

---

FALL 2020

PA 604

# METHODS OF ANALYSIS

*in public and urban affairs*

*Professor: Burrel Vann Jr*

*Room: <https://SDSU.zoom.us/j/93124154491>*

*Time: Asynchronous (7pm, Select Weeks)*

*Schedule #: 22785*

---

# 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
- Gain familiarity 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: **Burrel Vann Jr**

Email: **bvannjr@sdsu.edu**

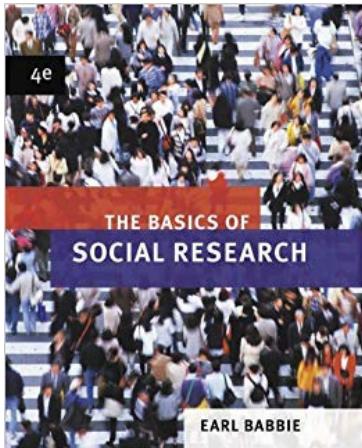
Office: **<https://SDSU.zoom.us/j/85241106567>**

Office Hours: **Monday: 1:00pm-2:00pm**

## EMAIL POLICY:

*When emailing about the course, please provide the course number and time in your subject line, which you can do by using this link: [bvannjr@sdsu.edu](mailto:bvannjr@sdsu.edu). I check email twice per day, Monday through Friday, between 9:00am and 5:00pm. Please allow 72 hours for a response.*

# MATERIALS



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

Volume 2014  
DOI: 10.1177/0001224414534065  
<http://as.sagepub.com>  
SAGE

Rory McVeigh,<sup>a</sup> Kraig Beyerlein,<sup>a</sup>  
Burrel Vann Jr.,<sup>b</sup> and Priyamvada Trivedi<sup>c</sup>

**Abstract**  
Competing visions of who is deserving of rewards and privileges, and different understandings of the fairness of reward allocation procedures, are at the heart of political conflict. In most social movements, a shared belief that existing conditions are unfair and subject to change (Gamson 1992; McAdam 1982; Snow et al. 1986; Turner and Killian 1987). In this article we consider how educational segregation by ethnicity plays a role in this context. We argue that perceptions of distributive justice and, in turn, the broader context condition the potential for 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 addition, we find that individuals with higher levels of education 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 constituents are being treated unfairly (Gamson 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

## Writing for Social Scientists

How to Start and Finish  
Your Thesis, Book, or Article  
SECOND EDITION



## BOOK

### REQUIRED

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

## ARTS

### REQUIRED

### Articles & Book Chapters

## 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:**

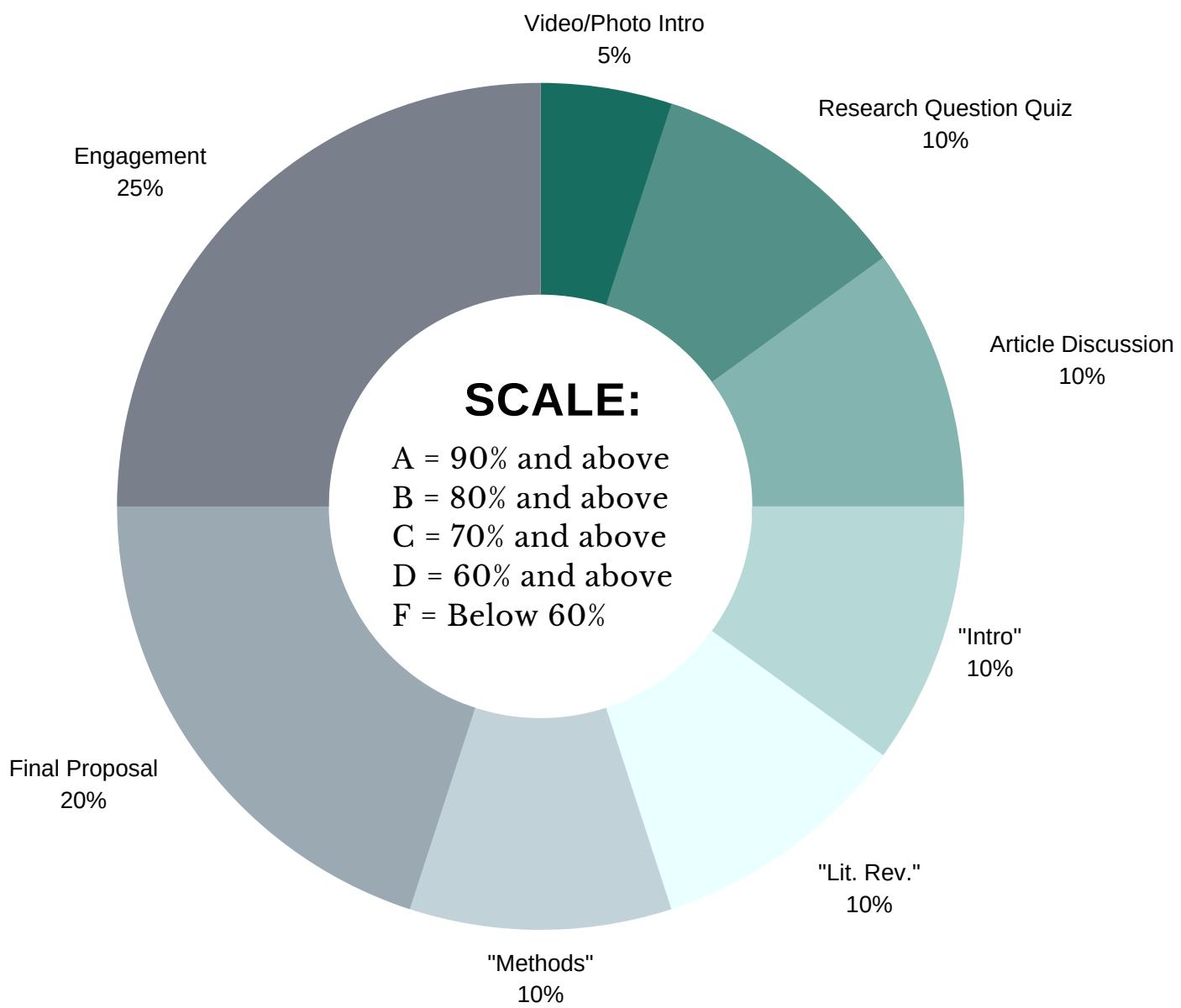
- Students will submit their writing assignments via Google Docs (but may also conduct qualitative coding in Google Forms or prepare data for quantitative analysis in Google Sheets, etc).

- **R/RStudio:**

- Given the growing use of open-source programs, and the increasing demand for programming skills, students may conduct statistical analyses in the R statistical program and its graphical user interface (GUI) RStudio. R and RStudio can be downloaded and installed by using this [vignette](#) or by going to the respective websites for [R](#) and for [RStudio](#).

# GRADING

Final grades will be based on a video or photo + text introduction, engagement, a research question quiz, an article discussion, 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.*

# 10 PTS

## VIDEO/PHOTO INTRODUCTION

Students are asked to, by the end of Week 1, post a brief introduction about themselves on the class discussion board. This introduction must include a video or a picture of yourself.

# 60 PTS

## "DRAFT" SECTIONS OF PROPOSAL

Before completing the final research proposal, students will submit rough draft sections of the proposal. These three (3) sections include the introduction, the literature review, and the data and methods sections (worth 10 points each). The process of drafting a paper in chunks, and turning them in weeks before the final paper is due, is designed to help students complete the work early, receive and incorporate feedback for improving the paper, and acclimates students to the process of writing research.

# 20 PTS

## ARTICLE DISCUSSION

Bring in a scholarly article that is an example of best practice in research design or is simply a scholarly article that you like. Briefly summarize the piece.

# 50 PTS

## ENGAGEMENT

Consistent engagement is critical for success in this course. If you miss a class meeting, first, look on the course website for material you missed. Second, if you find it difficult to understand some of the material, contact a classmate via Canvas. Third, if you still find it difficult, make time to meet with me in office hours or email me to schedule a time to meet.

# 20 PTS

## RESEARCH QUESTION QUIZ

Students will complete one (1) quiz to develop a strong research question for their final proposal. The question should be related to their interests within sociology, political science, criminal justice, public administration, city planning, etc.

# 40 PTS

## FINAL RESEARCH PROPOSAL

Students will end the semester by completing a final research proposal. This should look like a submission for SDSU's Institutional Review Board (IRB) or the National Science Foundation (NSF). The proposal should be 3-5 pages in length, using ASA/APA format (1-inch margins, 12-pt font).

# 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](mailto: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](mailto: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.*

<b>1</b>	MODULE 0	<b>READ</b> Syllabus Emailing Guide	<b>DUE</b> Video/Photo Introductions (8/28)
AUG 24	<b>INTRODUCTION</b>		
<b>2</b>	MODULE 1	<b>READ</b> Ch. 1 (Babbie) King et al. 1994 (pp. 3-19) "Strong Research Questions"	<b>DUE</b>
AUG 31	<b>BASICS OF SOCIAL RESEARCH</b>		
<b>3</b>	MODULE 1	<b>READ</b> Ch. 2 (Babbie) King et al. 1994 (pp. 19-23)	<b>DUE</b>
SEP 7	<b>THEORY</b>		
<b>4</b>	MODULE 1	<b>READ</b> Ch. 3 (Babbie)	<b>DUE</b> Research Question Quiz (9/18)
SEP 14	<b>ETHICS OF SOCIAL RESEARCH</b>		
<b>5</b>	MODULE 2	<b>READ</b> Ch. 4 (Babbie) Ch. 5 (Babbie)	<b>DUE</b>
SEP 21	<b>DESIGN: MEASUREMENT, VARIABLES, CAUSALITY, OPERATIONALIZATION,</b>		
<b>6</b>	MODULE 2	<b>READ</b> Ch. 7 (Babbie) Intro Guide	<b>DUE</b>
SEP 28	<b>SAMPLING</b>		
<b>7</b>	MODULE 3	<b>READ</b> Ch. 10 (Babbie) Ch. 11 (Babbie) Swidler 2001	<b>DUE</b> Draft "Introduction" (10/9)
OCT 5	<b>METHODS OF DATA COLLECTION 1</b>		
<b>8</b>	MODULE 3	<b>READ</b> Ch. 8 (Babbie) Ch. 9 (Babbie) Pager 2003	<b>DUE</b>
OCT 12	<b>METHODS OF DATA COLLECTION 2</b>		

---

<b>9</b>	MODULE 3	<b>READ</b> Ch. 13 (Babbie) <i>Watch Coding Walkthrough</i>	<b>DUE</b>
OCT 19			
		<b>QUALITATIVE ANALYSIS OF DATA</b>	
<b>10</b>	MODULE 3	<b>READ</b> Ch. 14 (Babbie) <i>Watch RStudio Walkthroughs</i>	<b>DUE</b>
OCT 26			
		<b>QUANTITATIVE ANALYSIS OF DATA</b>	
<b>11</b>	MODULE 5	<b>READ</b> Ch. 15 (Babbie) Evaluating Sources Guide APA and ASA Style Guides	<b>DUE</b>
NOV 2			
		<b>READING RESEARCH</b>	
<b>12</b>	MODULE 5	<b>READ</b> Lit. Review Guide <i>Articles on your topic(s)</i>	<b>DUE</b> Article Discussion
NOV 9			
		<b>READING/WRITING RESEARCH</b>	
<b>13</b>	MODULE 5	<b>READ</b> Becker TBA	<b>DUE</b> Draft "Literature Review" (11/20)
NOV 16			
		<b>READING/WRITING RESEARCH</b>	
<b>14</b>		<b>READ</b>	<b>DUE</b>
NOV 23			
		<b>NO CLASS: THANKSGIVING BREAK</b>	
<b>15</b>	MODULE 5	<b>READ</b> Final Proposal Sections Guide	<b>DUE</b> Draft "Data & Methods" (12/4)
NOV 30			
		<b>READING/WRITING RESEARCH</b>	
<b>16</b>	MODULE 5	<b>READ</b>	<b>DUE</b> Final Proposal (12/14)
DEC 7			
		<b>FINAL PROJECT</b>	

---