

SYLLABUS

1. Information about the program

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| 1.1 Higher education institution | Babeş–Bolyai University |
| 1.2 Faculty | Faculty of Political, Administrative and Communication Sciences |
| 1.3 Department | Political Science Department |
| 1.4 Field of study | Political Science |
| 1.5 Level of study | MA |
| 1.6 Study program / Qualification | Managementul organizațiilor politice, International Development, Research Design |

2. Information about the discipline

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| 2.1 Discipline title | Introduction to Social Research Methods | | | | | | |
| 2.2 Course lecturer | Gabriel Bădescu, PhD | | | | | | |
| 2.3 Seminar assistant | Daniela Angi, PhD | | | | | | |
| 2.4 Year of study | I | 2.5 Semester | I | 2.6. Evaluation type | Exam | 2.7 Discipline type | Compulsory |
| 2.8 Code of the discipline | UME1101 | | | | | | |

3. Total estimated time (hours of didactic activities per semester)

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| 3.1 Number of hours per week | 3 | of which: 3.2 course | 2 | 3.3 seminar/laboratory | 1 |
| 3.4 Total hours in the study plan | 42 | of which: 3.5 course | 28 | 3.6 seminar/laboratory | 14 |
| Time distribution: 3 hours face to face, 8 hours individually | | | | | hrs |
| Studying the manual, course reader, bibliography and notes: | | | | | 3x14 |
| Supplementary documentation in the library, on electronic platforms and in the field: | | | | | 2x14 |
| Preparing seminars/laboratories, homework, syntheses, portfolios and essays: | | | | | 3x14 |
| Tutorials | | | | | 3 |
| Examinations | | | | | 4 |
| Other activities: | | | | | |
| 3.7 Total hours of individual study | | | | | 8x14 |
| 3.8 Total hours per semester | | | | | 11x14 |
| 3.9 Number of credits | | | | | 8 |

4. Prerequisites (where applicable)

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| 4.1 based on the curriculum | - |
| 4.2 based on competences | - |

5. Conditions (where applicable)

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| 5.1 for the course | Plagiarism and other forms of unethical behaviors are sanctioned according to the Ethical Code of the students, available at https://fspac.ubbcluj.ro/ro/resurse/administrative/regulamente . |
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| 5.2 for the seminar/ laboratory | <p>Attendance at seminars is 75% compulsory according to university regulations.</p> <p>The grade of the final exam includes the seminar component. If the student's work in seminars does not meet the criteria for passing the subject, he/she must repeat the subject in the following academic year.</p> |
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6. Accumulated specific competencies

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| Professional competencies | <ul style="list-style-type: none"> • Applying the basics of social theories in understanding, analyzing and evaluating social-political organization of societies • Understand the basic principles of hypothesis testing and sampling • Constructing, individually, or as part of a team, research projects concerning social and theories and phenomena • The appropriate use of basic concepts in social sciences |
| Transversal competencies | <ul style="list-style-type: none"> • Using information to solve complex situations in specific contexts (receiving, transmitting, processing information), including the use of a foreign language (advanced level). • Developing critical thinking skills |

7. Discipline objectives

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| 7.1 General objective | <p>This course is focused on the basic concepts and methods of scientific inquiry as used in building knowledge for social research. It provides a survey of current debates, problems, and innovations in qualitative and quantitative empirical research, including both data collection and data analysis issues. The course discusses the validity and generalizability issues within the theoretical and practical limits of social science research. It aims at developing a set of skills necessary for everyone who is interested in designing empirical fieldwork. The course materials build and expand on the application of data analysis and statistical techniques, including the use of the Statistical Package for the Social Sciences (SPSS). Specific topics include an introduction to inferential statistics with particular emphasis placed on bivariate and basic regression analyses. In addition, the ethical and human diversity issues are examined. Familiarity with statistics may be helpful but is not required.</p> |
| 7.2 Specific objectives | <p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> A. Understand the basic principles of hypothesis testing and sampling B. Understand the basic application, interpretation, and presentation of inferential statistics C. Demonstrate the ability to interpret statistical tables, charts, and figures published in scholarly journals. D. Identify ethical issues associated with conducting social research. |

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| | <ul style="list-style-type: none"> • Key Concepts: Concepts, Operationalization, Validity, Reliability, Hypothesis, Theory, Mean, Median, Standard Deviation, histogram, Scatterplot, Sample, Sampling representativity, Sampling error, Correlation, Causality, Experimental design, Regression models, Research ethics. |
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8. Contents

| 8.1 Course | Teaching methods | Observations |
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| 1. What is social research? Research basics Readings: Walliman, Ch. 2 and 3 | Interactive presentation | Students are expected to participate actively in class. |
| 2. What is good research? Basics of scientometrics. Journal rankings. Readings: Walliman, Ch. 2 and 3 | Interactive presentation | Students are expected to participate actively in class. |
| 3. Research strategy and design. The nature of data. Operationalization and measurement. Readings: Walliman, Ch. 4 and 5; King, Verba and Keohane, Ch. 1; | Interactive presentation | Students are expected to participate actively in class. |
| 4. Data collection methods. Sampling. Sampling errors and representativity. Readings: Walliman, Ch. 7 and 8; Somekh and Lewin, Ch. 27 | Interactive presentation | Students are expected to participate actively in class. |
| 5. Questionnaire design Readings: Shaughnessy, Ch. 5 | Interactive presentation | Students are expected to participate actively in class. |
| 6. Qualitative data collection and analysis. Unstructured and semi-structured interviews. Focus groups. Readings: Walliman, Ch. 11 | Interactive presentation | Students are expected to participate actively in class. |
| 7. Case studies. Using multiple sources of data for research. Readings: Yin, Ch. 1 & Ch. 2 | Interactive presentation | Students are expected to participate actively in class. |
| 8. Document analysis: quantitative and qualitative approaches Readings: Bryman, Ch. 13; Bowen. | Interactive presentation | Students are expected to participate actively in class. |
| 9. Descriptive statistics. Crosstables Readings: Somekh and Lewin, Ch. 25 and Ch. 26 | Interactive presentation | Students are expected to participate actively in class. |
| 10. Correlation and causality. Experimental design Readings: Walliman, Ch. 9; | Interactive presentation | Students are expected to participate actively in class. |
| 11. Regression models (1). Readings: Somekh and Lewin, Ch. 27 | Interactive presentation | Students are expected to participate actively in class. |
| 12. Ethics. Readings: Walliman, Ch. 12; Somekh and Lewin, Ch. 6 | Interactive presentation | Students are expected to participate actively in class. |
| 13. Writing and presentation skills. Writing a research proposal. Readings: Walliman, Ch. 20 | Interactive presentation | Students are expected to participate actively in class. |

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| 14. Final review | Interactive presentation | Students are expected to participate actively in class. |
| <p>Required Readings:</p> <p>Bowen, Glenn A. 2009. "Document analysis as a qualitative research method", <i>Qualitative Research Journal</i> 9(2), pp. 27-40.</p> <p>Bryman, Alan. 2012. <i>Social Research Methods</i>. 4th Edition. Oxford University Press.</p> <p>King, Gary, Robert O. Keohane, Sidney Verba. 1994. <i>Designing Social Inquiry. Scientific Inference in Qualitative Research</i>. Princeton University Press</p> <p>Shaughnessy, J., Eugene B. Zechmeister, Jeanne S. Zechmeister. 2005. <i>Research Methods in Psychology</i>. McGraw-Hill.</p> <p>Somekh, Bridget and Cathy Lewin. 2005. <i>Research Methods in the Social Sciences</i>. Sage.</p> <p>Walliman, Nicholas. 2006. <i>Social Research Methods</i>. Sage.</p> <p>Yin, Robert K. 2003. <i>Case Study Research. Design and Methods</i>. 3rd Edition. Sage.</p> <p>Additional readings recommended in the syllabus provided in electronic format or otherwise.</p> | | |
| | Teaching methods | Observations |
| <p>1. What is social research? Research basics Readings: Walliman, Ch. 2 and 3</p> | Discussion | |
| <p>2. What is good research? Basics of scientometrics. Journal rankings. Readings: Walliman, Ch. 2 and 3</p> | Discussion | Students are expected to read the recommended parts of the relevant literature and participate actively in class |
| <p>3. Research strategy and design. The nature of data. Operationalization and measurement. Readings: Walliman, Ch. 4 and 5; King, Verba and Keohane, Ch. 1;</p> | Discussion | Students are expected to read the recommended parts of the relevant literature and participate actively in class |
| <p>4. Data collection methods. Sampling. Sampling errors and representativity. Readings: Walliman, Ch. 7 and 8; Somekh and Lewin, Ch. 27</p> | Discussion | Students are expected to read the recommended parts of the relevant literature and participate actively in class |
| <p>5. Questionnaire design Readings: Shaughnessy, Ch. 5</p> | Discussion | Students are expected to read the recommended parts of the relevant literature |

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| | | and participate actively in class |
| 6. Qualitative data collection and analysis. Unstructured and semi-structured interviews. Focus groups. Readings: Walliman, Ch. 11 | Discussion | Students are expected to read the recommended parts of the relevant literature and participate actively in class |
| 7. Case studies. Using multiple sources of data for research. Readings: Yin, Ch. 1 & Ch. 2 | Discussion | Students are expected to read the recommended parts of the relevant literature and participate actively in class |
| 8. Document analysis: quantitative and qualitative approaches Readings: Bryman, Ch. 13; Bowen. | Discussion | Students are expected to read the recommended parts of the relevant literature and participate actively in class |
| 9. Descriptive statistics. Crosstables Readings: Somekh and Lewin, Ch. 25 and Ch. 26 | Discussion | Students are expected to read the recommended parts of the relevant literature and participate actively in class |
| 10. Correlation and causality. Experimental design Readings: Walliman, Ch. 9; | Discussion | Students are expected to read the recommended parts of the relevant literature and participate actively in class |
| 11. Regression models (1). Readings: Somekh and Lewin, Ch. 27 | Discussion | Students are expected to read the recommended parts of the relevant literature and participate actively in class |
| 12. Ethics. Readings: Walliman, Ch. 12; Somekh and Lewin, Ch. 6 | Discussion | Students are expected to read the recommended parts of the relevant literature and participate actively in class |
| 13. Writing and presentation skills. Writing a research proposal. Readings: Walliman, Ch. 20 | Discussion | Students are expected to read the recommended parts of the relevant literature and participate actively in class |
| 14. Final review | Discussion | Students are expected to read the recommended parts of the relevant literature |

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| | | and participate actively in class |
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9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program's corresponding field

The course will provide the students with the basic conceptual and analytical tools required by the systematic study of social research, facilitating the more in-depth understanding of further disciplines to be studied in the subsequent semesters.

10. Evaluation

| Type of activity | 10.1 Evaluation criteria | 10.2 Evaluation methods | 10.3 Weight in final mark |
|--|--|-------------------------|---------------------------|
| 3 Quizzes | The students will have unannounced quizzes (1-2 question each) in random courses. The quizzes will be based on the assigned readings, the information presented in previous lectures, and the activities and discussions held in previous classes. | | 20% |
| Individual project | The paper will have a template that is provided by the course instructor. Deadline: January 10. | | 30% |
| Written exam | | | 50% |
| 10.6 Minimum performance standard | | | |
| <ul style="list-style-type: none"> At least 50% | | | |

Date

10. 09. 2023

Course lecturer signature

Gabriel Bădescu

Seminar assistant signature

Daniela Angi

Date of approval in the Department

. 15. 09. 2023

Head of department's signature