

Research Methods in IRHR

IRHR 545:613

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Office hours: Monday: 3:00 – 4:30 and by appointment

LEC 108 (Center for Women and Work), 848-932-3499

This is a course in research design and the evaluation 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 work. 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 particular 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: 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. If that happens, it’s up to you to get the notes from the class and complete your assignments. 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.

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 for each week on Sakai. 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. 2007. *The Practice of Social Research*. 11th ed. Belmont, CA: Thomson Wadsworth.

Schutt, Russell K. 2012. *Investigating the Social World: The Process and Practice of Research*. 7th ed. Thousand Oaks, Calif: Sage Publications.

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

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

Course requirements:

- 1) Take home assignments – There are five of these. They 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 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 Sakai by 12:00 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 certification. As all of the activities you will perform in this course will be class projects, certification is not required for this work. But 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: <http://orsp.rutgers.edu/Humans/default.php#general> (General description of Rutgers rule on IRB compliance). To complete the exam go to: <http://orsp.rutgers.edu/index.php?q=content/human-subjects-certification-program> and follow the instructions. You should have this completed by 2/4 and turn in proof of your certification in class on that day.

Grading:

15%	Take home assignments
10%	In class assignments
25%	Midterm
10%	Approved research topic
5%	Exemplary research presentation
10%	Research proposal presentation
25%	Final research proposal

I am always willing to talk about grades, assignments, or any issues you might be having in the course. I do ask that if you schedule an appointment to do this so that I can be prepared as well. If you come to see me to appeal a grade on an assignment that you have a written appeal that includes a discussion – preferably with appropriate citation – about why you think I should reconsider.

Date and topic	Assignment	Readings
1/28: Introduction to the course	Session on ethics and research critique	Ethics chapter from Chambliss and Schutt: http://www.sagepub.com/chambliss4e/demo/ch03/chambliss_4e.htm?chapter=null&page=null&anchor=null (or any chapter on ethics from a methods book).
2/4: Epistemology/framing a question	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. Find and read one before you read Acker and Van Houten.
	IRB certification complete	Golden-Biddle, Karen. 2007. <i>Composing Qualitative Research</i> . 2nd ed. Thousand Oaks, Calif: Sage. (excerpt)
	GSS introduction	Fischman, Josh. 2010. "To Battle a Plague, an Anthropologist Challenges Medical Wisdom." http://chronicle.com/article/To-Battle-a-Plague-an/124337/?sid=at&utm_source=at&utm_medium=en .
		Gray, P. H., and W. H. Cooper. 2009. "Pursuing Failure." <i>Organizational Research Methods</i> 13 (4) (December 29): 620–643.
2/11: 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).
	GSS session 2	Liebertson, Stanley. 1985. <i>Making it count : the improvement of social research and theory</i> . Berkeley: University of California Press.
	Preliminary discussion of research topics	Carlson, K. D., and J. Wu. 2011. "The Illusion of Statistical Control: Control Variable Practice in Management Research." <i>Organizational Research Methods</i> 15 (3) (December 21): 413–435.
		Spector, P. E., and M. T. Brannick. 2010. "Methodological Urban Legends: The Misuse of Statistical Control Variables." <i>Organizational Research Methods</i> 14 (2) (June 2): 287–305.
2/18: Class cancelled		

2/25: 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.
		Britton, Dana M. 1997. "PERCEPTIONS OF THE WORK ENVIRONMENT AMONG CORRECTIONAL OFFICERS: DO RACE AND SEX MATTER?*" <i>Criminology</i> 35 (1) (February): Additional short paper on PSCS.
3/4: Quantitative 3 - Measurement and analysis	Survey questions group assignment in class	Babbie – chapters on measurement and indices
	Session on existing data sources in Organization research	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.
		Ely, Robin J. 1995. "The Power in Demography: Women's Social Constructions of Gender Identity at Work." <i>The Academy of Management Journal</i> 38 (3) (June 1): 589–634.

3/11: Exemplary research	Bring in ONE empirical article that uses quantitative methodology and that you see as an exemplary piece of research. Be prepared to discuss the substance of the piece, as well as its strengths and weaknesses.	Midterm distributed, due Monday, 3/25 by 12:00 PM
3/25: Qualitative 1 - Basics, introduction to content analysis	Video – Still Killing US Softly 4	Esterberg, Kristin G. Qualitative Methods in Social Research. Boston: McGraw-Hill, 2002., Chapter 6: Unobtrusive Measures (pp. 115-134).
		Ray, J. L., and A. D. Smith. 2011. "Using Photographs to Research Organizations: Evidence, Considerations, and Application in a Field Study." Organizational Research Methods 15 (2) (December 21): 288–315
		Bowman, E. H. 1984. "Content Analysis of Annual Reports for Corporate Strategy and Risk." Interfaces 14(1):61–71.
		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." Journal of the American Dietetic Association 106(9):1463–1466.

4/1: Qualitative 2 - Ethnography	Guest speaker – Joan Meyers	Williams, Christine L. Inside Toyland: Working, Shopping, and Social Inequality. Berkeley, Calif: University of California Press, 2006, Excerpt.
		Skuratowicz, Eva, and Larry W. Hunter. 2004. "Where Do Women's Jobs Come from?: Job Resegregation in an American Bank." Work and Occupations 31 (1) (February 1): 73–110.
		Reskin, Barbara F., and Irene Padavic. 1988. "Supervisors as Gatekeepers: Male Supervisors' Response to Women's Integration in Plant Jobs." Social Problems 35(5):536–550.
		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." Gender & Society 24(3):281–303.
4/8: Qualitative 3: Interviews	Ethnographic observation due	Weiss, Learning from Strangers: The Art and Method of Qualitative Interview Studies (excerpt).
	Interview question group assignment in class	
	NVIVO session 1	Ely, Robin J., and David A. Thomas. 2001. "Cultural Diversity at Work: The Effects of Diversity Perspectives on Work Group Processes and Outcomes." Administrative Science Quarterly 46 (2) (June): 229.
		Rivera, Lauren A. 2012. "Hiring as Cultural Matching: The Case of Elite Professional Service Firms." American Sociological Review 77 (6) (December 1): 999–1022.
		Britton, Dana M. 1997. Gendered Organizational Logic: Policy and Practice in Men's and Women's Prisons. Gender & Society 11 (6) (December 1): 796–818.

4/15: Interview 2	Interview assignment due	Kennelly, I. 1999. "‘THAT SINGLE-MOTHER ELEMENT’: How White Employers Typify Black Women." <i>Gender & Society</i> 13 (2) (April 1): 168–192.
	NVIVO session 2	Williams, C. L., C. Muller, and K. Kilanski. 2012. "Gendered Organizations in the New Economy." <i>Gender & Society</i> 26 (4) (May 23): 549–573.
		Esterberg – chapter on coding
4/22: Evaluation - Experimental and quasi-experimental design	Experimental 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.
		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.
		Pager, Devah. 2003. "The Mark of a Criminal Record." <i>American Journal of Sociology</i> 108 (5) (March 1): 937–975.
4/29: Publishing and dissemination		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.
		Toor, Rachel. 2011. "Shame in Academic Writing - Advice - The Chronicle of Higher Education." http://chronicle.com/article/Shame-in-Academic-Writing/128483/#top .
		Wolcott, Harry F. 1994. <i>Transforming Qualitative Data: Description, Analysis, and Interpretation</i> . Thousand Oaks, Calif: Sage Publications. (excerpt)

5/6: Class presentations of research proposals	Proposals due and workshopped in class	
5/9: Final examination	Revised proposals due	