

THE UNIVERSITY OF MELBOURNE
SCHOOL OF SOCIAL AND POLITICAL SCIENCES
FACULTY OF ARTS



MULT30018
Applied Research Methods

Dr. Aaron Martin

email: aaron.martin@unimelb.edu.au **(please see the FAQs on LMS before contacting)**

Consultation hours: Tuesdays 2.30-4.00 (on seminar weeks only)

Room E573, East Tower, John Medley Building

and

Dr. Timothy B. Gravelle

email: tim.gravelle@unimelb.edu.au

Consultation hours: Wednesdays, 10.00-11.30 (on seminar weeks only)

Office location: Room WG03, West Tower, John Medley Building

Seminar times:

Monday 4.15-5.15pm PAR-Arts West North Wing-153 (Forum Theatre)

Repeats: Tuesday 4.15-5.15pm, Wednesday 2.15-3.15pm and 3.15-4.15pm

All PAR-Arts West North Wing-153 (Forum Theatre)

Seminars do not occur every week, see below for seminar dates.

The website for this subject is available through the Learning Management System (LMS) at: <http://www.lms.unimelb.edu.au/login/>

The LMS is an important source of information for this subject. Useful resources such as lecture / seminar notes, lecture recordings and subject announcements will be available through the website. **It is your responsibility to regularly check in with the LMS for subject announcements and updates.**

Teaching Staff

Subject Coordinators:

Dr. Aaron Martin

Brief Profile:

Aaron Martin was educated at the ANU, the Institute of Political Studies (Paris), Stanford University and the University of Melbourne. He returned to Melbourne University as Lecturer (now Senior Lecturer) in Political Science Research Methods in 2010. Aaron's research focuses on political trust, young people and politics, public opinion and policy agendas. He is the author of *Young People and Politics: Political Engagement in the Anglo-American Democracies* (Routledge) and, with Keith Dowding (ANU), *Policy Agendas in Australia* (Palgrave). He is currently working on an ARC-funded project 'Understanding the Causes of Political Trust.' Aaron is a member of the Steering Committee for Vote Compass and has been a Visiting Researcher at McGill, Princeton and Vanderbilt. He also sat on the Australian Electoral Commissioner's Advisory Board on Electoral Research.

Office Location: John Medley (East Tower), Room E573

Email: aaron.martin@unimelb.edu.au **(please see the FAQ tab on LMS before contacting)**

Consultation hours: Tuesdays 2.30-4.00 (on seminar weeks only)

Dr. Timothy B. Gravelle

Dr. Gravelle joined in SSPS in 2017 as Lecturer in Political Science. He was previously Visiting Fellow at the School of Government and Public Policy at the University of Strathclyde and taught in the Department of Political Science at Wilfrid Laurier University. His research interests are comparative public opinion and political behaviour (focusing on the United States, Canada, and Europe), spatial and contextual models of political behaviour, public opinion and foreign policy, and quantitative methods. He received my PhD from the Department of Government, University of Essex (in January 2016).

His has been published in journals such as *Public Opinion Quarterly*, the *European Journal of Political Research*, the *International Journal of Public Opinion Research*, the *Canadian Journal of Political Science*, and *Energy Policy*.

Office Location: Room WG03, West Tower, John Medley Building

Email: tim.gravelle@unimelb.edu.au **(please see the FAQ tab on LMS before contacting)**

Consultation hours: Wednesdays, 10.00-11.30 (on seminar weeks only)

Tutors:

* Please consult the FAQ tab on LMS before contacting tutors.

Nicolas Adams <n.hj.adams@gmail.com>
Elena Balcaite <ebalcaite@student.unimelb.edu.au>
Jeremiah Brown <jtb@unimelb.edu.au>
Caroline Crothers <crotherscaroline@gmail.com>
Myra Koelle <myra.koelle@unimelb.edu.au>
Nathan La <nhan.la@unimelb.edu.au>
Mitchell Taylor <mitchell.taylor@unimelb.edu.au>
Susan Wright <wrights1@student.unimelb.edu.au>

* If you are unsure of who your tutor is please consult the Tutorial list tab on LMS.

* Office hours for tutors will be announced in tutorials.

* Tutors will generally respond to emails within 48 hours (excluding weekends)

Subject Description

This subject provides students with training in applied social science research methods. Students will learn how to connect a research question with appropriate research design and methodology and acquire practical skills in utilising different research methods and tools, including analysing data and presenting results. The subject will enable students to develop a critical understanding of the strengths and weaknesses of quantitative, qualitative and mixed methods and the practical skills to carry out social science research.

Student evaluation of this subject:

Quality of teaching: This subject has been scored between 3.7 and 3.8 (out of 5) on the 'this subject was well taught' question between 2013 and 2016.

Please note that comments made by students in the SES have lead to changes in the course structure and assessment in the past including substantial changes to the overall structure of the subject, lecture content and assessment. These include:

- scrapping the peer assessment component of group work (i.e. where members of a group ranked other members of their group in terms of their contributions to their own group presentation);
- moving technical material to online lectures;
- making the tutorials more practical and based on assessment;
- providing shorter but more interactive seminars;

- Hiring decisions for tutors are largely based around comments made in the SES also. Tutors who a number of students have evaluated negatively are not hired again and conversely we do our best to retain tutors who have been evaluated positively.

I encourage all of you complete the student evaluations at the end of the semester.

Learning Objectives

Upon successful completion of this subject, students are expected to develop:

- an ability to relate different research questions to appropriate research methods;
- a critical understanding of how different research methods are executed (including mixed-methods research);
- practical experience in applying and evaluating quantitative research methods;
- an understanding of the ethical issues associated with research;
- the ability to work in groups and negotiate any problems that may arise in doing so;
- skills that will be useful upon entering the workforce.

Subject Structure

Please note this subject differs from others in its structure and attendance requirements.

You are REQUIRED to attend 5 out of 6 1 hour seminars held in Arts West. Dates for these seminars are listed below. You should all be enrolled in one of the four seminars scheduled on Monday, Tuesday and Wednesday afternoons.

You are REQUIRED to attend 8 out of 10 1.5 hour tutorials (preferably 10 out of 10).

You are REQUIRED to watch and follow a series of online lectures posted on LMS for each week's class. YOU NEED TO WATCH THESE LECTURES TO MAKE SENSE OF AND ACTIVELY PARTICIPATE IN THAT WEEK'S SEMINAR AND TUTORIAL.

We will keep attendance records of seminars and tutorials. These are hurdle requirements. Seminars will not be recorded due to the (hopefully) interactive nature of the seminars.

If you do not keep on top of the online lectures you will struggle to pass this subject.

I will provide what I think are very good reasons for this subject structure in the first seminar.

Tutorial and Seminar Registration

Access to *class registration* is available via a link on the homepage of my.unimelb. You can also register for *classes* and access your timetable via the Student admin tab of my.unimelb. Students are required to **Register** into their seminar AND tutorials before the commencement of semester.

If you need any assistance with completing class registration, you can raise an enquiry via the new [Class Registration Enquiry Management \(CREM\) system](#). This form allows you to raise a new issue, see known issues, and subscribe to relevant updates.

Students who want to change tutorial/seminar times will generally not be permitted to do so. Those wishing to need to speak to the Student Centre. **Unfortunately, teaching staff in this subject have no control over this.**

Readings

All required readings for this subject are listed in this guide and included in the subject reading pack, which will be available on-line through LMS. Online links to all required readings and **ALL** recommended readings are available from the 'Readings' section of the subject LMS site. **Required readings represent the minimum expected for you to participate effectively in class.**

Further recommended readings are listed in this guide and on the LMS. You are encouraged to augment your understanding of the topics discussed by drawing on this list. In addition, it is expected that you will develop your own learning and knowledge through wider reading and research, particularly with regard to completion of assessment items.

Seminar, Video Lecture and Tutorial Program

* **Please note that weeks refer to weeks of course, not university weeks.**

Week 1. Introduction: The importance of statistical literacy in the 21st century

The introduction will make a general case for the importance of statistical literacy in the 21st century. The importance of statistical literacy will be argued on three main grounds: 1) to become better social scientists; 2) because data is an ever increasing part of so many professions; 3) because becoming statistically literate allows us to become more critical consumers of information and think more clearly about our lives. The seminar will also introduce one of the mantras of this course: that correlation does not equal causation. The everyday applications of statistical concepts and data analysis will be illustrated.

Seminar (24th – 26th July):

Seminar questions/preparation:

How do we know what we know?

What is the point of research methods?

Provide one example of where data has been put to good use in business or government.

Please think of at least one example where a journalist, politician etcetera has confused correlation with causation.

Online lectures:

Administrative, assessment etc.

Tutorial (31st July – 4th August)

Required Reading for Tutorial:

Neuman, W.L. 2006. *Social Research Methods: Qualitative and Quantitative Approaches (sixth edition)*. New York: Pearson Longman.

Recommended Reading:

On research methods generally:

Bryman, A. and Bell, E. 2003. *Business Research Methods (third edition)*. New York: Oxford University Press.

Burnham, P., Luntz, K.G. Wyn G. and Layton-Henry Z. 2008. *Research Methods in Politics*. New York: Palgrave MacMillan.

Crotty, M. 1998. *The Foundations of Social Research*. Crows Nest, NSW: Allen & Unwin.

Gray, R. 2009. *Doing Research in the Real World (second edition)*. Los Angeles: Sage

Kalof, L., Amy D. and Thomas, D. 2008. *Essentials in Social Research*. Oxford: Open University Press.

Neuman, L.W. 2006. *Social Research Methods: Qualitative and Quantitative Methods (sixth edition)*. New York: Pearson Longman.

Ruane, J.M. 2005. When Should We Trust What We Know? Why Research Methods? In: *Essentials of Research Methods. A Guide to Social Science Research*. Malden, MA: Blackwell.

Shivley, W.P. 2010. *The Craft of Political Research (eight edition)*. New York: Pearson Longman.

On quantitative methods:

Burnham, P., Luntz, K.G. Wyn G. and Layton-Henry Z. (2008), *Research Methods in Politics*, New York: Palgrave MacMillan (96-137)(on surveys, polls and focus groups).

Franklin, M. (2008), Quantitative Analysis. In D. Della Porta and M. Keating (eds), *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective*. Cambridge, Cambridge University Press (240-262).

John, P. (2010), Quantitative Methods. In D. Marsh and Gerry Stoker (eds), *Theory and Methods in Political Science (third edition)*. New York: Palgrave Macmillan (267-284).

Tranter, B. (2010), Sampling. The Research Design. In W. Maggie (ed.) *Social Research Methods*. New York: Oxford University Press (122-147)(good guide to sampling).

Phillips, T. (2010), Analysing Quantitative Data. In The Research Design. In W. Maggie (ed.) *Social Research Methods*. New York: Oxford University Press (216-242)(a good

guide on the elements of analysing quantitative data that you may refer to for your assessment)

On the logic of quantitative methods:

Crotty, M. (1998): *The Foundations of Social Research*, Crows Nest, NSW: Allen & Unwin (18-41)(on positivism).

On qualitative methods:

Flick, U., Kardoff, E. and Steinke, I., (2004), *A Companion to Qualitative Research*. London: Sage (3-11).

Hennik, M. Hutter, I. and Bailey, A. 2011. *Qualitative Research Methods*. Los Angeles: Sage.

Yates, S.J. 2004. *Doing Social Science Research*. London: Sage.

On the logic of qualitative methods:

Crotty, M. 1998. *The Foundations of Social Research*. Crows Nest, NSW: Allen & Unwin.

Vromen, A. (2010). Debating Methods: Rediscovering Qualitative Methods. In D. Marsh and Gerry Stoker (eds), *Theory and Methods in Political Science* (third edition). New York: Palgrave Macmillan (249-266).

General political science:

Burnham, P., Gilland, K. Grnt, Wyn and Layton-Henry, Z. 2004. *Research Methods in Politics*. Houndmills, Basingstoke: Palgrave Macmillan.

Burnham, P. Gilland, K. Grnt, Wyn and Layton-Henry, Z. 2004. *Research Methods in Politics*. Houndmills, Basingstoke: Palgrave Macmillan.

Cameron, C. 2009. What is Political Science? In A. Gelman and J. Cortina (eds), *A Quantitative Tour of the Social Sciences*, Cambridge: Cambridge University Press.

General sociology:

Walter, M. 2010. The Nature of Social Science Research. In W. Maggie (ed.) *Social Research Methods*. New York: Oxford University Press.

Vidich, A.J. and Lyman, S.M. 2000. The History of Sociology and Anthropology. The Discipline and Practice of Qualitative Research. In N.K. Denzin and Y.S. Lincoln (eds.) *The Sage Handbook of Qualitative Research*. London et al: Sage.

General criminology:

Bachman, R. and Schutt, R.K. 2012. *Fundamentals of Research in Criminology and Criminal Justice*, Thousand Oakes, California: Sage.

Fitzgerald, J.D. and Cox, S.M. 2002. Research and Criminal Justice. In: *Research Methods and Statistics in Criminal Justice*. Wadsworth Thomson: Australia et al.

General social science:

McAllister, I., Dorwick, S., and Hassan, R. 2003. *The Cambridge Handbook of Social Sciences in Australia*. Melbourne: Cambridge University Press.
On ethics:

Habidis, D. (2010), Ethics in Social Research. The Research Design. In W. Maggie (ed.) *Social Research Methods*. New York: Oxford University Press (89-121).

Week 2. Is it really so? Using descriptive statistics to get a lay of the land

The previous seminar argued that numbers can help us understand the social world. This seminar will provide an introduction to descriptive statistics as an important precondition for more sophisticated analysis. In other words, we need to start with the *what* before attempting to explain *why*. This seminar will introduce basic measures such as the mean, the median and standard deviation. It will then outline how much can be learnt from simple descriptive statistics such as declining rates of crime in the US in the last few decades and indeed a general decrease in violence around the world. This seminar will also highlight insights made by ‘big data.’

Seminar (31st July-2nd August):

Seminar questions/preparation:

Think of something you thought was true and subsequently found out was not (the example needs to be empirically verifiable).

Is there something many people think is true that is not (and is empirically verifiable).

Why do people believe things that are not true? Can anything be done about this?

Online lectures:

Types of data (observational, aggregate, experimental)

Descriptive statistics

Tutorial (7th – 11th August)

Required Reading for Tutorial:

Huff, D. (1993), *How to Lie with Statistics*, New York: W.W. Norton and Company (13-28).

Recommended Reading:

de Vaus, D. (2002), *Surveys in Social Research (5th edition)*, Sydney: Allen and Unwin, Sydney (212-239)(on univariate analysis).

Moore, D.S. and McCabe (2003), *Introduction to the Practice of Statistics (fourth edition)*, New York: W.H. Freeman and Company (41-55)(on descriptive statistics)

Moore, D.S. and McCabe, G. (2003), *Introduction to the Practice of Statistics (fourth edition)*, New York: W.H. Freeman and Company (154-169)(on correlation and regression)

Shivley, W.P. (2010), *The Craft of Political Research (eight edition)*, New York: Pearson Longman (97-111)

Tranter, B. (2010), Sampling. The Research Design. In W. Maggie (ed.) *Social Research Methods*. New York: Oxford University Press (122-147)(good guide to sampling).

Week 3. Surveys and sampling....or why no-one plays in the park across the road

This week will turn to where numbers come from by addressing the importance of sampling to making reliable inferences. We will outline the differences between

academic versus commercial surveys, common problems with surveys such as question wording effects and point to the potential for big data to overcome problems associated with sampling issues. This seminar will also make a more general case for the importance of sampling. For example, if you are the Mayor of a medium sized town and thinking of building a new park you want to know the community's views on this. Establishing this is not easy and concepts to do with sampling can help us in this regard. I will argue that readers will face problems to do with sampling throughout their lives, hence the utility of these concepts.

Seminar (7th – 9th August):

Please note: The seminar this week will cover a slightly different topic from the video lectures and tutorials.

Business and government applications of data science by Dr. Gravelle

Online lectures:

Representative sampling

Correlation and tests of significance

Advice for assessment 1

Becoming a statistical consultant (Dr. Gravelle)

Tutorial (14th – 18th August)

Required Reading for Tutorial:

Huff, D. (1993), *How to Lie with Statistics*, New York: W.W. Norton and Company (89-101)

Shivley, W.P. (2010), *The Craft of Political Research (eight edition)*, New York: Pearson Longman (74-81, 88-90)

Recommended Reading:

de Vaus, D. (2002), *Surveys in Social Research (5th edition)*, Sydney: Allen and Unwin (241-270)(on bivariate analysis)

Freedman, D., Pisani, R. and Purves, R. (2007), *Statistics (fourth edition)*, New York: W.W. Norton and Co. (119-140)(on correlation)

Freedman, D., Pisani, R. and Purves, R. (2007), *Statistics (fourth edition)*, New York: W.W. Norton and Co. (140-157)(more on correlation)

Moore, D.S. and McCabe, G. (2003), *Introduction to the Practice of Statistics (fourth edition)*, New York: W.H. Freeman and Company (154-169)(on correlation)

Moore, D.S. and McCabe (2003), *Introduction to the Practice of Statistics (fourth edition)*, New York: W.H. Freeman and Company (179-185)(on causation)

Shivley, W.P. (2010), *The Craft of Political Research (eight edition)*, New York: Pearson Longman (112-132)(on correlation and regression)

Week 4. Making inferences I: An introduction to regression analysis: what about z?

Last week I spoke about how important it is not to confuse correlation with causation. This involves not excluding ‘third factors.’ If we overlook third factors we might think all sorts of things are related when they have nothing to do with one another (to give one example, we might think watching television causes a country to become rich!). We need to try and establish whether things (like GDP and democracy) are actually causally related. Doing this involves a complicated technique called multiple regression. I’ll talk about this important statistical tool in way that (hopefully) won’t confuse you and explain why it is so important not only in social science but in understanding causation more generally.

No seminar this week.

Online lectures:

Basic principles of regression analysis

Regression analysis I

Tutorial (21st – 25th August)

Required Reading for Tutorial:

Levitt, S. and Dubner, S. (2006), *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*, London: Penguin Books (139-162)

Recommended Reading:

Frank, K.A. (2000), 'Impact of a confounding variable on a regression coefficient', *Sociological Methods & Research*, vol. 29, no. 2.

* See page 147-150, after this this article becomes very advanced with lots of mathematical notation.

Freedman, D., Pisani, R. and Purves, R. (2007), *Statistics (fourth edition)*, New York: W.W. Norton and Co. (158-179)(on regression)

Moore, D.S. and McCabe (2003), *Introduction to the Practice of Statistics (fourth edition)*, New York: W.H. Freeman and Company (135-147)(on regression)

Shivley, W.P. (2010), *The Craft of Political Research (eight edition)*, New York: Pearson Longman (112-132)(on correlation and regression)

Week 5. Making Inferences II: Regression analysis 2: How sure are we about our findings?

Do mobile phones cause brain cancer? Almost all the evidence suggests not but sorting out this tricky question just goes to show how problematic dealing with causation really is. We can apply this to the social sciences pretty easily. Many social scientists have used statistical techniques that many may find convincing (because, unlike you by now, they know nothing about statistics) but there can still be multiple problems with these findings, as we'll talk about this week.

No seminar this week.

Online lectures:

Regression analysis II

Potential problems with regression analysis

Review

Tutorial (28th August – 1st September)

*** PLEASE NOTE THAT THERE WILL BE AN IN-CLASS TEST THIS WEEK**

Required Reading for Tutorial:

Mukherjee, S. (2011). Do Cellphones Cause Brain Cancer? *New York Times Magazine*, April 13 2011

Recommended Reading:

Aiken, L.S., West, S.G. and Pitts, S.C. (2003), 'Multiple Linear Regression,' in J.A. Schinka, W.F. Velicer and I.B. Weiner (eds), *Handbook of Psychology, Volume 2: Research Methods in Psychology*, Hoboken, New Jersey: John Wiley and Sons (483-506).

Freedman, D., Pisani, R. and Purves, R. (2007), *Statistics (fourth edition)*, New York: W.W. Norton and Co. (158-179)(on regression)

Week 6. Two parts this week:

Part 1: Limitations of Regression Analysis: Experiments as a solution

Part 2: Counterfactuals (i.e. 'what-if' thought experiments or the power of counterfactual thinking)

In recent years there has been a huge growth in experiments in the social sciences and public and private sectors. This seminar will outline the parsimony of experiments and outline how they help overcome the many problems we have making causal inferences with non-experimental data. This seminar will show the many things we have learnt about the human mind through experiments and show how these experiments are employed in the public and private sectors drawing on behavioural public policy as a salient example of this. For example, experiments conducted by the Behavioural Insights Team have saved the British government tens of millions of dollars.

Experiments are a good way of getting to the heart of causation but we know there are many domains of social science that it would be either unethical or unrealistic to do experiments. To give some examples: would the Cold War have ended without Gorbachev's leadership? Did the Labor government's fiscal stimulus in 2008 really prevent Australia from escaping the recessions that plagued almost every other western democracy? We can't re-run these events minus a few factors. But counterfactuals (a fancy way of saying 'what if' thought experiments) can help us deal with the complexity of history. There are many counterfactual thought experiments we can run in everyday life as well.

Seminar (28th – 30th August):

Seminar questions:

Why do experiments matter?

Come to class with one example of government or business using an experiment. Why did they use this method?

Think of an experiment you would like to do (and imagine you had no financial or political constraints. If there are ethical constraints you need to address these).

Why do we have such trouble thinking counterfactually?

Online lectures:

Experiments in social science

Introduction to counterfactuals

Tutorial (4th – 8th September)

PLEASE NOTE: YOU WILL DISCUSS EXPERIMENTS IN TUTORIALS THIS WEEK AND HOLD OFF DISCUSSION OF COUNTERFACTUALS FOR NEXT WEEK'S TUTORIAL.

Required Reading for Tutorial:

Leigh, A. (2009), Evidence-based policy? Summon the randomistas? *Australian Productivity Commission Report* (215-226)

Recommended Reading:

Debating quantitative and qualitative methods:

Brady, H., Collier D. and Seawright, J. (2010), Refocusing the Discussion of Methodology. In Brady, H. and Collier D. (eds) *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, New York: Rowman and Littlefield (16-31)

Collier, D., Brady, H. and Seawright, J. (2010), Introduction to the Second Edition: A Sea Change in Political Methodology. In Brady, H. and Collier D. (eds) *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, New York: Rowman and Littlefield (1-10)

On experiments:

Druckman, J., Green, D., Kuklinski, J. and Lupia, A. (2006), The Growth and Development of Experimental Research in Political Science, *American Political Science Review*, vol. 100, no. 4 (627-35)

Druckman, J., Green, D., Kuklinski, J. and Lupia, A. (2011), *Cambridge Handbook of Experimental Political Science*, Cambridge University Press, Cambridge

Freedman, D., Pisani, R. and Purves, R. (2007), *Statistics (fourth edition)*, New York: W.W. Norton and Co. (1-11)

Green, D. and John. P. (2010). "Field Experiments in Comparative Politics and Policy." *The Annals of the American Academy of Political and Social Science* 628 (6-10)

Haynes, L., Service, O., Goldacre, B. and Torgerson, D. (2012), *Test, learn, adapt: Developing public policy with randomised controlled trials*, UK Cabinet Office Behavioural Insights Team. Retrieved 11 July 2012 from <http://www.cabinetoffice.gov.uk/sites/default/files/resources/TLA-1906126.pdf>

Hyde, S. (2010). The Future of Field Experiments in International Relations, *The Annals of the American Academy of Political and Social Science* 628 (72-84)

King, G., Keohane, R.O., Verby, S. 1995: *Designing Social Inquiry. Scientific Inference in Qualitative Research*, Princeton: Princeton University Press (3-33)

Kirk, R.E. (2003) 'Experimental design', in J.A. Schinka, W.F. Velicer and I.B. Weiner (eds), *Handbook of Psychology, Volume 2: Research Methods in Psychology*, Hoboken, New Jersey: John Wiley and Sons (3-32).

Leigh, A. (2009). What Evidence Should Policy Makers Use? *Economic Roundup* (27-43)

Margetts, H. and Stoker, G. (2010), The Experimental Method: Prospects for Laboratory and Field Experiments. In D. Marsh and G. Stoker (eds), *Theory and Methods in Political Science (third edition)*. New York: Palgrave Macmillan (308-324)

Moore, D.S. and McCabe (2003), *Introduction to the Practice of Statistics (fourth edition)*, New York: W.H. Freeman and Company (228-241)

Neuman, L.W. (2006), *Social Research Methods: Qualitative and Quantitative Methods (sixth edition)* New York: Pearson Longman (246-271)

Shivley, W.P. (2010), *The Craft of Political Research (eight edition)*, New York: Pearson Longman (81-88)

Week 7. Tutorial only this week: Counterfactuals and revision

NO SEMINAR OR ONLINE LECTURES THIS WEEK

Tutorials (11th – 15th September):

*** PLEASE NOTE THAT THERE WILL BE AN IN-CLASS TEST THIS WEEK**

Required Reading for Tutorial:

Khong, Y.F. (1996), Confronting Hitler and Its Consequences. In Tetlock, P. and Belkin, A. (eds) *Counterfactual Thought Experiments in World Politics: Logical, Methodological and Psychological Perspectives*, Princeton: Princeton University Press (93-118).

Recommended Reading:

Ferguson, N. (1999), Introduction. In Ferguson, N. (ed.) *Virtual History: Alternatives and Counterfactuals*. Oxford: Papermac (1-90).

Goertz, G. and Levy, J. (2007), *Explaining war and peace: Case studies and necessary condition counterfactuals*, New York: Routledge (1-8).

Lebow, R. N. and Stein, J.G . (1996), Back to the Past: Counterfactuals and the Cuban Missile Crisis. In Tetlock, P. and Belkin, A. (eds) *Counterfactual Thought Experiments in World Politics: Logical, Methodological and Psychological Perspectives*, Princeton: Princeton University Press.

Lebow, Richard Ned (2010), *Forbidden Fruit: Counterfactuals and International Relations*. Princeton: Princeton University Press (1-28).

Lebow, Richard Ned (2010), *Forbidden Fruit: Counterfactuals and International Relations*. Princeton: Princeton University Press (28-66).

Morgan, S. and Winship, C. (2007), *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. Cambridge: Cambridge University Press (1-30).

Tetlock, P.E. and Belkin, A. (1996). Counterfactual Thought Experiments in World Politics: Logical, Methodological and Psychological Perspectives. In Tetlock, P. and Belkin, A. (eds) *Counterfactual Thought Experiments in World Politics: Logical, Methodological and Psychological Perspectives*, Princeton: Princeton University Press (3-38).

Week 8. Mixed Methods

This week we speak about how to resolve some of the problems with quantitative methods. You might be surprised at this point that despite my urgings on the importance of quantitative methods that I agree with many that some questions are more amenable to quantitative methods, some more amenable to qualitative methods and some amenable to

a combination of the two (mixed methods research). I'll use Linz and Stepan's work on democracy (as well as other research) to show you how valuable employing a mixed methods approach can be.

No seminar this week.

Online lectures:

Mixed methods research

Advice for final assessment

Tutorial (18th – 22nd September)

Required Reading for Tutorial:

Weeden, L. (2004), Concepts and commitments in the study of democracy. In Shapiro, I. Smith, R., Masoud, T. (eds), *Problems and Methods in the Study of Politics*, Cambridge: Cambridge University Press (274-306).

Shivley, W.P. (2010), *The Craft of Political Research (eight edition)*, New York: Pearson Longman (90-93).

Recommended Reading:

Bergman, M.M. (2008), Introduction: Whither Mixed Methods? In Bergman, M.M. (ed.) *Advances in Mixed Methods Research: Theories and Applications*. Los Angeles et al.: Sage (1-7).

Bergman, M.M. (2008), The Straw Men of the Qualitative-Quantitative Divide and their Influence on Mixed Methods Research. In Bergman, M.M. (ed.) *Advances in Mixed Methods Research: Theories and Applications*. Los Angeles et al.: Sage (11-21).

Bryman, A. (2008), Why do Researchers Integrate/Combine/Mesh/Blend/Mix/Mesh/Fuse Quantitative and Qualitative Research?. In Bergman, M.M. (ed.) *Advances in Mixed Methods Research: Theories and Applications*. Los Angeles et al.: Sage (87-100).

Burnham, P., Luntz, K.G. Wyn G. and Layton-Henry Z. (2008), *Research Methods in Politics*, New York: Palgrave MacMillan (230-247)(on elite interviewing).

Hesse-Biber, S.N. (2010), *Mixed Methods Research: Merging Theory with Practice*. New York and London: The Guilford Press (1-28).

Kelle, U. (2001), Sociological Explanations between Micro and Macro and the Integration of Qualitative and Quantitative Methods. FQS 2(1).

Kelle, U. & Erzberger, C. (2004), Qualitative and Quantitative Methods: Not in Opposition. In: Flick, U. et al. *A Companion to Qualitative Research*, London et al: Sage, pp. 172-177.

An example of mixed methods research:

Bell, S.E. (2009), “There Ain’t No Bond in Town Like There Used to Be”: The Destruction of Social Capital in the West Virginia Coalfields, *Sociological Forum*, 24: 3.

.....

NON-TEACHING PERIOD 26th SEPTEMBER – 29th SEPTEMBER

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Week 9. Black Swans, or why we’re horrible at prediction

I’ve argued that data can be used to make interesting and non-trivial observations about the world. One might infer from this that with all this data we must be pretty good at prediction. It turns out that social scientists, among others, are quite terrible at prediction. While data can help us understand the world we should not be fooled into thinking we can predict the future. The empirical record on this clear: humans are horrible at prediction. How do we know that? Because we have data. I will introduce the ideas of Nassim Taleb in particular to help illustrate these points. This seminar will examine what, if anything, we can do about our abysmal predictive powers. It will also suggest the findings demonstrate that reading less news rather than more may help us think more clearly about the world.

Seminar (2nd – 4th October):

Think of at least one example of a prediction experts have got horribly wrong. Why did this happen?

What are the broader implications of this?

What could we do to increase our predictive capacities?

No online lectures this week.

Tutorial (9th – 13th October)

- * PLEASE NOTE THAT THERE WILL BE AN IN-CLASS TEST THIS WEEK**
- * PRESENTATIONS WILL ALSO OCCUR IN TUTORIALS THIS WEEK**

Required Reading for Tutorial:

Nassim Nicholas Taleb, *The Black Swan: The Impact of the Highly Improbable*. Random House, New York 2010), xxi-xxxiii.

Recommended Reading:

Kahneman, Daniel (2011), *Thinking, Fast and Slow*. Farrar, Straus and Giroux, New York.

Nassim Nicholas Taleb, (2005). *Fooled by Randomness: The Hidden Role of Chance in Life and in the Markets*. Random House, New York.

Nassim Nicholas Taleb (2011), *Antifragile: Things that Gain from Disorder*. Random House, New York.

Taleb, Learning to Love Volatility in the Wall Street Journal:
<http://online.wsj.com/article/SB10001424127887324735104578120953311383448.html>

Tetlock, P. (2005). *Expert Political Judgement*. Princeton University Press: Princeton, NJ.

For a more classical rendering of problems associated with human ignorance refer to Montaigne's *Essays*.

Week 10. Conclusion

I hope this course has been useful to you and those of you who were afraid of numbers no longer are (at least not so much) and that I've convinced you about the importance of statistical literacy in the social sciences and everyday life. I'll end the course by trying to tie everything together.

Seminar (9th – 11th October):

Seminar questions:

What have you learnt?

Are there lessons you can draw from this subject about being a good social scientist?

Are there lessons you can draw from this subject about being a better consumer of news?

Can data be used to improve your life?

Are you convinced about the value of quantitative methods?

Online lectures:

Review and final remarks

Tutorial (16th – 20th October)

Required Reading for Tutorial:

Dahl, R. Rudolph, S., Bewley, T. and Mearsheimer J. (2004), What Have we Learned?. In Shapiro, I. Smith, R., Masoud, T. (eds), *Problems and Methods in the Study of Politics*, Cambridge: Cambridge University Press (274-306).

* Please note that while this is a political science reading those of you majoring in criminology or sociology should be able to apply the same questions to your disciplines.

Recommended Reading:

Keating, M. and Della Porta, D. (2011), In Defence of Pluralism in the Social Sciences, *European Political Science* 9 (111-120).

SWOT VAC: 23rd October – 27th October

EXAMINATION PERIOD: Monday 30th October - Friday 17th November

*** THE FINAL RESEARCH PROJECT IS DUE ON MONDAY 30TH OCTOBER.**

Attendance / Participation Requirements

Seminar Hurdle Requirement

Hurdle Requirement of 75% seminar attendance. **THIS MEANS YOU MUST ATTEND AT LEAST 5 OUT OF 6 SEMINARS.** If a student does not meet the seminar attendance hurdle requirement s/he will fail the subject with an NH grade.

Students are required to attend 5 out of the 6 seminars.

Tutorials

Students should be aware of what is expected of them in tutorials - this should be discussed in the first class. As a minimum, students are expected to attend, undertake weekly readings and contribute to discussion.

Tutorial Attendance Hurdle Requirement

Attendance at all lectures and tutorials is expected. Apologies for absence, especially from tutorials, are also expected. All Undergraduate subjects in the School of Social and Political Sciences have a minimum **Hurdle Requirement** of 75% tutorial attendance. **THIS MEANS YOU MUST ATTEND AT LEAST 8 OUT OF 10 TUTORIALS.** If a student does not meet the tutorial attendance hurdle requirement s/he will fail the subject with an NH grade.

Application for Tutorial Attendance Waiver

In *exceptional* circumstances students can be issued a waiver to miss more than 2 tutorials. Students should discuss this with their tutor.

Students seeking a class attendance waiver for more than four tutorials should submit an application for [Special Consideration](#).

Assessment

Overview

Assessment for this subject comprises of:

1. A Short Research Design of 600 words (15%) due on Wednesday 30th August.
2. In Class Practical Tasks equivalent to 750 words (15%) during the semester in weeks 5, 7 and 9 (for specific dates please see schedule above or page 27 below)
3. Group presentation (20%)
4. An Applied Research Assignment of 2000 words (50%) due during the examination period (Monday 30th October)

Assessment type	Percentage	Due Date
600 word research design	15%	4pm Wednesday 30th August
3 in-class tests	15%	In tutorials: weeks 5, 7 and 9
Group presentation	20%	Presentations in week 9
Applied Research Assignment	50%	4pm Monday 30th October

*** SEE BELOW FOR DETAILS but please also note that assessment will be discussed in online lectures and tutorials so make sure you follow the online lectures and attend tutorials.**

*** Details for the assessment are also on the FAQ link of LMS.**

*** Please note all written assessment is to be submitted on turnitin ONLY. Please include the essay cover sheet (filed under the assessment tab on LMS) and write your name in the signature box. By doing so you are agreeing to all the terms outlined in the cover sheet.**

Assessment 1: Short Research Design (600 words)(15%)

Due 4pm Wednesday 30th August

Note: Please read the instructions below carefully (and return to them before you submit your essay) as you will be penalised for not following these instructions

AND

This assessment will be discussed in more detail in the lecture and tutorials. Make sure to attend/listen to the lectures and attend the tutorials.

For this piece of assessment you will be required to write a proposal for your final essay drawing from questions included in the World Values Survey that tutors will introduce you to in week 3 (and you will continue working with the following weeks). You will be analysing the Australian data only.

You will need to have a close look at the variables that are contained in the World Values Survey (which you will be able to do in tutorials) and based on these variables select a topic you would like to examine.

You will need to include some theory/literature upon which you are basing your analysis.

To give you one example you might look at how membership to various groups is related to age and then relate this to social capital theory and the work of Putnam and others.

You are NOT required to do any data analysis for this piece of assessment (you'll do that in your final essay). You just have to select the topic (and relevant data) you want to analyse.

Please stick as closely as possible to this template:

- 1. Title** (try and make it catchy and descriptive, also expressed as a question in the introduction)
- 2. Introduction** (a short description of the research question, why it is important and how it fits in with existing theories/literature)
- 3. Variables** (list and briefly explain the variables you expect to use in analyzing this question)
- 4. Expectations** (what you expect the data to show)
- 5. OPTIONAL: Consideration of possible problems** (with the World Values Survey data and more general problems you may run into)

Please note:

* You need to stick to the word limit (+/- 10%). You will be penalised for not doing so. The word limit includes all in-text quotes and in-text references.

* I would expect the introduction (1) and expectations (4) sections to be longer and the variables (3) and considerations (5) sections to be shorter.

- * You can break any of these sections into shorter paragraphs if this makes sense.
- * Please don't feel that by selecting a topic you are locked into doing this for your final assignment. If you decide that you would like to change your topic you can and use the template you used for this short research design and adapt it to your new topic. But check with your tutor first!
- * You have a fair bit of latitude in what topic you pick (so long as it is, broadly speaking, a social science question). If you think yours might be a bit far out consult with your tutor (as they will be marking your work).
- * Please make sure your dependent variable has more than 2 categories (i.e. make sure it is not a dichotomous yes/no type question). That is, questions that respondents can answer in more than 2 ways (for example a question in which respondents can answer strongly agree, agree, disagree, strongly disagree) are fine. The reasons for this will become clear.
- * If any of you would like to either consult the World Values Survey or do some primary data analysis you will be given a chance to do this in class but you ALL have access to the research hub (i.e. the room tutorials are held in) during business hours. Just swipe your student cards.
- * Think of this as training for your final essay. Even if you do badly that's okay as you will have a chance to get feedback on your research question and write a good final essay.
- * If your spelling and/or grammar and/or referencing are incorrect you will be penalised. If you uncertain about how to reference refer to the School essay guide under 'Assessment' in LMS.

Please also note:

In the first instance please address your queries to your tutor as they will be marking your work. Most of the tutors have other jobs but they will generally answer emails within 48 hours (excluding weekends). Often it's easier to address your questions to your tutor in class or in their office hours. I will also give you time to ask questions in the lecture so it may be helpful for you to attend these in the weeks leading up to when the assessment is due.

Tutors can grant extensions (for legitimate reasons) of up to 5 days. If you need to apply for an extension try to do so as soon as possible and be aware that evidence in regards to the reason you are applying for the extension will often be requested.

Please make sure you list the correct full name of your tutor (and the tutorial time) on the cover sheet of this assessment or you may not have your assessment returned in a timely manner.

Please note this assessment is to be submitted on turnitin ONLY. Please include the essay cover sheet (filed under the assessment tab on LMS) and write your name in the signature box. By doing so you are agreeing to all the terms outlined in the cover sheet.

If you are having problems with turnitin (outages that we are aware of do sometimes occur) email your tutor to let them know when you will submit it on turnitin (which you then subsequently must do).

Assessment 2: 3 in-class tests (15%)

Note: This will be discussed in more detail in the lecture and tutorials. Make sure to attend/listen to the lectures and attend the tutorials.

The test will happen in your tutorial on weeks 5, 7 and 9. They will involve answering 5 short-answer questions. You will get 2 points for a correct answer, 1 point for a half-correct answer and 0 points for an incorrect answer. You can get a maximum of 10 points.

Test 1 will be based on the lecture and required reading material weeks 1-4 and will occur in tutorials between the 28th August and 1st of September (Week 5)

Test 2 will be based on the lecture and required reading material weeks 5-6 and will occur between the 11th and 15th September (Week 7)

Test 3 will be based on the lecture and required reading material weeks 7-8 and will occur between the 9th and 13th October (Week 9)

Please note:

- * I will not include anything in the test that has not been mentioned in the lecture or the required readings.
- * The tests will not be really hard but you will need to have followed the lecture and readings. Those who have and have done some minimal preparation I think will do well.
- * The questions will be randomized so no class will get the same test as the one before it.
- * Unless the circumstances are exceptional you will not be able to sit the test on another day/week.

Assessment 3: Group presentations (20%)

Presentations will take place in tutorials in weeks 9 (9th-13th October)

1. Data helps us understand the social world. Discuss.
2. The use and abuse of data: present at least two positive examples and two negative examples of the use and abuse of data, lessons to be drawn from this and how it could be done better.
3. Data can improve our lives. Discuss.

Guidance:

I hope the seminars inform your presentations. It is here that we discuss broader themes such as those above.

This assessment will be discussed in more detail in the lecture and tutorials. Make sure to attend/listen to the lectures and attend the tutorials.

Please note that to give everyone adequate time to present presentations including question time should be no longer than 15 minutes.

Presentations should be no longer than 10 minutes long followed by 5-7 minutes of questions from class members. The presentation is probably best delivered by all or several members of the group.

The use of audio/visual material should be set up well before the presentation to avoid any glitches.

There is no set format but I think engaging with the concepts and citing relevant examples linked to those concepts would be helpful.

Students will be required to engage with the course content (including the numbers in everyday life section of the lecture if relevant). This will include the lectures and required reading at a minimum.

This may seem like an obvious point but try and make the presentation as interesting to others as you can.

Students will be given some time work through this in tutorials but it is recommended that groups also meet outside of class.

Students who elect topic 1 or 3 may use the two David Brooks and Nate Silver articles posted under additional reading as a starting point but should also do some independent research.

Students who elect topic 3 should be careful to refine the focus of their presentation. I think the numbers in everyday life section of the lecture would be most helpful here but again groups should do some independent research (topics could include subject matter such as ‘we think money will make us happy but there is clear evidence it doesn’t’ or ‘humans consistently behave in ways contrary to their own interests and data can help us avoid this.’)

Examples can be used from anything broadly defined as a social science (including economics and psychology).

I hope you learn and change your opinions about data throughout the semester so as a group you may change your topic or the focus of your presentation accordingly.

I have created a list of readings under a tab titled Additional Readings on LMS that students might find helpful to refer to.

Some students do not like doing group work. The main objection seems to be that students should not be assessed for the work others do (or don’t) do. For better or worse you will more be judged throughout your professional lives for what you have done as a group rather than what you have done individually.

Please also note that this is a capstone subject designed to create some sort of bridge between your academic and existing or future professional lives. Almost all of you will engage in this kind of group work in your professional lives on a routine basis and it is important to learn to how to work in groups and negotiate differences.

This may initially seem hard. Working with others sometimes is. But I hope in the end this task is rewarding for all in the group.

Assessment:

The assessment makes up 20% of your overall mark. The 20% will be the composite of a mark for the presentation (including the discussion period following the presentation) by the other students in the class (10%) and a mark from your tutor (10%).

In assessing the presentation students should take into account the following:

- Quality of ideas/innovation in the presentation
- Engaging presentation
- Clear sign of work having gone into the presentation
- Engagement with course content
- Answers to questions from class (if applicable)
- Overall quality of presentation

While this is no longer assessed formally (after feedback from students) I would encourage groups to think about the following as I believe these are important skills required by everyone:

Communicated well with and were respectful of others in team
Shared responsibility for various stages of project
Clear evidence of following the lectures and required readings each week
Organised, prepared and helped keep discussion focused in team meetings
Helped find source materials
Positive attitude throughout project
Overall contribution to presentation

Please note that students will need to rank order presentations by other groups from 1 (highest mark) to 4 (lowest mark). Tutors will do the same.

Assessment 4: Applied Research Assignment (2000 words)(50%)

Due 4pm Monday 30th October

Note: Please read the instructions below carefully (and return to them before you submit your essay) as you will be penalised for not following these instructions

AND

This assessment will be discussed in more detail in the lecture and tutorials. Make sure to attend/listen to the lectures and attend the tutorials.

For this final piece of assessment you will be required to write a research report (based on your short research design exercise) but this time including your own data analysis. Your Applied Research Assignment will be based on analysis of data from the World Values Survey. You will be analyzing the Australian data only.

This assignment is a little different to what you are used to doing in other Faculty of Arts subjects. It will be structured more like an academic article or report than a research essay. As such, it will have a different structure.

Please stick closely to this template:

1. Title

- Make it short, catchy and descriptive.

2. Introduction

- Please make sure you have a clear research question involving a dependent variable and some independent variables, which will be related to some theories/literature. This should be a summary of what you are doing and why it is important.

3. Theoretical background/Literature Review

- Since we're not journalists we need some theories/literature on which to base our analysis. Include that here. You might also say how your assignment contributes to this literature and something more about why the question is important.

4. Method

- In this section outline the variables/data and techniques you are going to use, problems with question wording etc. You should also say something here about what sort of methods you would have used ideally (i.e. experiments or mixed methods) but you might leave that to the discussion section.

5. Analysis

- Make sure you use either cross-tabs AND regression OR correlation AND regression. In terms of the regression please make sure you have 2 or more independent variables and be sure to explain the N, the regression coefficients (b), the standardised regression coefficients (beta), their p values (sig.), and the adjusted r square value.

6. Discussion

- In this section you should bring everything together and discuss your results in regards to your expectations based on theory/literature. Have these expectations been confirmed? If not, why and what does this tell us? You might also say something here about what researchers could do in the future in terms of using experiments or mixed methods research (i.e. you can speak about what you haven't been able to do).

Please note:

* You need to stick to the word limit (+/- 10%). You will be penalised for not doing so. The word limit includes all in-text quotes and in-text references. The word count does not include words in tables/graphs.

* Almost all of you will cut and paste some material from your short research design. There will be some overlap. That is no problem and you will not be penalized for this.

* Please include somewhere in your paper at least some discussion of the limitations of your analysis (i.e. based on the content in weeks 7-10).

* The feedback you get from the short research design should help you with clarifying your question.

* The topic you have proposed doing in your short research design may change as you may discover a more interesting subject or think that the data available is not suitable. Seek your tutors advice if you are changing topics.

* I would expect the introduction (1) and method (4) sections to be shorter than the other parts of the paper.

* As in the research design project: Please make sure your dependent variable has more than 2 categories (i.e. make sure it is not a dichotomous yes/no type question). That is, questions that respondents can answer in more than 2 ways (for example a question in which respondents can answer strongly agree, agree, disagree, strongly disagree) are fine.

* You have been given the opportunity to work with the World Values Survey in class. If you would like to do some analysis outside of class time you ALL have access to the research hub (John Medley 116)(i.e. the room most of the tutorials are held in) during business hours. Just swipe your student cards. If you are having trouble getting in please speak to Cathy Alizzi in the SSPS office (fourth floor, John Medley building).

* If your spelling and/or grammar and/or referencing are incorrect you will be penalised. If you uncertain about how to reference refer to the School essay guide under 'Assessment' in LMS.

Please also note:

In the first instance please address your queries to your tutor as they will be marking your work. Most of the tutors have other jobs but they will generally answer emails within 48 hours (excluding weekends). Often it's easier to address your questions to your tutor in class or in their office hours. I will also give you time to ask questions in the lecture so it may be helpful for you to attend these in the weeks leading up to when the assessment is due.

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Please note this assessment is to be submitted on turnitin ONLY. Please include the essay cover sheet (filed under the assessment tab on LMS) and write your name in the signature box. By doing so you are agreeing to all the terms outlined in the cover sheet.

Grading system

A standard grading system applies across all Faculties of the University, as follows:

N 0%-49% Fail - *not satisfactory*

- Work that fails to meet the basic assessment criteria;
- Work that contravenes the policies and regulations set out for the assessment exercise;
- Where a student fails a subject, all failed components of assessment are double marked.

P 50%-64% Pass - *satisfactory*

- Completion of key tasks at an adequate level of performance in argumentation, documentation and expression;
- Work that meets a limited number of the key assessment criteria;
- Work that shows substantial room for improvement in many areas.

H3 65%-69% Third-class honours - *competent*

- Completion of key tasks at a satisfactory level, with demonstrated understanding of key ideas and some analytical skills, and satisfactory presentation, research and documentation;
- Work that meets most of the key assessment criteria;
- Work that shows room for improvement in several areas.

H2B 70%-74% Second-class honours level B - *good*

- Good work that is solidly researched, shows a good understanding of key ideas, demonstrates some use of critical analysis along with good presentation and documentation;
- Work that meets most of the key assessment criteria and performs well in some;
- Work that shows some room for improvement.

H2A 75%-79% Second-class honours level A - *very good*

- Very good work that is very well researched, shows critical analytical skills, is well argued, with scholarly presentation and documentation;
- Work that meets all the key assessment criteria and exceeds in some;
- Work that shows limited room for improvement.

H1 80%-100% First-class honours - *excellent*

- Excellent analysis, comprehensive research, sophisticated theoretical or methodological understanding, impeccable presentation;
- Work that meets all the key assessment criteria and excels in most;
- Work that meets these criteria and is also in some way original, exciting or challenging could be awarded marks in the high 80s or above.
- Marks of 90% and above may be awarded to the best student work in the H1 range.

Assessment Submission

Assessment submission in the School of Social and Political Sciences is now via turnitin only.

i. Students must submit assessment electronically (in word doc format) through the Turnitin function, via the online submission portal on the LMS site of this subject. This will act as an electronic receipt of assessment submission.

By submitting an essay on turnitin students are agreeing to all the conditions on the cover sheet, under the assessment link.

Students are expected to retain a copy of all work submitted for assessment.

Extension Policy and Late Submission of Work

Extensions for assessment other than the final piece will be handled by tutors / subject coordinators in accordance with the current policy outlined below:

Students are able to negotiate a short-term extension of up to 5 working days with tutors for in-semester assessment. Longer terms of up to 10 working days can only be approved by the subject coordinator. Extensions are not granted after due dates have passed. An extension of time after a deadline has passed will be given usually only for a reason that falls within the guidelines for Special Consideration. A specific date will then be agreed upon and enforced unless evidence for additional Special Consideration is produced. To apply for an extension, students must complete an Assignment Extension Request form available from relevant subject LMS sites (and from the 'areas of study' sections of the School's website) and **email** it to their tutor/subject coordinator, along with any supporting documentation where possible, prior to the submission date. Students will then be notified of the outcome of the application by their Tutor or Subject Coordinator via the student's university e-mail account. Extensions for the final piece of assessment due during the examination period may be granted by the subject coordinator on the provision of some documentation for a maximum of TEN working days (two weeks) and on the condition that the work will be marked in time for a final grade to be returned by the results submission deadline set by the School. Special Consideration forms should be submitted for issues which impact on the whole of semester work and for issues affecting assessment where more than a two week extension is requested.

PLEASE NOTE THAT AN EXTENSION AND/OR LATE SUBMISSION OF YOUR FINAL ASSESSMENT MAY RESULT IN A DELAY IN GRADUATION.

Penalty for Submission of Late Assessment

Undergraduate and Graduate Subjects

Essay-based assessment (or equivalent) submitted late without an approved extension will be penalised at 10% per working day. In-class tasks missed without approval will not be marked. Tests and exam-based assessment submitted late without an approved

extension will not be accepted. All pieces of written work must be submitted to pass any subject.

PLEASE NOTE THAT LATE SUBMISSION OF YOUR FINAL ASSESSMENT MAY RESULT IN A DELAY IN GRADUATION.

Special Consideration

Students can apply for Special Consideration via the Student Portal. Special Consideration applications should be submitted no later than 5pm on the third working day after the submission/sitting date for the relevant assessment component. Students are only eligible for Special Consideration if circumstances beyond their control have severely hindered completion of assessed work. Appropriate response to Special Consideration depends upon the degree of disadvantage experienced by the student. This may vary from an extension in the case of slight disadvantage to additional assessment in the cases of moderate or severe disadvantage. Consideration of special consideration applications will be by a Faculty Special Consideration Committee (SCC), working within guidelines established by the Special Consideration Policy Committee (SCPC) and coordinated by a Student Centre. Arts Student Centre Staff will contact students with the outcome of their application, copied in to appropriate School staff. Subject coordinators or other staff (academic or professional) may submit advice directly to the Special Consideration committee if they wish. Final decisions in line with University policy will be made by the Committee. Students should be advised not to apply for special consideration unless the relevant circumstances have delayed their study by at least 2 weeks. Applications for special consideration detailing delays to study for a shorter period will be refused and the student will be referred to their subject coordinator for an extension. If students are experiencing difficulties and are not sure whether to apply for special consideration, it is important that they discuss the matter with the lecturer / subject coordinator or a Student Advisor at the Arts Student Centre. For further information on Special Consideration, please refer to the following link: <http://policy.unimelb.edu.au/MPF1030>

PLEASE NOTE THAT AN EXTENSION AND/OR LATE SUBMISSION OF YOUR FINAL ASSESSMENT MAY RESULT IN A DELAY IN GRADUATION.

Student Equitable Adjustment Procedure (SEAP)

Please refer to <https://policy.unimelb.edu.au/MPF1074>

Elite Athletes and Performers, Army Reservists, Emergency Volunteers

Elite Athletes and Performers Procedure: <https://policy.unimelb.edu.au/MPF1072>

Defence Reservists and Emergency Volunteers Procedure:

<https://policy.unimelb.edu.au/MPF1070>

Plagiarism

Plagiarism is a copyright offence, which the University regards as cheating and it is punished accordingly. Students are warned to be careful to guard against it occurring consciously or unconsciously in essay writing. It is therefore important that students spend time ascertaining how their own work differs in its assumptions and methodology from that of the critics they have read or engaged with (including lecturers and tutors!). Students should not repeat material used for another piece of work in the same subject or in any other subject that they have studied, as this also constitutes plagiarism in the terms of the University's guidelines. Students should refer to the Schools' Essay Writing Guide which provides clear guidelines for referencing.

Plagiarism is academic misconduct, and is taken very seriously by the School, Faculty and University. Any acts of suspected plagiarism detected by assessors will be followed up, and any students involved will be required to respond via the Faculty and/or University procedures for handling suspected plagiarism. For more information and advice about how to avoid plagiarism, see the University's Academic Honesty page at <http://academichonesty.unimelb.edu.au/advice.html>. Students should be aware of how to appropriately acknowledge sources in their assignments and what referencing style is expected in a particular subject. Students should ask their tutor or subject coordinator if unsure. The Academic Skills Unit (ASU) has a number of free online resources on referencing at: <http://services.unimelb.edu.au/academicskills/reading/resources>

For further information, please refer to the School's **2014 SSPS Academic Programs Policy and Procedure Guidelines** document, provided in subject readers and LMS sites, and the **Melbourne Policy Library** website: <http://policy.unimelb.edu.au/>