so that you can make an original and substantial contribution to the field. Measure: Concept Paper and Research Proposal developed by the end of the course.
2. This course will help you explore research paradigms and methods so that you can develop in-depth knowledge and advanced research skills. Measure: Class projects exploring alternative paradigms and research approaches/methods.
3. This course will help prepare you for a profession as an academic – negotiating ethics, writing and reviewing. Measure: Class discussion and assignments on ethics, journal articles and funding. Related PAB Goals: Research, Quantitative and Qualitative Methods, Professional Ethics

**Ethics**

Collaborative learning is the goal of this class. Class discussion depends on full participation of all students. Thus, failure to deliver your component of the work on time undermines the learning experience of others and therefore constitutes an ethics violation of the class code (and will result in a grade reduction). If you find that you cannot complete an assignment for which you volunteered, then post a request to switch with someone to the class list and most likely someone will pick up for you. If not, you are still responsible. Grades for class participation reflect this collaborative learning framework.

**Academic Integrity:** Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student’s own work. Citation of sources is fundamental to the academy – when in doubt, cite. Students caught plagiarizing will be given an F. Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. See [http://cuinfo.cornell.edu/Academic/AIC.html](http://cuinfo.cornell.edu/Academic/AIC.html)

Course materials developed in this class or posted on Blackboard are intellectual property belonging to the author. Students are not permitted to buy or sell any course materials without the express permission of the instructor. Such unauthorized behavior constitutes academic misconduct.

**Academic Accommodation:** In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made.

All required books and articles (except web based publications which can be viewed online) are on reserve in the Fine Arts Library. You may wish to purchase books which go into detail on methods you expect to be using.

**Recommended Books (all available on reserve)**


Assignments and Grading

Class participation is critical. Students must be prepared to discuss readings in class. Written summaries of readings will be required. Small writing assignments will be due almost weekly. Article summaries and other written assignments must be posted to Blackboard class web site 24 hours in advance of class discussion so I and other students can review and give you comments in class. Students will be assessed on the quality of their critiques of each other’s work. Each class will be a mix of discussion of articles and of progress on your own work. The goal is to help you advance in development of your dissertation ideas and research design plans.

Weekly assignments and article reviews 50%
Quality of Review of Peer’s work 15%
Concept Paper and Literature Review 10%
Final Proposal 25%

Syllabus

January 21  Introduction and Overview of Course
Syllabus and class overview.
Writing assignment in class – 1 paragraph description of your research project with conceptual diagram.

January 28 Research Paradigms and Strategy of Inquiry – Qualitative, Quantitative or Mixed Methods?

The Denzin-Lincoln and Teddlie-Tashakori debate


**Recommended**


Required if have not read before.


Creswell, Chapter 9 A quantitative method pp 153-178

Chapter 10 A qualitative procedure pp. 179-207

Chapter 11 Combined qualitative and quantitative designs pp. 208-227

Mason, Jennifer. *Qualitative Researching*. London: SAGE, 2002. Overview of qualitative research based on ontological, epistemological, and methodological decision-making; includes a series of questions to consider during all phases of research.


Feb 4  Defining your Research Question and Writing the Concept Paper

Assignment 1 (post to Blackboard by Feb 2): Locate your research topic within one of the paradigms and discuss the epistemology, ontology, axiology, logic and methods that make sense given your stance and your question. Use Teddlie and Tashakkori table 5.2 p 88 to help guide you. 1-2 pages.

Assignment 2 (post to Blackboard by Feb 2): 2 page concept paper.

Readings which may help you with the concept paper

Chapters from Creswell, 2003,
  Chapter 4  Introduction, pp71-86
  Chapter 5  The purpose statement, pp87-104
  Chapter 6  Research Questions and Hypotheses, pp105-118
  Chapter 8  Definitions, Delimitations, and Significance, pp. 142-152

Recommended

See figure p 25: ‘Context and the “heart” of the matter.’

Feb 11 Article Review

Assignment 1: Article Review 3-5 ds pages (post to Blackboard Feb 9)  - Read, critique and write a review of a research article from a top journal in your field. Discuss paradigm, method of data collection and analysis and its appropriateness to the research question. Provide a reflection on the strengths and limitations of the approach and how it might inform your own work. Include a discussion of the following elements in your review.

- Framing the problem and purpose
- Situating the study in the literature
- Informed by a conceptual and/or theoretical framework
- Appropriateness of the methods
- Researcher's role in the setting
- Quality of findings
- Ways researcher analyzed and represented the data

**Feb 18 Ethical Issues in Research**

Assignments: One page list of key ethical questions you will face – Bring copies to class to share (Use Miles and Huberman chapter as a guide).

Take Human Subjects and Responsible Conduct of Research tests (Each of the two sets of tests takes about 3 hours)

Go to the landing page [http://www.oria.cornell.edu/training_landing.cfm](http://www.oria.cornell.edu/training_landing.cfm)

**Log-in to the CITI Online Training site with your Cornell NetID and password**

Instructions:

- Click on the link below to log-in to CITI. You will now be on the CITI "Home Page."
- Under "Cornell University Courses" use the "Add a Course or Update Learner Groups" feature to select and enroll in the course that you wish to take.
- Each course contains multiple "modules." To successfully complete a course, you must complete and pass the tests for each module.
- If you have taken courses with CITI while you were at another organization (not Cornell), you will need to affiliate your CITI profile with Cornell, so that your training records are available to Cornell. When you login to CITI, click on the option to do so before you take any courses. Contact [rcr@cornell.edu](mailto:rcr@cornell.edu) for assistance.

Take two tests, human subjects and responsible conduct of research (the FULL one, [http://www.oria.cornell.edu/rcr/](http://www.oria.cornell.edu/rcr/)). Send proof of having taken the tests to me.

If you want to develop your exemption or review request, I am willing to review it, but typically this is done later in the research design process and conducted under supervision of your chair. Link to forms - [http://www.irb.cornell.edu/forms/](http://www.irb.cornell.edu/forms/)

**Ethics**


Review University Committee on Human Subjects Guidelines. Especially IRB Decision Tree on how to determine if you are required to submit a human subjects review.
http://www.irb.cornell.edu/

Feb 25 Fundraising and Preliminary Literature Review Outline

Assignment 1: 1-2 Page Outline of key topics to cover in your literature review. Post to Blackboard by Feb 24 (will discuss first half of class)

Assignment 2: Funder profiles – Identify funders for your work. Describe goals and objectives of funders and how your work might fit. Outline proposal format and funding guidelines (limitations) and time lines for each funding source. Post to blackboard by Feb 24. (will discuss second half of class)

Recommended

Miller and Salkind. 2002. Pp.663-760 “Part 8: Research proposal, funding, budgeting, reporting, and career planning.” Good list of grant sources. (On Reserve)


(Some Useful websites)
SSRC: http://programs.ssrc.org/dpdf/
Fulbright: http://fulbright.state.gov/root/resources-for/students
Einaudi Center: http://www.einaudi.cornell.edu/funding/grad.asp
Lincoln Land Institute: http://www.lincolninst.edu/education/fellowships.asp (Latin America, China, US)
Foundations: http://fdncenter.org
Dept of Ed.: http://ed.gov
Fedix (Federal funds): http://www.sciencewise.com/fedix/
SPIN (international) http://www.infoed.org/wConnect/wc.dll?spinwww%7Ejumpspin
IRIS: http://carousel.lis.uiuc.edu/~iris/search.html

March 4 Dissertation Review and Class Discussion

Assignment: Select a recent dissertation relevant to your topic and write a 3-5 page review of the dissertation discussing the following. Due March 2
Discuss paradigm, literature review, method of data collection and analysis and its appropriateness to the research question. Provide a reflection on the strengths and limitations of the approach and how it might inform your own work. Discuss policy implications and relevance to future job prospects and journals. Why do you think the student chose a book form or the papers option? How long did the research phase take?
The writing phase? (Interview the student’s chair if you can). How does this inform your own dissertation plans?

**March 11 – Journal Article Writing and Reviewing**

**Assignment:** Write an abstract for a journal article you would like to write. List clearly what is the publishable idea in your article (theory, method, findings, policy relevance). Provide a list of journal targets explaining why you have selected each one. Due March 9. 3 pages max. We will discuss these the first half of class.

For the second half of class I will provide examples of reviewer comments on journal articles and we will discuss the review process. During the term, I will invite you to participate in journal article reviews as they come across my desk.

**Recommended Reading**


“How to get your papers rejected (or not),” *Technovation* 32 (2012) 6–8.

**March 18 - Designing Research and Data Collection Strategies (First Half of Class)**

Select Data Collection Strategies to be discussed in second half of course (Second Half of Class)

**Assignment - Preliminary methodology section 1-3 pages, due March 16.**

Teddle and Tashakkori 2009. Chapters 7 (Research Designs), 8 (Sampling), 9 (Ethics and Data Quality) and 10 (Data Collection Strategies).

**Recommended**


Miles and Huberman, Chapter 3, "Focusing and Bounding the Collection of Data: Further Design Issues.", Chapter 4 “Early Steps in Analysis.”


Lofland and Lofland, 1995 or 2006, Chapter 5, "Logging Data."

Managing Overseas Research

March 25 Assignment Due in Class– hard copy: Revised Concept Paper and Preliminary Literature Review (6-10 double spaced pages, 10-20 cites). Print this and bring it. Do not load to Blackboard.

March 25 Data Collection Methods – Case Studies and Ethnography
Discussion Leaders: review and summarize readings and post to Blackboard. Bring in Ethnography Plan or Case Study Plan for group discussion

Readings for Case Studies

Readings for Ethnography


Other Recommended Readings for Case Studies


Other Recommended Readings for Ethnography


**April 1  Spring Break**

**April 8  Strategies of Analysis: Qualitative and Quantitative**

**Guest Speaker** Florio Arguillas from CISER (confirmed) on qualitative and quantitative methods and software. Meet in Stone Classroom in Mann Library (9:15-12:00)

Come with your question outlined so Florio can help with analysis ideas – qualitative or quantitative.

Miles and Huberman. 1994. Appendix pp 311-317 for software to conduct qualitative analysis.


**Recommended readings**
Gee, James Paul. *How to Do Discourse Analysis: A Toolkit*. New York: Routledge, 2011. A series of questions and perspectives to consider when analyzing language from documented data and narratives; considers such aspects as grammar, vocabulary, intertextuality, identity, politics, etc.


Miles and Huberman. 1994. Chapters 5-9 on Techniques for qualitative data analysis. Strongly recommended for those planning to do qualitative data analysis. Also review


NUD*IST4 is probably the most used software for qualitative research. http://www.qsr.com.au/

CISER supports Atlas-Ti http://www.atlasti.com/

**April 15 Data Collection Methods – Surveys and Interviews**

First half of class, Guest Discussion Leader – Giyoung Park – surveys and new modalities of survey data collection, and addressing spatial and design issue.

Second half of class - Discussion Leaders: summarize readings and bring your survey instruments or interview guides to class to review


Patton, Michael 1990. Qualitative Interviewing. pp 277-359 in *Qualitative Evaluation and Research Methods* Sage: London. (on disk)

Recommended readings: Survey and Question Design


Recommended Readings: Interviews


Yow, Valeire Raleigh. 2005. Recording Oral History: A Guide for the Humanities and Social Sciences. Second edition. New York: Altamira Press. Chapter 3 “Preparation for the interviewing project” (pp. 68-91) and Chapter 4 “Interviewing techniques” (pp. 92-120). Also, browse Appendices A – K (pp. 335-381) for samples of interview guides and other tools.


- Chapter 1-2: Overview;
- Chapter 3: Preparing the interview guide;
- Chapter 4-5: Interviewing experience

Recommended readings: Qualitative Spatial Analysis
A review of Kevin Lynch and Donald Appleyard's basic methods for mapping.

A case study of mapping to incorporate subjectivity into fieldwork research.

Case studies of photographic and geographic research.


**April 22: Archives - Visit to Olin Library**
9:30-10:45 Liz Muller (confirmed) – Archives (Meet in Kroch Archives, Olin Library) She will speak about Nolan and Stein collections in particular.

**Archival Research Background Readings**

Eliza Buhrer’s Archival Research Advice (pdf on disk)

**Recommended Reading on Archival Research**
Gaber, John and Gaber, Sharon (2007). *Qualitative Analysis for Planning and Policy: Beyond the Numbers*, Planners Press APA Washington, DC.
Chapter 5. “Content Analysis and Meta-Analysis”

**11:00 am- 12:00 pm Quantitative Spatial Analysis**— Yuanshuo to lead


**Recommended Readings on Geographically Weighted Regression**


Bryer, Betsy "GWR in GIS" powerpoint. Portland State University
April 29: Writing – First Half of Class - Guest Speaker Keith Hjortshoj


Data Collection Methods – Focus Groups - Second half of Class

Discussion Leaders: review and summarize readings and post to Blackboard. Bring in Interview Guide or Focus Group Plan for group discussion first half of class

10:45 am – 12:00 pm Quest Lecture: Ann Martin (confirmed) – on focus groups


Recommended

May 6 Putting it All Together

Assignment: Revised Methodology Section (3-5 pages) Due May 4.
Be prepared to critique each class member’s methodology section (first half of class).

Second Half of Class – Evaluation and Discussion on Broader themes in the course. Discussion of tips for proposal writing.

Recommended Readings to help you with proposal writing


Miles and Huberman, Chapter 12, "Producing Reports."

Dissertation Proposal Workshop website at Berkeley has some useful information, including timelines for the entire dissertation process!  
http://globetrotter.berkeley.edu/DissPropWorkshop/  

Lofland and Lofland, Chapter 10, "Writing Reports."

May 14  Final Proposals Due  -  Hand in hard copy to my office or my mail box.  
30 ds pages max