



**SBS 2000ID - E784 Syllabus**  
**Research Methods for the Social and Behavioral Sciences - Interdisciplinary**

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Dept. of Social Sciences  
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Classes: 1/30/2017 - 5/26/2017, Friday 6:00-8:30, Midway-302  
Office hours: Friday 5:30-6:00, 8:30-9:00, Office N-600  
Tel: 212.862.4652 (by appointment)

**Course Description:**

An introduction to the research methodologies utilized in the social and behavioral sciences, beginning with the fundamentals of research design, through data collection, analysis, interpretation, and the final reporting of results. Both quantitative and qualitative designs are examined using software to aid in inquiry and analysis.

**Course Prerequisite:**

PREREQUISITE OF ANY INTO ANTH, ECON, SERIES, GEOG, GOV, HIS, PSY, SOC, OR AFR/PRS 14XX OR AFR 1501, AFR 1502, AFR 2402, OR AFR 3000, OR COM 2402, OR COM 2402, OR COM 3401, AND MAT 1180 OR HIGHER. COMD STUDENTS ALSO NEED PREREQUISITE OF PSY 3407

**Required Textbook**

- i. Benedetto Fontana, 1993 Hegemony & Power. On the Relation between Gramsci & Machiavelli
- ii. Statistical Package for Social Sciences - SPSS Handbook. See Details in Class
- iii. Making Movies, 1996 Sidney Lumet

In addition: See each unit, for the material that will be distributed in class. Select chapters / links is on Black Board or distributed in class.

Note: Make sure your e-mail on Blackboard is current and you receive e-mails on the first day of class. If not Send me an e-mail.

**Optional** (Do not order any optional books until we go over the syllabus together and you have discussed your final project)

You are encouraged to take the initiative and bring to our attention and introduce any relevant article, journal, text, correspondences, charts, data collection, photo or film as it relates to our class, at any point during the semester.

**Grading**

Attendance + 12 Assignments.....	50%	[Timing counts, see Attendance Policy below]
Midterm Exam.....	25%	[Empirical Work in Social Science, using SPSS]
Final Project.....	25%	

The instructor reserves the right to change the syllabi or weights of grades at any point during the semester.

## Attendance

1. Each time students attend the class they sign the Attendance sheet distributed in class. Students, who walk in late, will sign in at the end of the class and check mark themselves as “Late”, so we may maintain focus and continuity.
2. CUNY area wide policy states that a student may be absent without penalty for 10% of the number of scheduled class meetings during the semester as follows:
  - If the class meets once a week and the student misses more than two (2) classes, the instructor must alert the student that a grade of “WU” will be assigned to the student.
  - Two late classes are equivalent to a missed class.
  - If the class meets twice a week, allowable absence is three (3) classes.

Our class policy is no different than CUNY wide policy. Please make every effort to be on time.

## Academic Integrity at City Tech

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

— NYCCT statement on academic integrity

Our class policy, is no different than the above CUNY policy.

## Data Sources:

**This section is subject to further expansion and is conditional on each student’s project:**

For Economic Data Source(s): See <http://research.stlouisfed.org/fred2>

<http://www.federalreserve.gov/datadownload/Choose.aspx?rel=Z.1>

For Journal Sources see <http://www.jstor.org>

For Data on Federal Prisons: see <https://www.bop.gov/about/statistics/>

[https://www.bop.gov/resources/research\\_and\\_reports.jsp](https://www.bop.gov/resources/research_and_reports.jsp)

For Data on Hate Index: See <https://www.hateindex.com>

[https://www.icp.org/exhibitions/perpetual-revolution-the-image-and-social-change?utm\\_source=ICP+News&utm\\_campaign=02f5ef6439-Events16\\_12.20\\_Looking+ahead&utm\\_medium=email&utm\\_term=0\\_4b79988be6-02f5ef6439-16638513](https://www.icp.org/exhibitions/perpetual-revolution-the-image-and-social-change?utm_source=ICP+News&utm_campaign=02f5ef6439-Events16_12.20_Looking+ahead&utm_medium=email&utm_term=0_4b79988be6-02f5ef6439-16638513)

## SPSS Tutorials:

Following Tutorials are optional and subject to change:

[http://www.datastep.com/SPSSTutorial\\_1.pdf](http://www.datastep.com/SPSSTutorial_1.pdf)

<https://www.youtube.com/watch?v=SL2bZXfWQls>

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## Course Outline

Date	Unit	Subject
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### 02/03/17    1. Introduction

- The Structure of our course
- Different Schools of Thought
- History of Method in:
  - Art
  - Social Science (Philosophy, Politics, Economics, Sociology, etc.)
  - Film

In the following link, read section 3: **The Method of Political Economy**

<https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/appx1.htm#205>

Optional:

Read <http://www.marxists.org/archive/marx/works/1859/critique-pol-economy/index.htm>  
[http://www.marxists.org/archive/marx/works/1859/critique-pol-economy/ch02\\_2.htm](http://www.marxists.org/archive/marx/works/1859/critique-pol-economy/ch02_2.htm)

See: <http://www.marxists.org/archive/marx/works/subject/economy/index.htm>

“The economists of the seventeenth century, e.g., always begin with the living whole, with population, nation, state, several states, etc.; but they always conclude by discovering through analysis a small number of determinant, abstract, general relations such as division of labour, money, value, etc. As soon as these individual moments had been more or less firmly established and abstracted, there began the economic systems, which ascended from the simple relations, such as labour, division of labour, need, exchange value, to the level of the state, exchange between nations and the world market. The latter is obviously the scientifically correct method. The concrete is concrete because it is the concentration of many determinations, hence unity of the diverse. It appears in the process of thinking, therefore, as a process of concentration, as a result, not as a point of departure, even though it is the point of departure in reality and hence also the point of departure for observation [Anschauung] and conception. Along the first path the full conception was evaporated to yield an abstract determination; along the second, the abstract determinations lead towards a reproduction of the concrete by way of thought.” Grundrisse

02/10/17    **2. An Introduction to the History of Methods**

1. Read An extract from *Art History and Its Methods* – A critical Anthology. Selection and Commentary by Eric Feme. Distributed in Class:

**a. A History of Methods**

- i. From Antiquity to Renaissance (Piecemeal Beginnings)
- ii. The 16<sup>th</sup> and 17<sup>th</sup> Centuries (Biographies)
- iii. The Eighteenth Century – (Cultural History and the Cycle)
- iv. The Nineteenth Century – (Empiricism, Metaphysics & Cultural History)
- v. The Early 20<sup>th</sup> Century (Responses to Modernism)
- vi. The Mid Twentieth Century (Cumulative Variety)
- vii. The Late Twentieth Century (New Art Histories)

Optional Read:

- viii. Giorgio Vasari – The Lives of the Artists 1568, 22-43
- ix. Johann Joachim Winckelmann – The History of Ancient Art, 1764, 68-77
- x. Johann Wolfgang von Goethe, Of German Architecture, 1772, 77-85
- xi. Jacob Burckhardt – Reflections on History, 1872, 85-92
- xii. Erwin Panofsky – The History of Art as a Humanist Discipline, 1940, 179-181
- xiii. Arnold Hauser – The Philosophy of Art History 1959, 201-214
- xiv. Susan Sontag, Against Interpretation, 1964, 214-223
- xv. William Fagg. In Search of Meaning in African Art, 1973, 237-245
- xvi. Svetlana Alpers, Interpretation without Representation, The viewing of Los Meninas, 1983, 281-291

**Assignment #1:** In two printed pages contrast four different Methods in Social Analysis.  
Due Date: Next Class. Hand in your work in class. Late papers and e-mails will not be accepted.

02/17/17.

**3. Politics: An Introduction to Gramsci & Machiavelli**

- i. Read from Hegemony & Power, pages 1-13
- ii. **Assignment #2:** Provide a summary of your read. Printed.
- iii. **Due Date:** Next Class. Hand in your work in class.
- iv. Late papers and e-mails will not be accepted.

02/24/17.

**4. Making Movies – Film as Method**

Read Making Movies, 1995 Sidney Lumet

- i. The Director: The Best Job in the World 3-28
- ii. The Script: Are Writers Necessary? 28-49
- iii. Style: The Most Misused Word Since Love 49-59
- iv. Actors: Can an Actor Really be Shy? 59-75
- v. The Camera: Your Best Friend 75-94
- vi. Shooting the Movie: At Last! 105-137
- vii. Rushes: The Agony and the Ecstasy 137-148
- viii. The Cutting Room: Alone at Last
- ix. The Sound of Music: The Sound of Sound 170-186

Optional Read: *The Art of Dramatic Writing*. 1946. Lajos Egri, Gilbert Miller

- i. Premise 1-32
- ii. Character 32-114

- a. The Bone Structure
- b. Environment
- c. The Dialectical Approach
- d. Strength of Will in a Character
- e. Plot or Character – Which?
- f. Characters Plotting Their Own Play
- g. Pivotal Character
- h. Orchestration
- i. Unity of Opposites
- iii. Conflict
  - a. Origin of Action 121
  - b. Cause and Effect 121
  - c. Static
  - d. Jumping
  - e. Rising
  - f. Movement
  - g. Foreshadowing Conflict
  - h. Point of Attack
  - i. Transition
  - j. Crisis, Climax, Resolution
- iv. General
  - a. Obligatory Scene
  - b. Exposition
  - c. Dialogue
  - d. Experimentation
  - e. The Timeliness of Play
  - f. Entrances and Exits
  - g. Why are some Bad Plays Successful?
  - h. Melodrama
  - i. On Genius
  - j. What is Art? – A Dialogue
  - k. When you write a play
  - l. Conclusion

03/03/17      5. Citizen's Watch

- i. Read from Hegemony & Power, From Philosophy to Politics – Chapter 2, pages 14-34
- ii. **Assignment +3:** Provide a summary of your read. Printed.
- iii. **Due Date:** Next Class. Hand in your work in class.
- iv. Late papers and e-mails will not be accepted.

**Assignment +4:**

- o Observatorio Ciudadano or “Citizen’s Watch’ is a nongovernmental organization for the defense, promotion and documentation and human rights. It was created in September 2004 in the city of Temuco in Chile, as Observatory of the Rights of Indigenous Peoples, by a group of citizens from different parts of the country, different professions and ethnic backgrounds.
- o Our work will be plural, multidisciplinary and marked by interethnic relationship that allows us to take on new challenges.
- o This assignment invites you to reflect on the examples of human rights advocacy, activism and resistance.
- o Thinking concretely yet aspirational, outline how you would pursue a human rights issue you’ve seen contested and specifically in your local region or city.

- Areas of inquiry include: *How does the problem you've identified manifest – historically and in the current moment?*
- What would a human rights project – for example, a campaign, an organization, a movement-based approach, a service-oriented program, a legal complaint or court case – in this area look like?
- What organizations and/or communities (national and international) would you work with? Would you use the language of human rights, and if so, how? What problems do you foresee, both practically and conceptually?
- Accordingly, what is the relationship between human rights theory and practice in the context of your consideration?
- Guidelines: Each response should be 800 words not including references. Use APA style for citations in text, such as (Smith, 2013) and include a bibliography. Primary sources such as guest lectures and interviews can be included in the bibliography in alphabetical order.

This assignment counts for x% of the grade. Due Date: (To be discussed in class)

**Assessment criteria include:**

- Strength and effective development of arguments supporting your position
- Clear analytical connections to human rights concepts
- Effective use of primary and secondary information for descriptive and analytical purposes
- Ability to skillfully synthesize information from various sources
- Clarity and concise communication

03/10/17

**6. On Political Methods & Human Rights**

- i. Re-Read from Hegemony & Power, Renaissance and Reformation – Chapter 3, pages 35-51
- ii. **Assignment +5:** Provide a summary of your read. Printed.
- iii. **Due Date:** Next Class. Hand in your work in class.

**Listen to:**

<http://www.unmultimedia.org/avlibrary/asset/C100/C1007/>

A working definition of human rights:

<http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>

The UN Declaration of Human Rights (UDHR)

<http://www.un.org/en/documents/udhr/>

International Covenant on Civil and Political Rights:

<http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>

Covenant on Economic, Social, and Cultural Rights:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>

Human rights instruments by topic:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx>

03/17/17

**7. UDHR in Context. An Experiment in Method:**

- i. Read from Hegemony & Power, Power and the State – Chapter 4, pages 52-73
- ii. **Assignment +6:** Provide a summary of your read. Printed.
- iii. **Due Date:** Next Class. Hand in your work in class.

Moyn, S. (2014). The Universal Declaration of Human Rights of 1948 in the history of cosmopolitanism. *Critical Inquiry*, 40(4), 365-384.

Liu, L. H. (2014). Shadows of Universalism: The Untold Story of Human Rights around 1948. *Critical Inquiry*, 40(4), 385-417.

[http://shifter-magazine.com/wp-content/uploads/2015/04/Liu\\_1948.pdf](http://shifter-magazine.com/wp-content/uploads/2015/04/Liu_1948.pdf)

03/24/17

**8. Race, Class & Gender in Methods:**

- Historical Method. On The Method of Oral Tradition /
- Yard Sticks and Measurements.
- Methods of Extremism vs. Conservatism.
- Projection.
- Image. On Attitude.
- On Quest For Justice. On Civil Rights Bill 1964.
- On Law as Method.
- On The Method In Pursuit of Justice.

**Read**, Prophecy Deliverance, Cornell West. Chapter 2: **A Genealogy of Modern Racism** 47-65  
This material is distributed in class.

Read, F. Nietzsche, On Genealogy of Morality.  
This material is distributed in class.

Optional: Read Cornell West, Chapter 3: The Four Traditions of Response

**View:**

- [https://archive.org/details/Malcolm\\_X](https://archive.org/details/Malcolm_X)
  - a. Oxford Debate Dec 3<sup>rd</sup>, 1964
  - b. House Negro & Field Negro – 23:18
  - c. Don't Sit-In, Stand-Up; On Black Nationalism – 3:15
  - d. Put Them to Bed 1:41
  - e. Words From the Frontline

On Linguistic Method. The Measurement of Man's Color  
On Violence as a Method. On the Language of KKK.  
On The Reversal of Victim vs. Criminal Methods.
- On 1776 Method of Revolution. On International Violence vs. Mississippi Violence.
- On Historical Method: [https://archive.org/details/Malcolm\\_X#](https://archive.org/details/Malcolm_X#)
  - On Systems. Singing vs. Swinging. On Nationalism. On White Nationalism

**Assignment +7:** Provide the empirical data in support or against Malcolm-X Lecture

in the Oxford Debate / Other Debates. Relate the material to Cornell West's Essay on Genealogy of Modern Racism.

**Due Date:** Next Class.

**Optional** and highly recommended: *Make a film on Race issues.*

- Provide the Premise of your film in writing
- Discuss your Story / Characters / Script / Scene(s) / Camera / etc. Before you shoot this screen play project.
- Discuss the Method of your approach before you direct the film. This discussion occurs in class.

**04/07/17**

### **9. The Rhetorical Method**

- i. Read from Hegemony & Power, Hegemony and Virtu – Moral and Intellectual Reform in Gramsci and Machiavelli  
Chapter 5. pages 74-98
  - ii. **Assignment +8:** Provide a summary of your read. Printed.
  - iii. **Due Date:** Next Class. Hand in your work in class.
1. Compare and contrast the Method of approach between William Buckley vs. James Baldwin  
<https://www.youtube.com/watch?v=oFeoS41xe7w>
  2. Compare and contrast the Method of approach between William Buckley vs. N. Chomsky  
<https://www.youtube.com/watch?v=-gsFb0uSG5w>

What are key points of contention in method of approach?

How would you make a film on the latter issues?

**04/14/17**

### **10. Epistemology of the Human Sciences**

- i. Read from Hegemony & Power, The Constitution of the People as a Political Force  
Hegemony, Virtu Ordinata and the Citizen Democracy Chapter 7. pages 116-139
  - ii. **Assignment +9:** Provide a summary of your read. Printed.
  - iii. **Due Date:** Next Class. Hand in your work in class.
- Natural Sciences and Human Sciences
  - Difference in the Object
  - Difference of Method
  - Linguistics and Trans Linguistics

Read Tzvetan Todorov, "*Mikhail Bakhtin, The Dialogical Principal*", Theory and History of Literature, Vol 13. Chapter 2. Translated by Wlad Godizich. (Hand out distributed in class).

Assignment: Based on your read of Todorov discuss the following



1. What are the differences in the method of Natural vs. Human Sciences?
2. Where is the State? In the psyche? In Physico-mathematical space? On the paper of constitutional documents? Where is the Law?
3. What is Objective Empiricism? What is Subjective Empiricism?
4. What is Formalism?
5. What is Structuralism?
6. What is true understanding? How symbolic structures go deep into the infinity of symbolic meaning? What constitutes depth of insight?
7. What is the limit of accuracy ( $a=a$ )?
8. What is the difference between Discourse (vyskazyvanie) vs. Language?
9. How signs are translated into other signs?

04/21/17

**11. Statistical Analysis for Social Sciences [This section will Utilize SPSS]**

- Read: An article from a current newspaper of your choice and bring it to class for discussion on how we may conduct an empirical analysis on the article of your choice.

Options:

- Read from “Measuring and Controlling Interest Rate and Credit Risk” by Frank Fabozzi, Steven V. Mann & Moorad Choudry:
  - Valuation
  - Yield Volatility
  - Value at Risk
  - Credit Risk
  - Bloomberg Yield and Spread Analysis

**Assignment #10:** Using SPSS/STATA/MINITAB/ Excell MACRO analyze the “Data”.  
 For Data Google: FRED2 or Flow of Fund Data.  
 (Details provided in class).

- **Bloomberg Terminals, JP Morgan Risk Metrics**  
 [We will look at slide shots from a Bloomberg Terminal]

**Due Date:** Midterm Exam Date. 04/28/17

04/28/17

## 12. Stock Market Models / Finance & Simulation

A read from “Measuring and Controlling Interest Rate and Credit Risk”  
by Frank Fabozzi, Steven V. Mann & Moorad Choudry: Handout given in class.

- Valuation
- Yield Volatility
- Value at Risk
- Credit Risk
- Bloomberg Yield and Spread Analysis

### Assignment +11:

- Read: An article from a current newspaper or journal or a book of your choice and bring it to class for discussion, towards an empirical analysis. The article can be in Politics, Economics, Health Systems, History, Race, Class or Gender or any International Relations topics.
- Find the necessary data for your project
- Download the data. Identify the class variables
- Run Frequencies and Create a Cross-Tab of your choice using **SPSS**
- Print the output and in 1-2 pages explain the SPSS output.
- Explain the merits and the problems in your method of approach

**Due Date:** 05/12/17

05/05/17

## 13. Assignment +12: Student’s Final Project Presentations

05/12/17

## 14. Assignment +13: Student’s Final Project Presentations

05/19/17

## 15. Assignment +14 is set by the student before Midterm - in consultation and constitutes the final Exam

- Final Exam Review(s)
- Final Exam.....May 19, 2017

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## Outcomes & Assessment Methods

This course hopes to achieve the following:

### Outcomes:

- 1. Knowledge:** Understand how Method is applied in Political Economy and Motion Picture?
- 2. History:** How the history of ideas, theories, institutions, money, rules and regulation and practices propagate, and affect different interests and operations with (un)predictable outcomes?
- 3. Skills:** We become familiar with different schools of thought and their methods at the theoretical level applied. How to apply a strategy or tactic to real life issues? To achieve certain potential goals and outcomes.
- 4. Corporate Operations:** Acquire a corporate experience on how financial models, and statistical tools are applied in major U.S. (non)financial corporations?
- 5. Values, Ethics and Relationships:** Students learn how to compete with themselves while building team

work. Motivate without exerting authority. We learn why, when, where and how we can lead rather than simply follow?

6. **Critical Thinking:** Students learn how to challenge Authority, including the teacher's authority through items 1,2,3, 4, 5 above. Students learn of different forms of conformity, through linking Economics to Politics, Politics to Film and Film to modes of conformity.
7. **Multidisciplinary:** Students learn how to specialize and synthesize different disciplines towards their fundamental goals and projects.

**Assessments:**

1. The main method of assessing students, is via student's active participation and presentation, without use of any notes or use of power points, throughout the semester. A portion of each class is solely allotted to students advancing, and presenting their working projects, from start to finish.
2. Students submit an empirical work utilizing SPSS or other Statistical tools as their midterm.
3. The final exam / project will be either a final paper or a film produced by the student. This exam distinguishes and rewards written, oral and visual skills.
4. Students lecture, assess, evaluate and provide feedback on each other's presentation(s) and projects, including teacher's presentation throughout the semester, so the class is driven in accordance with students needs and abilities.
5. Very similar to a music or a film class, students are assessed based on their active *practice* and performances rather than passive listening skills.
6. All classes are captured on film and forms the basis of a final project for the totality of the class.

You can find the Academic Calendar as well as a grid of class meetings here:  
<http://www.citytech.cuny.edu/students/registrar/calendar.shtml>

\*\* Have a wonderful semester \*\*