



UNIVERSIDAD  
AUSTRAL



## **BSAS SOCY 3320**

### **Quantitative and Qualitative Methodology in Social Research**

#### **Course Description**

The aim of the course is to give students the opportunity to increase their knowledge and experience in Methodology in Social Research. The focus will be on the coexisting epistemological paradigms within Social Sciences and the most commonly used methods for data collection and analysis.

The course is envisaged to provide the student the knowledge and skill related to identifying the interdependence between theoretical-epistemological assumptions and methods for approaching social phenomena.

#### **Learning Outcomes**

On successful completion of the course, the students will be able to:

- Recognize the underlying ontological and epistemological assumptions of different research approaches.
- Identify advantages and disadvantages of quantitative and qualitative approach.
- Distinguish the potential of each method, considering available resources and requirements of the research question to accomplish realistic planning in research design.
- Design a research project by developing a sound relationship between research question, epistemological paradigm and methods.

#### **Course Contents**

##### ***Unit 1. The social sciences and research: a complex field***

- a) The research question
- b) Epistemology and paradigms
  - a. The Positivist paradigm

- b. The Materialist paradigm
- c. The Interpretative paradigm
- c) Triangulation in social research: Paradigms and methods (ontology, epistemology and methodology of each approach)

### *Bibliography*

- Guba, E.G. & Lincoln, Y.S. (1994) "Competing paradigms in qualitative research", en Denzin, N.K. y Lincoln, Y.S. (eds) *Handbook of Qualitative Research*. Thousand Oaks, California: Sage.
- Creswell, J. W. (2009) *Research design. Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, California: Sage. Chapter 1.
- Hesse-Biber, S. (2010) "Qualitative Approaches to Mixed Methods Practice", *Qualitative Inquiry* 16(6) 455-468, Thousand Oaks: Sage.

### *Further reading*

- Bourdieu, P. et al. [1991 (1968)] *The craft of sociology. Epistemological preliminaries*. New York: De Gruyter. Ch. 2
- Bryman, A. (1984) "The Debate about Quantitative and Qualitative Research: A Question of Method or Epistemology?" *The British Journal of Sociology*, Vol. 35, No. 1 London: Blackwell Publishing

## ***Unit 2. From theory to empirical research***

- a) From concept to social reality: 'operationalization' in the quantitative approach
- b) Qualitative and Quantitative research design
- c) The strategies: How do we collect data?
  - a. The survey (The making of...)
  - b. Participant Observation
  - c. Interview

### *Bibliography*

- Bryman, Alan (2004) *Social Research Methods*. Chapter 15: Interviewing in qualitative research. Oxford, UK: Oxford University Press.
- De Vaus, D. (1996) *Surveys in social research*. Londres: UCL Press. Chapter 4.
- Henn, M.; Weinstein, M. & Forrad, N. (2006) *A short introduction to social research*, London: Sage. Ch. 6. pp 137-143
- Hesse-Biber, S. (2010) "Qualitative Approaches to Mixed Methods Practice", *Qualitative Inquiry* 16(6) 455-468, Thousand Oaks: Sage.
- Maxwell, J. (1996) *Qualitative research design. An interactive approach*. Thousand Oaks, California: Sage.
- Atkinson, P. & Hammersley, M. (1994) "Ethnography and participant observation" In NK Denzin and YS Lincoln (Eds.) *Handbook of Qualitative Research*, Thousand Oaks: Sage Publications.
- Holstein, J.A. & Gubrium, J.F. (1995) *The active interview*. Thousand Oaks, California: Sage. Chapters 1, 2, 3 & 8.
- Atkinson, R. (2001) "The life story interview". In Holstein & Gubrium, *Handbook of interview research*. Thousand-Oaks: Sage. Ch. 6.

### Further reading

- Creswell, J. W. (2009) *Research design. Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, California: Sage. Chapter 9.

### ***Unit 3: Selecting cases and data analysis (establishing a dialogue with data)***

- Sampling and field work design: in quanti / quali research
- Analyzing quantitative data: statistical relations
- Validity and reliability in quantitative and qualitative perspectives.
- Analyzing qualitative data (negotiation)
- Case Study

### Bibliography

- Cohen, B. & Lea, R. (2004). *Essentials of Statistics for the Social and Behavioral Sciences*. New Jersey: Wiley. Chapter 1. pp 1-17
- Gerring, J. (2004) "What Is a Case Study and What Is It Good for?", in *American Political Science Review* (98)2, Boston University.
- Henn, M.; Weinstein, M. & Forrad, N. (2006) *A short introduction to social research*, London: Sage. Ch. 6. pp 125-137
- Rapley, T. J. (2001) "The art (fulness) of open-ended interviewing: some considerations on analysing interviews", *Qualitative Research* (1)3: 303-323. Thousand-Oaks, California: Sage.
- Taylor-Powell, E. & Renner, M. (2003) "Analyzing Qualitative Data". *Programa Development and Evaluation*. University of Wisconsin.

### **Class Format**

The course comprises weekly lectures. The students will be required to do the corresponding readings prior to the class so that they can engage actively. The students will have to carry out small research activities on Tango and the Milongas in Buenos Aires city. The goal is to integrate epistemological and methodological reflection with real fieldwork challenges.

The visits to the milongas will be conducted in a double way:

- a) Three visits with the whole group will be obligatory and will replace three classes.
- b) In addition, students must visit other two milongas, by their own and working in pairs, in order to accomplish the fieldwork to do the final work.

Every class will combine lecture with debate/discussion considering specific research cases and experience incorporated during fieldwork. Thus, contents and experience will enrich to each other during the course process.

### **Assessment and Grading**

Students will be assessed in a three-fold way:

- a) The instructors will consider the students' commitment through the fieldwork activities.

- b) Furthermore, students will be requested to carry out one exam showing their commitment through the reading of the material assigned.
- c) Students will be asked to make a short essay in a scientific paper format, involving the methods discussed in class and the experience they got through real fieldwork. They will be asked to justify the methodology applied, as well as the epistemological criteria followed during the research process.
- d) Students are required to do all the written exams and to hand in the final paper. Failing to do so will result in failing the class regardless the final grade.
- e) Masters students, in particular, will be requested to make a data matrix using both quantitative and qualitative collected data.

### Weighting

● Field work (research question, operationalization, interviews, observations)	30%
● Midterm Exam	30%
● Final Paper	40%
● Total	100%

### Schedule

The class will meet weekly on Wednesdays. In addition, students will have to take part in outings and fieldwork.

Date	Unit	Class topic	Readings	Assignments	Deadlines
Class #1		Presentation			
Class #2	1	Paradigms in social sciences; epistemological discussions. Research question.	Guba & Lincoln 1994	Research Question	
Class #3	1	Differences between quantitative and qualitative The Research question	Hesse-Biber, S. 2010	Research question and paradigms answer (to be sent during the weekend)	
		First Visit to a Milonga (TBC)			
Class #4	2	From concepts to data collection. Quantitative operationalization & Qualitative design of the interview schedule.	Bryman 2004, Ch 15	Operation-alization & Intrview guide	Research question
		Key Informant (TBC)			

Class #5	2	Ethnography & Participant observation	Atkinson & Hammersley 1994	Milongas distribution	Operation-alization & Intrview guide – DRAFT VERSION
Class #6	2	Interview, technic and rapport; Life Stories	Holstein & Gubrium 1995		Operation-alization & Interview guide – FINAL VERSION
		Second Visit to a Milonga (TBC)			
Class #7		Qualitative / Quanti / Mixed methods / research design	Maxwell 1996 Hesse-Biber, S. 2010		
Class #8		EXAM			
		Key Informant Visit			
		NO CLASSES			
Class #9	3	Analysis of qualitative data	Rapley 2001 Taylor Powell and Renner 2003		Interviews and observations
Class #10	3	Sampling / Case Study	Gerring, J. 2004		
Class #11	-	Atlas – Ti End Note Data Bases <b>Review</b>			
Class #12	-	Workshop			

Final Paper deadline: **TBD**

## **Attendance, Participation & Student Responsibilities**

### **Attendance**

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in a F for the course.

### **Missing classes for medical reasons**

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting by emailing. Note that calling the CAPA Center is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to

the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

### **Class Participation**

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

### **Academic Integrity**

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

### **Use of electronic equipment in class**

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

### **Use of Electronic Translators**

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

### **Late Submission**

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

### **Behavior during Examinations**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.