

---

TERM & YEAR

PA 604

# METHODS OF ANALYSIS

*in public and urban affairs*

*Professor: Burrell Vann Jr*

*Room: TBD*

*Day & Time: TBD*

*Schedule #: TBD*

---



# DESCRIPTION

This course is an introduction to methods of social science research. This course will help you critically evaluate research and conduct research of your own. Topics covered in this course include the ethics of research, the relationship between theory and research, variables and measurement, causality, types of research (qualitative fieldwork and interviews, content analysis, and quantitative analysis), and writing up research. Students may be introduced to big-data qualitative coding (automated and semi-automated content analysis, text analysis, topic modeling) common within computational social science.

# OBJECTIVES

- Introduce students to logic of social science research
- Improve students' assessment of published research
- Be familiar with major methods of developing and answering social science questions

By the end of the course, students should be able to design a program of research/proposal, which includes:

1. framing a research question
2. motivating research question substantively and theoretically
3. integrating what is already known (literature) and developing new hypotheses
4. designing a study to test these hypotheses
5. designing data collection strategy and measures that accurately reflect the study design

# CONTACT

Professor: Burrell Vann Jr

Email: [bvannjr@sdsu.edu](mailto:bvannjr@sdsu.edu)

Office: <https://SDSU.zoom.us/j/81468538945>

Office Hours: By appointment only, on Wednesdays: 10:00am-12:00pm

## EMAIL POLICY:

*When emailing about the course, please provide the course number and time. I check email twice per day, Monday through Friday, between 9:00am and 5:00pm. Please allow up to 72 hours for a response.*

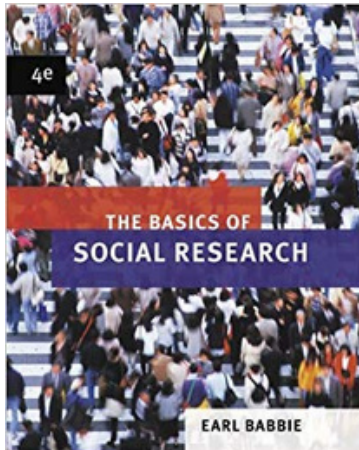
### Requesting Help:

*If you miss a class meeting, you should: First, look on the course website for material you missed. Second, if you need help understanding material, you should contact your classmates via Canvas (direct email or discussion board). Third, if you still find it difficult, email me to schedule an appointment chat with me during Zoom office hours. For office hours, I require 1-week notice to schedule a meeting.*

### Requesting Non-Office-Hours Zoom Meetings:

*If you still need help but cannot attend office hours, you may email me to request a meeting. For Non-Office-Hours Zoom meetings, I require a minimum of 1-week notice.*

# MATERIALS



## BOOK

### REQUIRED

Babbie, Earl. 2005. **The Basics of Social Research.** 2nd Edition. Independence, KY: Wadsworth Publishing.

### Tea Party Organizations, and Battles over Distributive Justice

Rory McVeigh,<sup>a</sup> Craig Beyerlein,<sup>a</sup>  
Burrell Vann Jr.,<sup>a</sup> and Priyamvada Trivedi<sup>b</sup>

#### Abstract

Competing visions of who is deserving of rewards and privileges, and different understandings of the fairness of reward allocation processes, are at the heart of political conflict. Indeed, social movement scholars generally agree that a key component of most, if not all, social movements is a shared belief that existing conditions are unfair and subject to change (Gansman 1992; McAdam 1982; Snow et al. 1986; Turner and Killian 1987). In this article we consider the role that educational segregation by education level plays in shaping perceptions of distributive justice and, in turn, providing a context conducive to conservative political mobilization. We apply these ideas in an analysis of Tea Party activism and show that educational segregation is a strong predictor of the number of Tea Party organizations in U.S. counties. In a complementary analysis, we find that individuals with a bachelor's degree are more likely than people who do not have any college education to support the Tea Party; this relationship is strongest in counties with higher levels of educational segregation.

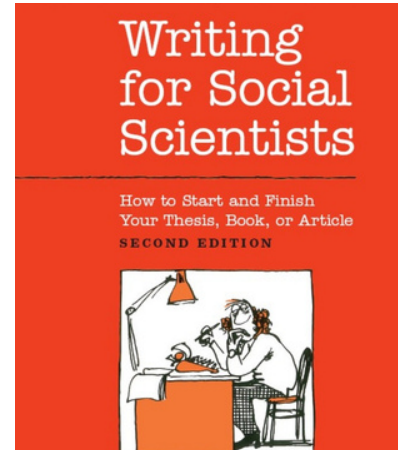
#### Keywords

social movements, Tea Party, educational segregation, conservative mobilization

If politics is about "who gets what, when, and how" (Lasswell 1936), then those who engage in politics on behalf of the relatively prosperous have some explaining to do. Because democratic political institutions provide opportunities for the disadvantaged to fight for a greater share of societal resources, individuals seeking to protect their advantages have an incentive to try to convince others

over distributive justice. Organizations representing the interests of oppressed or disadvantaged groups argue that their constituencies are being treated unfairly (Gansman 1992; Snow et al. 1986); those who resist such efforts are typically defending a reward

<sup>a</sup>University of Notre Dame  
<sup>b</sup>University of California-Irvine



## BOOK

### RECOMMENDED

Becker, Howard S. 2007. **Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article.** Chicago, IL:: University of Chicago Press.

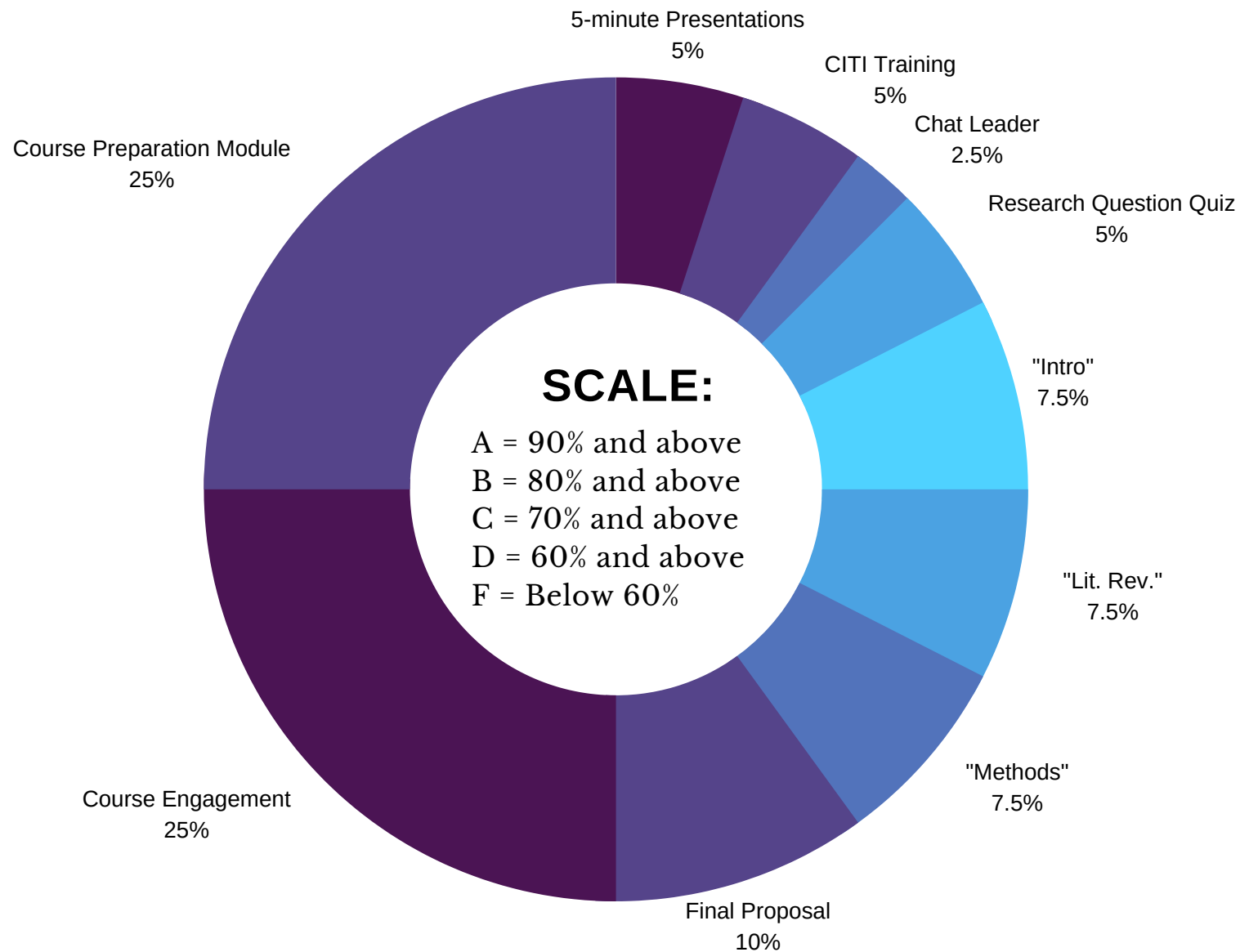
### TECHNOLOGY ACCESS:

To be successful in this class, students will be required to have access to a computer with an internet connection.

- **Google Drive:**
  - Students will submit their writing assignments via Google Docs (but may also conduct qualitative coding in Google Forms or prepare data for quantitative analysis in Google Sheets, etc).
- **R/RStudio:**
  - Given the growing use of open-source programs, and the increasing demand for programming skills, students will be introduced to the R statistical program and its graphical user interface (GUI) RStudio. R and RStudio can be downloaded and installed by using this [vignette](#).

# GRADING

Final grades will be based on a course prep module (various tasks), engagement, a research question quiz, serving as chat leader for an article, 5 minute RQ and methods presentations, draft sections of the final research proposal, and the final research proposal, for a total of 200 points. A +/- grading system will **NOT** be used.



## GRADING/REGRADING POLICY:

*Students who wish for an assignment to be regraded are required to submit a written formal request, stating why the work warrants a higher grade, within seven (7) days of the date when the graded work is returned. Beyond these seven (7) days, assignment will not be regraded. A regrade may result in the same, a higher, or a lower grade - although students requesting a regrade on an assignment often receive a lower grade.*

*No late work will be accepted. In extreme circumstances, however, written documentation will be required before late work is accepted.*

---

# 50 PTS

## COURSE PREPARATION MODULE

---

Prior to Week 1, students are asked to complete an intro survey of course expectations. During Week 1, students will complete a check of the email policy, Google Doc submissions, installation of R/RStudio, their updated profile, and a video introduction about themselves on the class discussion board.

# 45 PTS

## "DRAFT" SECTIONS OF PROPOSAL

---

Before completing the final research proposal, students will submit draft sections of the proposal. These three (3) sections include the introduction, the literature review, and the data and methods sections (worth 15 points each). The process of drafting a paper in chunks is designed to help students complete the work early, get and work in feedback, and acclimates students to the process of writing research.

# 20 PTS

## FINAL RESEARCH PROPOSAL

---

Students will complete a final research proposal. This should look like a submission for SDSU's IRB or a funding org. The proposal should be 3-5 pages, using ASA/APA format.

---

---

# 50 PTS

## COURSE ENGAGEMENT

---

Engagement is critical for success in this course. But as we move through this pandemic, I will maintain a lenient attendance policy.

# 10 PTS

## RESEARCH QUESTION QUIZ

---

Students will complete one (1) quiz to develop a strong research question for the class. The RQ should be related to their interests within their field.

# 5 PTS

## CHAT LEADER DISCUSSION

---

Students will briefly summarize the methods described in an article.

# 10 PTS

## 5-MINUTE RQ & METHODS PRES.

---

Students will present their RQ and methods in two brief presentations.

# 10 PTS

## CITI CERTIFICATION

---

Students complete CITI certification for SDSU's IRB for research.

---



# ENROLLMENT

## PREREQUISITES FOR COURSE:

Credit or concurrent registration with **PA 600**. Only graduate students from the following departments are allowed: city planning, criminal justice, criminology, and public administration.

## ADDING & DROPPING:

Students must make adjustments to their course schedule by the add/drop deadline indicated in the current term's **Academic Calendars**.

# STUDENT CONDUCT

Please be courteous to your classmates and me by remaining engaged and respectful. Students are expected to conduct themselves in a way that does not interfere with the educational experience of others. Additionally, turn cell phones and other electronic devices on silent during class time.

## ACADEMIC HONESTY:

The University adheres to a strict policy regarding **cheating and plagiarism** (outlined in **Executive Order 1098**). These activities will not be tolerated in this class. Become familiar with the policy and what constitutes plagiarism. Any cheating or plagiarism will result in failing this class and a disciplinary review by the University. These actions may lead to probation, suspension, or expulsion.

Examples of plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

## EXTRA CREDIT POLICY:

*Students may be given the opportunity for extra credit, worth a maximum of 10 points. If granted, extra credit is only accepted when it is due and will not be accepted late.*

# RESOURCES

A complete list of all academic support services is available on the **Academic Success** section of the **Student Affairs** website.

## STUDENTS WITH SPECIAL NEEDS:

Please inform the instructor during the first week of classes about any special needs that require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with “disabilities” must document their special needs at the Student Ability Success Center (SASC) in order to receive accommodations for their courses. Additional information can be found at the **SASC website**, by calling **619-594-6473**, or by email at **sascinfo@sdsu.edu**.

## COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):

**CAPS** offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by contacting **619-594-5220**. You can also **Live Chat** with a counselor between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at **888-724-7240**.

## WRITING CENTER:

For help with improving your writing ability, the staff at the SDSU **Writing Center** is available in person and online.

## STUDENT TECHNICAL SUPPORT:

Student support for Canvas is provided by the Library Computing Hub, located on the 2nd floor of Love Library. They can be reached at **619-594-3189** or by emailing **hub@sdsu.edu**.

## EMERGENCY PREPAREDNESS:

Information about SDSU’s emergency preparedness policy can be found at **Campus Emergency Preparedness**.

## CHANGES TO MATERIAL:

*I reserve the right to make changes to the syllabus, including the course outline and schedule, at any time, based on the pace of the class. This class may include hybrid format lectures, where there will no class meeting, but students are expected to read online lecture materials.*

**1**

MODULE 1

**READ/WATCH**Syllabus  
Module 1 Materials**DUE**Course Expectations Quiz (8/22)  
Email Policy Check (8/25)  
Google Doc Submission Check (8/25)  
Install R & RStudio Check (8/25)  
Install Zotero Check (8/25)  
Updated Profile Check (8/25)  
Video Introductions (8/27)

AUG 22

**INTRODUCTION & PREPARING FOR THE COURSE****2**

MODULE 2

**READ/WATCH**Ch. 1 (Babbie)  
King et al. 1994 (pp. 3-19)  
"Strong Research Questions"**DUE**

AUG 29

**BASICS OF SOCIAL RESEARCH****3**

MODULE 2

**READ/WATCH**Ch. 2 (Babbie)  
King et al. 1994 (pp. 19-23)**DUE**

Research Question Quiz (9/8)

SEP 5

**THEORY****4**

MODULE 2

**READ/WATCH**Ch. 3 (Babbie)  
CITI Certification Training**DUE**5-Minute RQ Presentation #1 (9/12)  
CITI Certification Check (9/17)

SEP 12

**ETHICS OF SOCIAL RESEARCH****5**

MODULE 3

**READ/WATCH**Ch. 4 (Babbie)  
Ch. 5 (Babbie)  
Constructing Questions Reading  
Guide to Writing Introductions**DUE**

5-Minute RQ Presentation #2 (9/19)

SEP 19

**DESIGN: MEASUREMENT, VARIABLES, CAUSALITY, OPERATIONALIZATION****6**

MODULE 3

**READ/WATCH**

Ch. 7 (Babbie)

**DUE**

Draft "Introduction" (9/29)

SEP 26

**SAMPLING****7**

MODULE 4

**READ/WATCH**Ch. 10 (Babbie)  
Ch. 11 (Babbie)  
Chosen Chat Leader Article**DUE**

Chat Leaders Part 1 (10/3)

OCT 3

**METHODS OF DATA COLLECTION 1****8**

MODULE 4

**READ/WATCH**Ch. 8 (Babbie)  
Ch. 9 (Babbie)  
Pager 2003  
Chosen Chat Leader Article**DUE**

Chat Leaders Part 2 (10/10)

OCT 10

**METHODS OF DATA COLLECTION 2**



---

**9**

MODULE 5

**READ/WATCH****DUE**Ch. 13 (Babbie)  
*Qualitative Coding*

OCT 17

**QUALITATIVE ANALYSIS OF DATA****10**

MODULE 5

**READ/WATCH****DUE**Ch. 14 (Babbie)  
*RStudio Walkthroughs for Quant*

OCT 24

**QUANTITATIVE ANALYSIS OF DATA****11**

MODULE 6

**READ/WATCH****DUE**Ch. 15 (Babbie)  
Lit. Review Guide  
Evaluating Sources Guide

OCT 31

**READING RESEARCH****12**

MODULE 6

**READ/WATCH****DUE**Using a Reference Manager  
APA & ASA Citation Style Guides

NOV 7

**READING/WRITING RESEARCH****13**

MODULE 6

**READ/WATCH****DUE**

Becker TBA

NOV 14

**READING/WRITING RESEARCH****14****READ/WATCH****DUE**

NOV 21

**NO CLASS: THANKSGIVING BREAK****15**

MODULE 6

**READ/WATCH****DUE**

Final Proposal Sections Guide

Draft "Data &amp; Methods" (12/1)

NOV 28

**READING/WRITING RESEARCH****16**

MODULE 6

**READ/WATCH****DUE**

Final Proposal (12/17)

DEC 5-17

**FINAL PROJECT**

---