

LAKEHEAD UNIVERSITY
DEPARTMENT OF SOCIOLOGY

Sociology 4313FDE
Problems and Issues in Methods

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Office Hours: Tuesday & Thursday: 1:00PM-2:00PM or by appointment, Zoom

Classes: Tuesday, 10:00AM-11:30AM, Zoom

Course Description:

This course will examine basic issues at different research stages. These research stages include research design (elements, measurement, and sampling), data collection (experimentation, survey, field work, and available data), data analysis, and writing research reports. This course will pay specific attention to research design and data collection. Data analysis will be taught in other courses (Soci 3311 WA: Research Techniques). The prerequisite course is the 2nd year research methods. Students are responsible for ensuring that they have successfully completed that course.

The course will be conducted in a seminar format, with a focus on analyzing the readings which seminar participants are expected to have read in advance of a given seminar. Students should feel free both to ask “dumb” questions that encourage understanding and to take advantage of each other’s knowledge in the subject area.

Texts:

One textbook is required. The approximate textbook costs are provided below and reflect current LU bookstore pricing (prices subject to change). The texts may be available from other sources at reduced prices.

Singleton, R.A. Jr. and Bruce C. Straits. 2018. *Approaches to Social Research* (6th edition).

Oxford, New York: Oxford University Press (***LU bookstore prices: Print \$270.99 + tax; Ebook \$79.99 + tax.***)

Course requirements

Class attendance (10%)

You are required to attend each class. Full marks will be given for those who have a perfect attendance record (12 classes). Partial marks will be given for those who miss classes.

Class participation (20%)

This mark will be based on evidence of having read the readings and involving discussion in class. For each seminar, all students are expected to have read the required readings listed on the course outline. Participation includes asking questions, answering questions, discussing links to other things, and thinking about implications. It is important to come to class with some notes and reflections on the

material. The objectives are summarizing readings, raising important points, synthesizing, and critically discussing the research issues of given readings. After each class, the instructor will take note of the quality and quantity of participation of each student, and the extent to which this participation is based on having done the readings in advance. These will then be assessed at the end of the course.

Presentation (40%)

Each student is asked to lead the discussion for two seminars. This may be done individually or with another student, depending on the class size. The person(s) responsible for a given seminar is asked to distribute a page of presentation outline or main issues at that specific research stage and questions that are used for the focus of class discussion.

The format of the seminar is that each class starts with student's presentation (about 45 minutes), followed by answering questions (on the presentation outline) or raising new questions from the class (20 minutes). In the last 15-20 minutes of each class, I will give a brief evaluation about the presentation by correcting the errors made in the presentation, adding important issues or points missed in the presentation, raising my questions about the research issues presented by the students, and relating the current chapter to those previous ones.

The presentation mark will be based on the quality of presentation and the discussion of the seminar and will be evaluated by students. This includes raising questions, sponsoring discussion, possibly bringing in additional material, synthesizing, and discussing the possible implications. When students work as a group, the same mark will be used for all members of the group. ***Each student is asked to email me his/her mark to the presenter(s) before the following class. Punishment might be applied if you fail to submit your marks.***

Examination (30%)

This will cover the required readings plus all the discussions that have taken place during the seminars. The exam will be close-book and essay type. I will hand out a list of questions two weeks before the final exam, one from each chapter from chapter 1 to 14 in the textbook, which forms a tiny test bank. The final exam will include two parts. Part one is a compulsory question (25%) which you will know in advance. Part two includes five questions which are randomly selected from the test bank for each of you, as it will be an online exam (15% each).

The final grade will be determined as follows:

Class attendance	10%
Class participation	20%
Presentation	40%
Examination (during examination period)	30%

Specific issues with online activities

(1) Copyright Compliance:

I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the "course materials"), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law.

(1) I may access and download the course materials only for my own personal and non-commercial use for this course; and

(2) I am not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor.

I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.

(2) Exam/Assignment Integrity:

I understand and agree that:

(1) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.

(2) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.

Student Health and Wellness Launches New Resources to Support Mental Health

Thunder Bay

We are all experiencing a wide range of emotions as we near the fall semester- nervous, excited, anxious and everything in between.

Some of our students will struggle with their mental health as they adjust to our new modes of delivery and the ever-changing public health guidelines that will exist on our campuses.

Student Health and Wellness wants to be proactive in encouraging students to access support and we invite all Lakehead staff and faculty to work with us in reducing the stigma surrounding mental health concerns.

These resources are simple to use but can lead to a culture on campus where students seek help when it is needed. In addition to the following statements generated for staff and faculty members to consider using, Student Health and Wellness will continue to offer monthly [Students in Distress training sessions](#).

Outline and schedule (the following schedule may be modified slightly throughout the term)

Sep. 8:	Course logistics/ introduction
Sep. 10:	Chapter 1: Introduction
Sep. 15:	Chapter 2: The Nature of Science
Sep. 17:	Chapter 3: Research Ethics
Sep. 22:	Chapter 4: Part one: from “Origins of Research Topics” to “Relationships”
Sep. 24:	Chapter 4: Part two: from “Formulating Questions and Hypotheses” to “Summary”
Sep. 29:	Chapter 5: Part one: from “The Measurement Process” to “Levels of Measurement”
Oct. 1:	Chapter 5: Part two: from “Reliability and Validity” to “Summary”
Oct. 6:	Chapter 6: Part one: from “Why Sample?” to “Probability Sampling”
Oct. 8:	Chapter 6: Part two: from “Non-probability Sampling” to “Summary”
Oct. 12-16	Reading Week
Oct. 20:	Chapter 7: Part one: from “The Logic of Experimentation” to “Staging Experiments”
Oct. 22:	Chapter 7: Part two: from “The Experiment as a Social Occasion”
Oct. 27:	Chapter 8: Part one: from “Threats to Internal Validity” to “True Experimental Designs”
Oct. 29:	Chapter 8: Part two: from “Factorial Experimental Designs” to “Summary”
Nov. 3:	Chapter 9: Part one: from “General Features of Survey Research” to “Steps in Survey Research: Planning”
Nov. 5:	Chapter 9: Part two: from “Face-to-Face and Telephone Interviewing” to “Summary”
Nov. 10:	Chapter 10: Survey Instrumentation
Nov. 12:	Chapter 11: Field Research
Nov. 17:	Chapter 12: Part one: from “Sources of Available Data” to “General Methodological Issues in Available-Data Research”
Nov. 19:	Chapter 12: Part two: from “Historical Analysis” to “Summary”
Nov. 24:	Chapter 13: Part one: from “Triangulation” to “Multiple Tests of Hypotheses across Different Studies”
Nov. 26:	Chapter 13: Part two: from “A Comparison of the Four Basic Approaches to Social Research” to “Summary”
Dec. 1:	Chapter 14: Evaluation Research
Dec. 3:	Chapter 17: Writing Research Reports