**New York City College of Technology**

**Interdisciplinary Committee**

**Application for Interdisciplinary Course Designation**

**Date:** May 3, 2015.

**Submitted by:** Hans Tokke

**Department(s): Social Science**

1. **Proposal to Offer an Interdisciplinary Course**

1. **Identify the course type and title:**
**X** An existing course: SBS 2000 Research Methods for the Behavioral and Social Sciences

🞎 A new course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞎 A course under development \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Provide a course description**

This course will provide students an overview of commonly observed perspectives and methodologies used to conduct research across a variety of disciplines in the social and behavioral sciences (anthropology, economics, history, political science, psychology, and sociology) and other academic disciplines (architecture, nursing/pharmacology, English, education, management). Students will participate in traditional research design, data collection, analysis/interpretation of results, and final reporting of results to answer questions derived by an interdisciplinary understanding of scientific methodology from various disciplines. Students will demonstrate their knowledge and skills by taking part in a semester-end group poster presentation of their work that will be reviewed by members of the faculty, fellow students, and guests.

1. **How many credits will the course comprise?** 3 **How many hours?** 3
2. **What prerequisite(s) would students need to complete before registering for the course? Co-requisite(s)?**

Any Introductory ANTH, ECON, GEOG, GOV, HIS, PSY, SOC, or, any AFR or LTAM 1400 series course, or AFR 1501, 1502, 2402 or 3000, or COMM 2402, or 3401 and MAT 1180 or higher; ADGA students will also need the prerequisite of PSY 3407 Psychology of Perception.

1. **Explain briefly why this is an interdisciplinary course.**

This course is designed to provide students the ability to apply scientific reasoning in the construction of methodology that will address complex questions and problems across various academic disciplines. The core of the course is the completion of a neighborhood study that the student has personal experience with to provide a focal point for investigating that research field from a variety of disciplines and research methodologies. This will be a focused neighborhood within the Tri-State or another community if the student has previous history there. It does not necessarily mean students will study an urban problem as is understood by inner city problems such as crime, health, education, environment, food sources (and the like), though some may well choose to engage a social issue such as this and investigate it from a variety of perspectives. This may well encompass suburban and exurban contexts. The research question can be opened to include some topic of interest to the student in regards to their neighborhood. Improvement, community development, or social change may be one goal, but there may be other forms such as beautification, recreation and leisure, safety, transportation, or schooling. The ultimate goal of the project will be to integrate the various disciplines in articulating and solving the problem, leading to positive social change or greater understanding of the issue.

The focused goal is to study that which one knows or is familiar and to unearth new knowledge from within the familiar or mundane. The assumption is students will student a neighborhood environment within the New York City Tri-State which would include a suburban study or satellite city or town. If there happens to be an unlikely event there is a purely rural student, or one with a history in another region of the country (such as a family roots study), they would complete a study of their research field and the systems that integrate within it from within that perspective.

Using lecture, in-class discussion and assignments, and group work, students will be exposed to the theories and methods of multiple disciplines while developing an integrated neighborhood research project that incorporates the various approaches and disciplines. Faculty from other academic disciplines will serve as guest lecturers (approximately 20% of the course) and will provide students with an understanding of the importance of professional disciplines working together to generate and disseminate knowledge. In a large majority of the cases, topics covered in this course will integrate knowledge from a variety of interdisciplinary methodologies and include data sets and neighborhood studies previous completed. For example,

(1) The synthesis of theoretical and methodological literature written from a variety of disciplinary authors

(2) Ensuring the ethical treatment of participants, and proper handling of personal information and data

(3) Structured observational research

(4) The understanding of correlational and experimental designs

(5) The construction and evaluation of survey data

(6) Case studies as a advocacy research

However in other cases, topics in the course will integrate knowledge from a limited set of interdisciplinary research[[1]](#endnote-1). For example,

(1) How to design evaluations (evaluation research) of social programs (management, economics, political science, psychology, and sociology)

(2) Archival research (anthropology, sociology, management, history, political science and history)

(3) Naturalistic observational research (anthropology, sociology, psychology)

(4) Case studies, interviews, oral histories (management, anthropology, psychology, political science, and history)

(5) Ethnography (anthropology, sociology)

(6) Ethics (philosophy, psychology, sociology, politics)

(7) Aesthetics and construction of built spaces (architecture, construction management, art)

1. **What is the proposed theme of the course? What complex central problem or question will it address? What disciplinary methods will be evoked and applied?**

The proposed theme of the course is to engage students in understanding their neighborhood from a variety of approaches. The neighborhood to be studied would be the context in which they currently live, or a previous neighborhood where they grew up. This may include urban, suburban, or exurban sites. The goal is to help students to address integration of research design from formulating hypotheses to the development of research designs based on methods of scientific inquiry that will provide answers to questions raised about their neighborhood as defined by the academic disciplines.

1. The course will develop the skills needed to scientifically pose questions based on different theories found across social and behavioral disciplines and to determine ways of incorporating proper methodology to collect, analyze, interpret and report data into a singular project.
2. Different approaches will be presented to incorporate an understanding and appreciation of the importance of a scientific approach when investigating one’s neighborhood from an architectural, anthropological, economic, political, psychological, sociological, and historical perspective.
3. This course will help students achieve understanding by explicitly connecting the various academic disciplines to issues of ethics and policy with a focus on integrating theoretical perspectives across disciplines into their research project.
4. This course will train students in collaborative interdisciplinary work in investigating and solving the neighborhood issue from across disciplines and multiple research methods, while learning how different disciplines treat topics.
5. **Which general learning outcomes of an interdisciplinary course does this course address?
Please explain how the course will fulfill the bolded mandatory learning outcome below. In addition, select and explain at least three additional outcomes.**

**X** **Purposefully connect and integrate across-discipline knowledge and skills to solve problems**

Because all areas of social and behavioral science utilize some form of the scientific method this course can purposely connect and integrate concepts and methods from multiple disciplines to the application of interdisciplinary research questions and protocols. For example, a student in studying their neighborhood might incorporate interviews and archival data (in the way that anthropologists and sociologists might) to present a narrative account of the behavior of people in a specific parochial space (such as a neighborhood community center), a survey and/or correlational method to quantitatively describe potential relationships between behaviors and activities of people in that community center (in the way a psychologist or social worker might), and use evaluation research to determine if the programs offered by the community center are working and at what cost (economics) so that changes, if necessary can be made. The examples used in this course to demonstrate modes of scientific inquiry, analysis, and presentation will be taken from across all areas of social and behavioral science and when possible delivered by professors working in the field. Moreover, students will be expected to collaborate with their classmates so that final projects are developed using interdisciplinary research frameworks, especially in comparatives between the findings in their neighborhood research projects.

**X** **Synthesize and transfer knowledge across disciplinary boundaries**

All students who take this course will have taken an introductory social and/or behavioral course and therefore will have been introduced to the foundations of research methods for that discipline. The purpose of this course will be to integrate that introductory level of learning across other disciplines that use the scientific method into a singular project that is applicable to their daily lives of living in their neighborhood. The skills developed in this course will expose students to a deeper understanding of the scientific process that will broaden their methodological options for use in the creation of a research project for this class, and later can be generalized to meet the challenges presented in other courses that require critical analysis of a problem.

**X Comprehend factors inherent in complex problems**

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| At the root of this course is the project which addresses a specific neighborhood issue that inherently is tied to social issues and geographical space. Students will be required to demonstrate their skill in making a link to the various approaches to solving the social or neighborhood problem and the network of collaborations that are necessary. Further, through investigating and understanding the broader field of previous research of their neighborhood, they will make definite connections to the macro world from their micro project. The actual research project will engage the students in understanding the integrations historically, geographically, socially, economically, and politically of an urban neighborhood they are studying. Students will be introduced to the ways research methods can be used to assess and attempt to address and possibly solve some of the urban or suburban problems they unearth. They will understand the linkages between disciplines and research methods in how to address and solve the problems or issues in the neighborhood or to provide more understanding to a particular topic in relationship to the neighborhood they are studying. |

**X Apply integrative thinking to problem solving in ethically and socially responsible ways**

Students will complete CITI ethics training and will apply the skills obtained during this training to ensure the use of ethical principles are adhered to when conducting their research project; they will develop an understanding of the ethical implications and consequences of their research and how to properly handle personal information, and how to properly report scientific information to various communities. Students will work collaboratively to incorporate their knowledge into the design of a year-end interdisciplinary urban neighborhood research project that will show respect for the perspectives of other disciplines.

**X Recognize varied perspectives**

Students will acquire an understanding of the varied theoretical principles underlying social and behavioral science and the ability to apply these diverse perspectives to the development of fundamental research design techniques. They will test their ideas using evidence from the social and behavioral sciences as a foundation to form conclusions that are creative and dynamic.

**X Gain comfort with complexity and uncertainty**

The process of building the project will unearth places that the student may not have answers or where the previous research has been unable to come to a conclusive understanding or solution to a problem. This process will build a level of academic humility and openness to understanding uncertainty and how various disciplines provide differing views and solutions to a neighborhood issue. Through engaging their neighborhoods in this interdisciplinary way, students will interact with various ways of understanding and researching. Through the cohort learning in the classroom students will grapple with the uncertainty that exists in attempting to solve urban issues, while also becoming familiar with various types of urban planning that incorporate a unique series of ways of evaluating and measuring a neighborhood from rational, to comprehensive, to radical planning.

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**X** **Think critically, communicate effectively, and work collaboratively**

The course requires that students develop a variety of research skills than span across the social and behavioral sciences and must show the ability to apply these competencies in creating a testable research question that can be answered using scientific methodology or the use of ethnographic coding to define themes that emerge from an observational study of a defined research field. Students will work collaboratively using this knowledge to evaluate and critique their own proposals as well as the proposals of fellow students.

**X Become flexible thinkers**

The interdisciplinary approach by its very nature requires collaboration across disciplines. Students will be introduced to the cross-pollination of the varied approaches, increasing the level of their critical thinking about social issues and neighborhood topics. It is hoped that students will uncover elements of their own previous biases and limited worldviews of their neighborhood, to more fully see what is taking place.

The course demonstrates how there is no one certain way to fully understand a neighborhood but that it requires a blending of methods and practices across sectors and disciplines. Students will work in collaborative teams in completing their projects which will cause interaction with methods and views that are unfamiliar to them, which will force them to become flexible and malleable in their opinions. The group work will carry a strong thesis and antithesis approach. Further, the guest lecturers will bring varying worldviews and opinions to the course enhancing this kaleidoscope style of critical thinking.

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**General Education Learning Goals for City Tech Students**

* **Knowledge:** Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.
* **Skills:** Acquire and use the tools needed for communication, inquiry, creativity, analysis, and productive work.
* **Integration**: Work productively within and across disciplines.
* **Values, Ethics, and Relationships**: Understand and apply values, ethics, and diverse
perspectives in personal, professional, civic, and cultural/global domains.
1. **How does this course address the general education learning goals for City Tech students?**

Students will develop in the following areas the ability to:

1. Knowledge: understand how to use scientific methodology and then generalize this knowledge across different social and behavioral disciplines to test hypotheses.
2. Skills: create and evaluate research using various scientific methodologies across different disciplines.
3. Integration: utilize the skills developed during this course to build upon material presented in other courses outside the boundaries of social and behavioral science.
4. Values, Ethics, and Relationships: develop an understanding of the values, ethics and diverse perspectives that lead to an understanding of the conclusions about urban life that are based on scientific evidence through working with others in developing and testing hypotheses.
5. **Which department would house this course[[2]](#footnote-1)?** Social Science
**Would all sections of the course be interdisciplinary?** X No () Yes
	1. **Would the course be cross-listed in two or more departments?** **(X)** No 🞎 Yes
	Explain.

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* 1. **How will the course be team-taught[[3]](#footnote-2)?** 🞎 Co-taught **(X)** Guest lecturers 🞎 Learning community

	If co-taught, what is the proposed workload hour distribution? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	🞎 Shared credits 🞎 Trading credits
	**If guest lecturers, what approximate percentage of the course?** 🞎 X Minimum 20%[[4]](#footnote-3) () other: 25%
	2. Please attach the evaluation framework used to assess the interdisciplinarity of the course.[[5]](#footnote-4)
1. Students will define a research field based on their own neighborhood in New York City or within the Tri-State that they are familiar with, that must include the capabilities for incorporation of various approaches in building a series of findings about that neighborhood. The final project includes ethnographic narrative, scientific data, archival, survey interview, and case study approaches that integrate various disciplines into a final project. The final project will be evaluated based on the level to which student are able to successfully build this mixed methods approach across disciplines into their neighborhood study.
2. The student will prepare an initial personal reflection on their life and history in the neighborhood and their role within it as a resident, student, and private person. An assessment on the private, parochial, and public realms and their linkages within the community while living in the community will provide a framework for developing a problem statement. A secondary neighborhood walk where students view their neighborhood from the context various disciplines (health care, politics, economics, law, architecture and built spaces, art and aesthetics etc.) will follow up this personal role assessment. From these initial assessments, students will propose a specific research interest problem that relates to various disciplines.
3. Following each class lecture session, assignments will be given where students will be required to incorporate the material of the lecture into building the different sections of a final research project that is based on a research field in their neighborhood, beginning with the formulation of a hypothesis and ending in a presentation of the completed research project.
4. In-class lectures and demonstrations on the appropriate use of the scientific method will be incorporated into face-to-face meetings and students will build on in-class demonstrations by working in groups and in research field episodic work. For example, data will be collected from a sample of the student population on an experience that correlates to life in an urban neighborhood. In turn, students will be shown how to code themes, and define findings based on the data collections.
5. Two in-class quizzes will be given. Approximately one-half of the exams and approximately 25% of the quizzes will require students to answer basic methodological questions from various social and behavioral perspectives, thereby demonstrating their ability to integrate the material beyond one discipline. The same is for the poster presentations
6. Students will present papers of various stages of development of their urban neighborhood project, each incorporating a different research approach, that ultimately integrate into a final research paper.
	1. **What strategies/resources would be implemented to facilitate students’ ability to make connections across the respective academic disciplines?**
7. The initial lecture would demonstrate how the course is linked to one’s own involvement in their neighborhood in which they live. Each student will create a research project that focuses on a particular social, economic, geographic or environmental problem and its links across various disciplines from sociology, to psychology, to health care, to architecture, to geography, to business, to education, and so on. The goal of this research project is fourfold. 1. To become familiar with various ways of viewing and researching a neighborhood and exemplify a student’s skill in applying those methods to a project. 2. To create hypothesis and findings about that community. 3. Develop some solutions or recommendations about one’s findings from their research about the neighborhood, drawing from interdisciplinary sources. For example, this may include community advocacy, improvement, business development, physical upgrades, health and well-being, crime reduction and prevention, sports and recreation, food access, economics and other similar topics. 4. To link research methodology and theories with practice across the disciplines as they are appropriate to a project.
8. Each guest lecturer will be expected to bring a discipline specific understanding of a particular research methodology to their field that is used in the developing of knowledge within their field. For example, sociology and anthropology for qualitative participant observation, modelling from behavioral psychologists, case studies from management, program evaluation from economics, archival from history, and ethics from philosophy.
9. Guest lecturers will be recruited from: Architecture, Nursing/Pharmacology, Psychology, Economics, Business Management, Education, English.
10. One short supplemental reading for each chapter of the textbook, “Making Sense of the Social World: Methods of Investigation,” by Chambliss and Schutt will present additional opportunities (in addition to those found in the text) for students to learn and understand the application of scientific methodology to a particular field of social and behavioral science.
11. The supplemental readings will coincide with the guest lecture and based on that reading students will be required to work in groups to construct at least one thought-provoking discussion question, for the guest lecturer prior to the class meeting.
12. Readings specific to understanding life in the neighborhood will the integrated into the final project. Students will create their own literature review based on articles, book chapters, and journalistic accounts. Students will be expected to include background work from the various data sets and analysis of urban neighborhoods from interdisciplinary perspective. Urban and suburban studies such as these would be introduced in the initial assessment work that the students are to do, and then to applied in their personal experience analysis of the neighborhood. From their they may influence or support the development of the project.
13. Students will be expected in their final project to place their work within the larger interdisciplinary data and research that encompasses their neighborhood and problem topic and solution.
14. Would the course be designated as:

**X** a College Option requirement[[6]](#footnote-5)? **X** an elective? 🞎 a Capstone course[[7]](#footnote-6)? **X** other? Explain.

This course could fulfill the college option requirement for an interdisciplinary course, an upper level social or behavioral science course, or an elective.

**SBS 2000 Research Methods for the Behavioral and Social Sciences**

**New York City College of Technology, CUNY**

## Dr. Hans Tokke Class hours: 3

## htokke@citytech.cuny.edu Credits: 3

**Course description:**

This course will provide students an overview of commonly observed perspectives and methodologies used to conduct research across a variety of disciplines in the social and behavioral sciences (anthropology, economics, history, political science, psychology, and sociology) and other academic disciplines (architecture, nursing/pharmacology, English, education, management). Students will participate in traditional research design, data collection, analysis/interpretation of results, and final reporting of results to answer questions derived by an interdisciplinary understanding of scientific methodology from various disciplines. Students will demonstrate their knowledge and skills by taking part in a semester-end group poster presentation of their work that will be reviewed by members of the faculty, fellow students, and guests.

**Course pre-requisite (s):**

Any Introductory ANTH, ECON, GEOG, GOV, HIS, PSY, SOC, or, any AFR or LTAM 1400 series course, or AFR 1501, 1502, 2402 or 3000, or COMM 2402, or 3401 and MAT 1180 or higher; ADGA students will also need the prerequisite of PSY 3407 Psychology of Perception.

**Learning Outcomes:**

Students will develop in the following areas the ability to:

1. Knowledge: understand how to use scientific methodology and then generalize this knowledge across different social and behavioral disciplines to test hypotheses.
2. Skills: create and evaluate research using various scientific methodologies across different disciplines.
3. Integration: utilize the skills developed during this course to build upon material presented in other courses outside the boundaries of social and behavioral science.
4. Values, Ethics, and Relationships: develop an understanding of the values, ethics and diverse perspectives that lead to an understanding of the conclusions that are based on scientific evidence through working with others in developing and testing hypotheses.

**Student Assessments:**

Each student will determine a research field based on their neighborhood in New York City or the Tri-State. All work in the course will focus towards an integrated mixed-methods research project at the culmination of the course that will be presented as a poster and accompanying research paper.

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| 1. Discussion of theories and concepts with a focus on developing the ability to apply theory as a foundation for applied research; Students will be assessed as to how best they articulate these ideas and concepts through in-class and on-line discussions, in written assignments, group participation activities, and a group research project proposal and presentation.  |
| 2. Students will demonstrate an understanding of the basic types of research methods and to assess which are best suited for particular research questions. Students will be assessed as to how best they articulate these ideas and concepts through class exams, class discussions, and research design projects.  |
| 3. Students will be able to formulate questions that are appropriate to different types of research projects in related disciplines; assessment of this ability will be measured via the final research project, on exams and in class discussions and participation activities focused on this learning outcome. |
| 4. By the end of the course, students will demonstrate an understanding of the scientific method in the context of the term research proposal. This will involve identifying a problem and relevant variables so that the most appropriate method can be applied to the research proposal. **Textbook:**Required: Title: Making Sense of the Social World: Methods of Investigation; Edition: 4th edition, Author: Chambliss, David F. and Schutt, Russell K. Publisher: Pine Forge Press, 2012.  Materials: MS Excel or related data management software, SPSS student version (if available)Students may also consider obtaining Dragon voice recognition software for field notes and transcription. Or use a smart phone camera for camera notes.**Class Assignments:**1. Exams: Students will complete two multiple choice objective exams of 50 questions based on textbook readings, lectures, and assigned worksheets. (10% each).
2. Class and Online Participation: Students will complete a series of in-class and online assignments that incorporate the learning from the course. (20%)
3. Research Project Sections: Students will complete the following research project sections demonstrating their understanding and integration of the course materials:
4. Research Field (10%)
5. Quantitative Approach (10%)
6. Qualitative Approach (10%)
7. Final Research Project: Students will complete a final research project incorporating the mixed-methods approach in defining and testing a hypothesis about a New York City Tri-State neighborhood they are familiar with and present a solution to a social, geographic, or ethical problem, or a furthering of knowledge on a neighborhood issue. This will be presented in a poster session and final paper accompanying the poster. (30%)

Exams ---------------------------------------------------------20%Class and Online Participation-----------------------------20% Research Project Sections----------------------------------30%Final Research Project--------------------------------------30% |

**Grading Rubric**

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| A = 93-100 A- = 90-92 | (1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively. (2) Sound techniques of scholarship in all projects. (3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation. |
| B+ = 87-89 B = 83-86 B- = 80-82 | (1) Understanding of course material; evidence of ability to produce viable generalizations and insightful implications. (2) Understanding of techniques of scholarship in all projects. (3) Sustained interest and the ability to communicate the ideas and concepts that are part of the subject matter of the course. |
| C+ = 77-79 C = 73-76 C- = 70-72 | (1) Incomplete understanding of the course material demonstrated by errors in fact and judgment when discussing the materials. (2) Limited competence in the techniques of scholarship. (3) Less than satisfaction of the minimum stated requirements for the course in preparation, outside reading, and class preparation. |
| D+=67-69D=63-66D-=60-62 | (1) Lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material. (2) Inability to use sound techniques of scholarship. (3) Missing assignments or tests.  |
| F: 0-62 | Failure to meet the standard and fulfill the requirements of the course. |
| I: Incomplete. | Awarded only under extreme circumstances and in accordance with the academic catalog |
| W - Withdrawn |  |

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| **Week** | **IN Class**  | **HOMEWORK** |
| 1 | 1. Introduction to Interdisciplinary Research Methodologies
	1. Why use the scientific method?
	2. The mixed-methods approach
	3. The role of interdisciplinary research
	4. The role of collaboration
2. Types of Disciplines
3. Levels of analysis
4. The Research Field
	1. Defining the field and social boundaries
	2. Episodic research
 | Neighborhood mappingNeighborhood reflection walkNeighborhood historical reflectionNeighborhood background research |
| 2 | 1. Problems in reasoning
	1. Two types of Validity
2. The role of theory
	1. inductive and deductive reasoning
	2. forming a testable question.

Guest Lecturer: Architecture (field mapping, geography and space) | Textbook: read and summarizes on paper Chapter 1: focus on p pp2-6; 11-13.  |
| 3 | 1. Guest Lecturer (Psychology): Cross-Sectional, Longitudinal, or Cross Sequential?
	1. Constructing the consent form
	2. Review of common research methods
		1. descriptive
		2. correlations
		3. experimental
 | Chapter 2: pp 19-29: Summarize definitions and main points. Then also answer questions 1 and 2, under “Discussing Research.” Study class notes.**Research Field Assignment Due.** |
| 4 | Library workshop: How to conduct a literature review. 1. Using APA Style
2. Literature Review
3. Designing the Research Project
 | Designing the research project; the role of theory |
| 5 | Guest Lecturer: Professor Jean Hillstrom (Vice Chair, CUNY IRB) on research ethics1. Ethics
2. Why are ethics necessary?
3. CITI certification
4. Ethics of animal and social/behavioral research.
	1. Milgram
	2. Zimbardo
 | Find one research article on the topic of your group. Summarize the article’s background literature, research question & method. |
| 6 | Guest Lecturer: Statistics (Jean Hillstrom - Psychology)1. Levels of Measurement
	1. Nominal, Ordinal, Interval, Ratio
2. Descriptive Statistics and Inferential Statistics
 | Read Chapter 4: esp., pp. 71-80 & summarize. |
| 7 | **MIDTERM EXAM (based on material covered in first half of the course); Bring a pencil.**1. Surveys and Questionnaires
2. Focus Groups
3. Sampling
 | Chapter 5: read and summarize pp 90 – 99 & answer Discussing research Questions 1 and 2. |
| 8 | Guest Lecturer: Professor Sean McDonald, EconomicsGroup work devising your own hypotheses and survey instruments. How to search for existing measures/ scales.  | Read & summarize Chapter 7; 130 – 135.  |
| 9 | Professor Jean Hillstrom on psychology experiments. 1. Experimental Designs
2. Psychology projects experiment in class.
 | Read summarize Chapter 6. pp.107-123 & answer #1 under “Discussion Research” |
| 10 | 1. How to analyze and Display Data with SPSS
	1. Means test/Anova
	2. Frequency & descriptive.
	3. Crosstabs
	4. Regression
 | Data collection period for survey research ends. Read Chapter 8 pp 156-172 & summarize. |
| 11 | Oral history and case study. 1. Case Studies, Oral History, Archival Research, Ethnography
2. Interviews and Conversation Analysis
 | **Quantitative Project Assignment Due.**Read and summarize Chapter 9 pp. 179 – 197. Answer Discussing Research question #4. |
| 12 | Professor Cheryl Tokke: Application of Research into Business and Management. Case study approaches as a means to understanding marketing and business.Reading research reports.  | **Qualitative Project Assignment Due.** |
| 13 | Preparation and Organization of Research ProjectGuest Lecturer: English (writing narrative reports) | Read and summarize Chapter 11, pp 272-278. |
| 14 | Poster Presentation Student Reviews and Comments | **ALL individual papers DUE.**  |
| 15 | Final Poster Presentation | **Posters Due** |
| 16 | **Final Exam** |  |

**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.

**Attendance Policy:**

You are required to fulfill the seat time requirement for this class which means being physically present in class. The seat-time requirement for this class is:

Fifteen 2 hour 30 minute sessions

Prompt and consistent attendance is critical. Students are expected to attend all classes. Attendance will be taken at the beginning and/or the end of each class. The attendance policy allows two absences without penalty. Additional absences will be deducted at 2% penalty of the overall grade per day missed (A = A-, B+ = B etc.). For excused absences, they must be accompanied by documentation (doctor’s note, coach’s note, teacher’s note). Attendance accommodations cannot be made for work schedules except in extraneous cases. 3 lates or early equal one absence. Weather related class cancellations will not affect grades if students attend scheduled makeup sessions as per college emergency weather policy.

**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.

**Technology Policy:**

This course incorporates the use of technology and the online environment for data storage, assignment submission, group discussion postings, course documents, and research. Students must be adept in using Blackboard for this course. All course materials will be stored on the Blackboard site. Students may use their laptops, tablets, or smart phones to document the course proceedings. However, this is not an excuse to alleviate personal note taking in the class environment. (ie use the note function in Power Point to supplement and highlight). It is highly recommended that student simultaneously to viewing the class lectures, supplement this with personal note-taking.

* Students must make sure that their CUNY City Tech online access is operational for this course in order to access the course materials. Students should expect to bring their laptops, pads, or Smartphones into class and incorporate them into their learning
* Non-class use of technology: If students are found using their technology for non-class purposes, the professor will note it and deductions or grading penalties may be made on the grade for Class Participation.
* Power: Students should come to class with their technology fully powered. There are insufficient power outlets in the classroom to provide accommodations for students to power up their phones, laptops, or tablets.
* Research: Plagiarism has become rampant in academia through the use of internet sources for research. When using online sources for your research be sure to cite your source. Further, do not copy directly from the web to your assignments large portions of text as this will only reduce your grade. It is better to restate what is quoted on the internet in your own words. Further, much of what is found on the web is not reputable research. When viewing blogs, organizational websites, etc. make sure that what you are quoting is legitimate and not conjecture or solely opinion based. Wikipedia can only be used as a search engine to academic articles, not as a website to actually quote from. If you find research in Wikipedia as a search engine, make sure to view the original sources and quote from there. Wikipedia is considered illegitimate for formal academic research.

**Selected Bibliography:**

American Psychological Association (2009). Publication manual of the American Psychological Association (6th Ed.). Washington, DC: American Psychological Association.

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>>> Jean Hillstrom 5/4/2015 7:53 PM >>>
Hi Hans - thank you for inviting me to be a guest speaker in your SBS 2000 class. I am available in the summer as well as the Fall and Spring semesters.  Best, Jean

1. >>> Sean Macdonald 05/04/15 9:36 PM >>>
Hans,

I understand you will be teaching an ID section of SBS2000; I would be willing to serve as a guest lecturer.

All the best,
Sean [↑](#endnote-ref-1)
2. An interdisciplinary course for the College Option requirement may be housed in a department that is not liberal arts. [↑](#footnote-ref-1)
3. Attach evidence of consultation with all affected departments. [↑](#footnote-ref-2)
4. While an interdisciplinary course must be team-taught, there is no formal percentage requirement, but this minimum is a guideline. [↑](#footnote-ref-3)
5. In the case that a course is equally taught, include proposed plans for faculty classroom observation and student evaluation of teaching. [↑](#footnote-ref-4)
6. To qualify for the College Option, such a course must also meet the New York State definition of a liberal arts and sciences course.
<http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm> [↑](#footnote-ref-5)
7. A course proposed as a Capstone course must be separately approved by the Capstone Experience Committee. [↑](#footnote-ref-6)