

## Research Methods in IRHR

IRHR 545:613

Spring 2020

Dana M. Britton

Email: [dana.britton@rutgers.edu](mailto:dana.britton@rutgers.edu)

Office hours: by appointment

This is a course in research design and the assessment of research. The central intent is not to teach you particular methods of research (though there will be some of that), it is to get you thinking about how to do research – how to frame questions and apply a research method appropriate to those questions. I have done a variety of forms of research – qualitative, quantitative, and evaluation. I am not particularly interested in debates about which method is “best” or most objective. All methods have strengths and weaknesses. The key is to design research that is best suited to answer a question about the social world. We will focus our discussions around three basic groups of research methods: quantitative, qualitative, and evaluation research/quasi-experimental design.

By the end of this course, you should have some basic knowledge of design in each of these three areas. You should be able to design research to answer your own (or others’) questions about the social world, and you should be able to critique others’ designs. You will also receive some hands-on training with NVIVO, which is a qualitative data analysis program.

### COURSE LOGISTICS

**Attendance and participation:** As this is a methods course, and as I believe one learns methods by doing them, there will be a number of assignments that will allow you to apply your knowledge. There will be an explicit discussion component built into each class, and you should also come prepared to discuss, critique, and analyze the reading. I intend to conduct much of this class as a seminar and its success depends on active and respectful engagement and exchange. In a Ph.D. program, the norm should be that you will not miss class. If humanly possible, you should attend. If not, you should let me know well ahead of time.

**Course readings:** These will take two forms, critiques and epistemological pieces to get you thinking about design, and exemplars of particular methods. I will upload the readings or links for each week on Canvas. I am not assigning a text, per se (though I may add one or two short monographs at my discretion). If you feel like you need some basic background, there are many options.

A couple of basic methods books are excellent:

Babbie, Earl R. 2016. *The Practice of Social Research*. 14th ed. Belmont, CA: Thomson Wadsworth. (any edition contains the same basic content). <https://www.cengage.com/c/the-practice-of-social-research-14e-babbie/9781305104945/>

Schutt, Russell K. 2018. *Investigating the Social World: The Process and Practice of Research*. 9th ed. Thousand Oaks, Calif: Sage Publications. <https://us.sagepub.com/en-us/nam/investigating-the-social-world/book254625>

And this one is a reference text I recommend if you think you will be doing research over the course of your career:

Miller, Delbert Charles and Neil J. Salkind. 2002. *Handbook of Research Design & Social Measurement*. 6th ed. Thousand Oaks, Calif: Sage Publications.

### **Course requirements:**

- 1) Take home assignments – These are short (three to five page) assignments intended to allow you to practice a particular method or technique.
- 2) In-class group assignments – There are four (more or less) of these. These are intended to allow you to work in a research team to solve a problem or practice a technique.
- 3) A midterm examination
- 4) A presentation of exemplary research
- 5) A final research proposal to be presented in class, revised, and resubmitted as the final examination.

Details for all of these assignments will be discussed in class and/or posted on Sakai. All assignments should be submitted in Canvas by 5:00 PM on the day they are due. I will set up each assignment separately. Please take care to upload in the correct spot.

In addition, if you have not already done so, you are required to complete Institutional Review Board/CITI certification. As all of the activities you will perform in this course will be class projects, certification is not required for this work. However, you should complete it so that you will know the process and be prepared for your own dissertation work. For further details on how to complete the certification see: <https://orra.rutgers.edu/citi>. From the regulations: “All Rutgers faculty, students, and other individuals involved in human subjects research are required to complete the Collaborative IRB Training Initiative (CITI) Basic Course and complete the CITI Refresher Course every three (3) years thereafter. This requirement extends to all IRB members and Human Subjects Protection program staff.” You should have this completed by 2/04/2020 and upload proof of your certification by class time on that day.

### **Grading:**

20%	Take home assignments
10%	In class assignments
25%	Midterm
5%	Approved research topic
5%	Exemplary research presentation
10%	Research proposal presentation
25%	Final research proposal

Date and topic	Assignment/ Exercise	Readings* SUBJECT TO CHANGE
1/16: Introduction to the course	Session on framing questions	Callister, Ronda Roberts. 2006. "The Impact of Gender and Department Climate on Job Satisfaction and Intentions to Quit for Faculty in Science and Engineering Fields." <i>The Journal of Technology Transfer</i> 31(3):367–75. (distributed in class).
1/23: Epistemology / ethics	Article analysis due	Acker, Joan, and Donald R. Van Houten. 1974. "Differential Recruitment and Control: The Sex Structuring of Organizations." <i>Administrative Science Quarterly</i> 19 (2): pp. 152–163. Coupled with a discussion of the Hawthorne experiments/Hawthorne effect. E.g., <a href="https://www.boundless.com/management/textbooks/boundless-management-textbook/organizational-theory-3/behavioral-perspectives-30/the-human-side-hawthorne-170-8381/">https://www.boundless.com/management/textbooks/boundless-management-textbook/organizational-theory-3/behavioral-perspectives-30/the-human-side-hawthorne-170-8381/</a>
	Preview of course assignments	Golden-Biddle, Karen. 2007. <i>Composing Qualitative Research</i> . 2nd ed. Thousand Oaks, Calif: Sage. (excerpt)
	GSS introduction	Ethics chapter from Chambliss and Schutt: <a href="http://www.sagepub.com/chambliss4e/demo/ch03/chambliss_4e.htm?chapter=null&amp;page=null&amp;anchorory=null">http://www.sagepub.com/chambliss4e/demo/ch03/chambliss_4e.htm?chapter=null&amp;page=null&amp;anchorory=null</a> (or any chapter on ethics from a methods book).
1/30: Quantitative 1 - The logic of causation/ elaboration paradigm	Bivariate tables due	Babbie, Earl R. 2007. <i>The Practice of Social Research</i> . 11th ed. Belmont, CA: Thomson Wadsworth. (chapter on the Elaboration Model).
	IRB certification complete	Liebertson, Stanley. 1985. <i>Making it count : the improvement of social research and theory</i> . Berkeley: University of California Press.
	GSS session 2	
2/6: Quantitative 2 - Sampling and survey design	Trivariate/elaboration assignment due	Berk, Richard A. 1983. "An Introduction to Sample Selection Bias in Sociological Data." <i>American Sociological Review</i> 48 (3) (June 1): 386–398.
	Research topics due	Schaeffer, Nora Cate, and Stanley Presser. 2003. "THE SCIENCE OF ASKING QUESTIONS." <i>Annual Review of Sociology</i> 29 (1) (August): 65–88.
		Tomaskovic-Devey, Donald, Jeffrey Leiter, and Shealy Thompson. 1994. "Organizational survey nonresponse." <i>Administrative Science Quarterly</i> 39 (3) (September): 439–439.

2/13: Quantitative 3 - Measurement and analysis	Survey questions group assignment in class	Babbie – chapters on measurement and indices
	Interview 1 due	Kurtulus, F. A., and D. Tomaskovic-Devey. 2011. "Do Female Top Managers Help Women to Advance? A Panel Study Using EEO-1 Records." <i>The ANNALS of the American Academy of Political and Social Science</i> 639 (1) (December 15): 173–197.
		Kalev, A., F. Dobbin, and E. Kelly. 2006. "Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies." <i>American Sociological Review</i> 71 (4) (August 1): 589–617.
2/20: Exemplary research	Bring in ONE quantitative article you see as exemplary	Midterm out, due by 2/27 at 2:30 PM
		Session on Existing Data - Ryan Womack
2/27: Qualitative 1 - Basics, introduction to content analysis	Video – Still Killing US Softly 4 (or other)	Esterberg, Kristin G. <i>Qualitative Methods in Social Research</i> . Boston: McGraw-Hill, 2002., Chapter 6: Unobtrusive Measures (pp. 115-134).
	Midterm due	Bowman, E. H. 1984. "Content Analysis of Annual Reports for Corporate Strategy and Risk." <i>Interfaces</i> 14(1):61–71.
	Ethnographic observation out	Weber, Kristi, Mary Story, and Lisa Harnack. 2006. "Internet Food Marketing Strategies Aimed at Children and Adolescents: A Content Analysis of Food and Beverage Brand Web Sites." <i>Journal of the American Dietetic Association</i> 106(9):1463–1466.
3/6: Qualitative 2 - Ethnography	Interview 2 due	Williams, Christine L. <i>Inside Toyland: Working, Shopping, and Social Inequality</i> . Berkeley, Calif: University of California Press, 2006, Excerpt.
		Kellogg, Katherine C. 2011. "Hot Lights and Cold Steel: Cultural and Political Toolkits for Practice Change in Surgery." <i>Organization Science</i> 22(2):482–502.
		Kelly, E. L., S. K. Ammons, K. Chermack, and P. Moen. 2010. "Gendered Challenge, Gendered Response: Confronting the Ideal Worker Norm in a White-Collar Organization." <i>Gender &amp; Society</i> 24(3):281–303.
3/13: Spring break		

3/20: Qualitative 3: Interview 1	Interview question group assignment in class	Weiss, Learning from Strangers: The Art and Method of Qualitative Interview Studies (excerpt).
	NVIVO session 1	Chan, Curtis K. and Michel Anteby. 2016. "Task Segregation as a Mechanism for Within-Job Inequality: Women and Men of the Transportation Security Administration." <i>Administrative Science Quarterly</i> 61(2):184–216.
	Ethnographic observation due	Rivera, Lauren A. 2012. "Hiring as Cultural Matching: The Case of Elite Professional Service Firms." <i>American Sociological Review</i> 77 (6) (December 1): 999–1022.
3/27: Interview 2		Kennelly, I. 1999. "‘THAT SINGLE-MOTHER ELEMENT’: How White Employers Typify Black Women." <i>Gender &amp; Society</i> 13 (2) (April 1): 168–192.
		Rogers, Kristie M., Kevin G. Corley, and Blake E. Ashforth. 2017. "Seeing More than Orange: Organizational Respect and Positive Identity Transformation in a Prison Context." <i>Administrative Science Quarterly</i> 62(2):219–69.
	NVIVO session 2	Esterberg – chapter on coding
4/3: Cancelled for travel	Interview 3 due	
4/10: Evaluation - Experimental and quasi-experimental design	Evaluation design group assignment in class	Babbie - chapter on evaluation research
	NVIVO session 3	Correll, Shelley J., Benard, Stephen, and Paik, In. 2007. "Getting a Job: Is There a Motherhood Penalty?" <i>American Journal of Sociology</i> 112 (5) (March 1): 1297–1339.
		Castilla, Emilio J. and Stephen Benard. 2010. "The Paradox of Meritocracy in Organizations." <i>Administrative Science Quarterly</i> 55(4):543–576.
		Moss-Racusin, C. A., J. F. Dovidio, V. L. Brescoll, M. J. Graham, and J. Handelsman. 2012. "Science Faculty's Subtle Gender Biases Favor Male Students." <i>Proceedings of the National Academy of Sciences</i> 109 (41) (September 17): 16474–16479.
4/17: Publishing		Rose Ragins, Belle. 2012. "EDITOR'S COMMENTS: REFLECTIONS ON THE CRAFT OF CLEAR WRITING." <i>Academy of Management Review</i> 37 (4) (October): 493–501.

and dissemination, funding	Interview assignment due	Toor, Rachel. 2011. "Shame in Academic Writing - Advice - The Chronicle of Higher Education." <a href="http://chronicle.com/article/Shame-in-Academic-Writing/128483/#top">http://chronicle.com/article/Shame-in-Academic-Writing/128483/#top</a> .
		Wolcott, Harry F. 1994. Transforming Qualitative Data: Description, Analysis, and Interpretation. Thousand Oaks, Calif: Sage Publications. (excerpt)
4/24: Class presentations of research proposals	Proposals due and workshopped in class	
5/4/2018: Final examination period	Revised proposals due by 12:00 noon	