



Prince Alfred Street, Makhanda, 6139, South Africa

www.ru.ac.za/sociology

SOCIOLOGY HONOURS

INDUSTRIAL & ECONOMIC SOCIOLOGY HONOURS

2024: Term 1

ADVANCED SOCIAL RESEARCH



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INTRODUCTION

Welcome to the Honours module in social research! Generally, research refers to the systematic and organised effort to investigate a specific problem that needs a solution. In contrast, social research specifically involves research that draws on the social sciences for conceptual and theoretical guidance. Through conclusions drawn from purposefully collected evidence or data, social research engages with social theory or ideas from the social sciences to address various social phenomena. Over time, the knowledge produced through social research has proven to serve multiple functions, such as advancing our understanding of social events and problems, challenging existing knowledge or theories, and influencing social policies. Therefore, knowing how to conduct social research has become an invaluable skill for graduate students.

The primary purpose of this module is to develop students' knowledge of social research methodology and social research techniques to enhance their capacity as researchers. In turn, the knowledge gained from this module should assist students to complete their honours research essay. In the seven weeks of term 1, this module will take students through the theory and practice of social research in sociology. This module will introduce students to the *what*, *why*, and *how* of doing social research.

Social research is a vast area of study with various components. Consequently, we cannot cover all aspects in a seven-week module. Therefore, this module is organised around four themes that are deemed necessary to equip students with sufficient knowledge and skills to complete the honours research essay. The first theme is *preparing to do research*: in this section we study why social research is important in the social sciences, provide a general overview of the research proposal and the research design, explain how to formulate the research problem and the questions of the research, and analyse the influence of different paradigms and perspective in social science. In addition, we explore what it is theory, epistemology and ontology; we outline the different theories used in social research and apply these theories to various case studies. Next, we outline the requirements for a literature review and highlight the different sources to search for relevant literature, show how to formulate the main and subsidiary research objectives, and consider the ethics and politics of social research.

The second theme is *social research methods*: in this section, we study the nature of social research; qualitative, quantitative and mixed research methods; how to conduct an interview and a questionnaire; and we explore the different sampling methods and techniques. The third theme is *data analysis*: in this section, we investigate qualitative data analysis (how to analyse the data, tabulating, coding, and interpreting) and quantitative data analysis (how to do a matrix, coding, tabulating, do cross-tabulation tables and read them); and how to use ATLAS-TI to analyse qualitative data. Finally, the fourth theme is *writing a research paper*: in this section, we outline how to write an abstract for social research and how to write a social research essay.

LEARNING OBJECTIVES

The learning objectives for this module are as follows:

- Develop an understanding of the necessary steps to write a compelling research proposal.
- Gain an independent, critical capacity to analyse the relevant literature and to write a literature review (with an appropriate theoretical framework).
- Acquire the knowledge to construct a suitable research design, including the interview schedule or questionnaire.
- Develop an understanding of how to analyse the data collected during the fieldwork.
- Obtain the knowledge and skills to write a research report.

COURSE REQUIREMENTS

The requirements for this module are as follows:

- Participation and reflection on the readings for each seminar.
- Four oral presentation per student.
- Participation in all the class exercises as a group or individually.
- Submission of two essays (one for Thoko and one for Claudia).
- Submission of the final research proposal.
- An examination.

This module will be taught in the first term of 2024. The first term starts on Monday, 12 February and ends on Wednesday, 27 March (7 weeks) This module is structured around a seminar format, every Monday and Thursday from 10:00 am to 1:00 pm (approximately). Attendance is compulsory at all seminars. Students must prepare for all sessions. A completion of a leave of absence form, prior to the class, is required from students who are unable to attend a seminar.

Should you wish to consult with the lecturers for this course, you must send an email to c.martinezmullen@ru.ac.za or t.sipungu@ru.ac.za to arrange a suitable date and time.

The bulk of the readings for this module are book chapters (see list in the module structure below). Some of the readings are compulsory and others are recommended. You are encouraged to read extensively on each topic.

ASSESSMENT & ASSIGNMENTS

All submissions (assignments, essays, proposals) must include the official cover page (contained in the Sociology Handbook).

- Course marks = 50%.
- Examination = 50 %.

The course marks for this module (50%) are constituted as follows:

- Seminar presentations on the readings (20% – four presentations)
- Two essays (20% each = 40%).
- Research proposal (40%).

Seminar presentations: will be graded on the quality of the content and verbal presentation – please do not read from your notes. You can include illustrations, maps, graphics, cartoons, etc. An electronic copy of your seminar presentation must be emailed to the lecturer the night before the seminar. Use Microsoft PowerPoint for your class presentation. At least *two students* will present in each seminar. You need to prepare the presentation together by engaging in a critical debate.

Class exercises: Students need to participate actively in all class exercises. The exercises involve exploring theories and paradigms that can be applied to your research, searching for literature and secondary data, formulating research questions and objectives, explaining the research design (unit of analysis; sampling frame, size and type; what methods and techniques are the most appropriate), completing the ethics form, constructing the questionnaire or interview schedule, analysing the data and writing an abstract and a research essay.

Essays: You need to write two essays for this module. Each essay question will be formulated and explained in class. Note that a comprehensive, logical and critical argument is expected for graduate work. It should be between 3000-3500 words, excluding the title page and bibliography. It must be referenced in accordance with the departmental guidelines (see the Sociology Handbook for the guidelines). You must submit a hard copy of the essay to the secretary of the Department of Sociology, Mrs Nolvuyo Sakata.

Research proposal: Follow the prescribed steps and criteria contained in the Honours Research Essay guidelines when writing your research proposal. The research proposal should be written under the guidance of your supervisor. You must submit a hard copy of your proposal to Mrs Sakata on *Wednesday, 27 March, no later than 15:00.*

SOCIOLOGY HANDBOOK

Please consult the *Sociology Handbook* for an outline of the University's policy on plagiarism, guidelines on the formatting and writing of assignments, the departmental rules regarding citations and references, and the criteria for assessing written work. A copy of the Assignment Cover Sheet, which must accompany all assignments submitted to the Department, is also available in the Handbook.

COURSE EVALUATION

As a department, we are committed to reflecting on our teaching practices and module content to strengthen our courses. Towards the end of the term, you will be asked to participate in a module evaluation process. Please take this seriously and evaluate the module honestly and comprehensively. Your input will be highly appreciated and make a real contribution to enhancing teaching and learning in the department.

BOOKS ON WRITING A PROPOSAL

Bell, J. & Waters, S. (2018). *Doing your research project: A guide for first-time researchers* (seventh edition). London: McGraw-Hill Education.

Brown Urban, J & Van Eeden-Moorefield, B.M. (2018). *Designing and proposing your research Project*. Washington, DC.: American Psychological Association.

Dawson, C. (2007). *A practical guide to research methods: A user-friendly manual for mastering research techniques and projects* (third edition). Oxford: How to Books.

Phillips, R. & Kara, E. (2021). *Creative writing for social research: A practical guide*. Bristol: Policy Press.

USEFUL MATERIAL FOR PRACTICAL EXERCISES

The lecturers will provide you with research proposals by honours students from previous years. In addition, complete research essays will be circulated among the students by email. These will allow you to familiarise yourself with different research areas/topics, theories, literature, methods and data analysis.

THEME ONE: PREPARING FOR RESEARCH

SEMINAR 1: RESEARCH IN THE SOCIAL SCIENCES [Monday, 12 February - Claudia]

This seminar deals with the importance of social research, focusing on the nature of research in the social sciences, the different approaches to knowledge, and the role of methodology. It will focus on the significance of indigenization and reflexivity in social science research. It also briefly explains some of the scholarly debates on the nature of knowledge in social science research.

❖ Prescribed Readings

Laher, s., Fynn, A. & Kramer, S. (eds) (2019). *Transforming research methods in social sciences: Case study from South Africa*. Johannesburg: Wits University Press. [Chapter 24 – trends in social science research in Africa: rigour, relevance and responsibility, pp. 393-412]

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. Essex: Pearson Education Limited. [Chapter A1 – what is research, pp. 7-14]

Mouton, J., Muller, J., Franks, P. & Sono, T. (eds) (1998). *Theory and method in South African human sciences research: Advances and innovations*. Pretoria: Human Sciences Research Council. [Introduction – tracking trends in theory and methods, pp. 1-18]

Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches* (seventh edition). Essex: Pearson Education. [Chapters 1 – why do research, pp. 1-24]

Smith, L.T. (2021). *Decolonising methodologies: Research and indigenous people* (third edition). London: Zed Books. [Chapter 3 – colonising knowledges, pp. 67-90; chapter 11 – toward developing indigenous methodologies, pp. 239-252]

❖ Recommended Readings

Frankfort-Nachmias, Ch., Nachmias, D. & DeWaard, J. (2015). *Research methods in social science* (eighth edition). New York: Worth Publishers. [Chapter 1 – the scientific approach]

Gronmo, S. (2020). *Social research methods: Qualitative, quantitative and mixed methods approaches*. London: SAGE Publications. [Chapter 1 – how and why we study society]

Sayer, A. (2010). *Method in social science: A realist approach* (revised second edition). Oxon and New York: Routledge. [Chapter 1 – knowledge in context]

Smith, L.T. (2021). *Decolonising methodologies: Research and indigenous people* (third edition). London: Zed Books. [Chapter 13 – indigenous activism, indigenous research]

Thomas, C.G. (2021). *Research methodology and scientific writing* (second edition). Cham: Springer Nature. [Chapter 1 – research: the search for knowledge]

Whitaker, M.E. & Atkinson, P. (2022). *Reflexivity in social research*. Cham: Palgrave MacMillan. [Chapter 1 – variety of reflexivity]

SEMINAR 2: RESEARCH PROPOSAL AND DESIGN [Thursday, 15 February - Claudia]

This seminar deals with the research proposal and research design. A compelling research proposal is a critical step in conducting research as it sets the direction of the study regarding the research questions, the goals, the theoretical lens, timeframe, and the methods. In addition, a research design explains the key elements for a research proposal prescribed by Rhodes University higher degrees committee. Finally, this seminar will outline the ways to ensure the quality, reliability and validity of the research process.

❖ Prescribed Readings

Davies, M.B. (2007). *Doing a successful research project*. New York: Palgrave Macmillan. [Chapter 5 – crafting a research proposal, pp. 72-81]

Denscombe, M. (2020) *Research proposals: A practical guide* (second edition). London: Open International Publishing. [Part II – seven steps to writing a good research proposal – chapters 4-7; pp. 35-92]

Gronmo, S. (2020). *Social research methods: Qualitative, quantitative and mixed methods approaches*. London: SAGE Publications. [Chapter 6 – choosing a research design, pp. 112-128]

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the Social Sciences*. Essex: Pearson Education. [Chapters B3 – research design, pp. 110-139; chapter B6 – research proposal, pp. 175-178]

Mouton, J. (1996). *Understanding social research*. Pretoria: Van Schaik Publishers. [Chapter 17 – research design, pp. 107-113]

Walliman, N. (2006). *Social research methods*. London: SAGE Publications. [Part II chapter 4 – research strategy and design, pp. 36-49; chapter 20 – writing a research proposal, pp. 186-192]

❖ Recommended Readings

Bordens, K.S. & Abbott, B.B. (2018). *Research design and methods: A process approach* (tenth edition). New York: McGraw-Hill Education. [Chapter 4 – choosing a research design; research design, validity]

Lune, H & Berg, B. (2017). *Qualitative research methods for the social sciences* (ninth edition). Essex: Pearson Education. [Chapter 2 – designing qualitative research]

Mouton, J. & Marais H.C. (1996). *Basic concepts in the methodology of the social sciences* (fifth edition). Pretoria: HSRC Press. [Chapter 3 – research design]

O'Leary, Z. (2004). *The essential guide to doing research*. London: SAGE Publications. [Chapter 1 – research as a creative and strategic thinking process; chapter 7 – methodological design]

Thomas, C.G. (2021). *Research methodology and scientific writing* (second edition). Cham: Springer Nature. [Chapter 7 – planning and writing a research proposal]

Vanderstoep, S.W. & Johnston, D.D. (2009). *Research methods for everyday life: Blending qualitative and quantitative approaches*. San Francisco, CA: John Wiley & Sons. [Chapter 1 – understanding research]

SEMINAR 3: RESEARCH PROBLEM, QUESTIONS & HYPOTHESIS [Monday, 19 February - Thoko]

This seminar assists students to identify the research problem/problems and the questions/hypothesis underpinning the problem of the chosen field of study, how to formulate the problems and questions/hypothesis and to plan the methods to respond accurately to them. It assist students to differentiate research questions from objectives. In addition, the seminar outlines how to formulate the main objectives and the subsidiary objectives.

❖ Prescribed Readings

Andrews, R. (2003). *Research questions*. London and New York: Continuum. [Chapter 2 – how questions emerge from topic areas or problems, pp. 9-22; chapter 3 – formulating research questions, pp. 23-32; chapter 4 – distinguishing main from subsidiary questions, pp. 33-44]

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (third edition). Los Angeles and London: SAGE Publications. [Chapter 7 – research questions and hypothesis, pp. 129-144]

Gronmo, S. (2020). *Social research methods: Qualitative, quantitative and mixed methods approaches*. London: SAGE Publications. [Chapter 4 – creating research questions, pp. 72-90]

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. Essex: Pearson Education. [Chapter A4 – research questions, hypotheses and operational definitions, pp. 56-69]

Mouton, J. (1996). *Understanding social research*. Pretoria: Van Schaik Publishers. [Chapter 15 – formulating the research problem, pp. 91-100; chapter 16 – research objectives, pp. 101-106]

Walliman, N. (2006). *Social research methods*. London: SAGE Publications. [Part II chapter 6 – defining the research problem, pp. 66-74]

❖ Recommended Readings

Efron, E.S. & Ravin, R. (2019). *Writing a literature review: A practical guide*. New York and London: The Guildford Press. [Chapter 3 – choosing a review topic and formulating a research question]

Mouton, J. & Marais H.C. (1996). *Basic concepts in the methodology of the social sciences* (fifth edition). Pretoria: HSRC Press. [Chapter 2 – problem formulation]

Bordens, K.S. & Abbott, B.B. (2018). *Research design and methods: A process approach* (tenth edition). New York: McGraw-Hill Education. [Chapter 3 – getting ideas for research: developing questions, literature]

O'Leary, Z. (2004). *The essential guide to doing research*. London: SAGE Publications. [Chapter 3 – research questions]

Vanderstoep, S.W. & Johnston, D.D. (2009). *Research methods for everyday life: Blending qualitative and quantitative approaches*. San Francisco, CA: John Wiley & Sons. [Chapter 2 – the who, how and why]

SEMINAR 4: PHILOSOPHY OF SCIENCE AND PARADIGMS [Thursday, 22 February - Thoko]

This seminar examines how social research is underpinned by philosophical assumptions embedded in approaches or knowledge traditions encapsulated under the three philosophies of social sciences: empiricism (positivism, objectivism), idealism (rationalism, subjectivism, interpretivism) and realism. These approaches can be distinguished through an understanding of their ontological and epistemological assumptions.

❖ Prescribed Readings

Corbetta, P. (2003). *Social research: Theory, methods and techniques*. London: SAGE Publications. [Chapter 1 – paradigms of social science, pp. 18-37]

Della Porta, D. & Keating, M. (eds) (2008). *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge: Cambridge University Press. [Chapter 2 – epistemology and philosophy of social sciences, pp. 19-39]

Giddens, A. (1993). *New rules of sociological method: A positive critique of interpretative sociology* (second edition). Stanford, California: Stanford University Press. [Chapter 4 – the form of explanatory accounts, pp. 136-162]

Mouton, J. (1996). *Understanding social research*. Pretoria: Van Schaik Publishers. [Chapters 3 – scientific knowledge, pp. 13-16]

Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches* (seventh edition). Essex: Pearson Education. [Chapter 4 – the meaning of methodology, pp. 92-124]

Thomas, C.G. (2021). *Research methodology and scientific writing* (second edition). Cham: Springer Nature. [Chapter 2 – philosophy of research; pp. 33-48]

❖ Recommended Readings

Della Porta, D. & Keating, M. (eds.) (2008). *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge: Cambridge University Press. [Chapter 5 – constructivism; chapter 6 – culture and social sciences]

Giddens, A. (1993). *New rules of sociological method: A positive critique of interpretative sociology* (second edition). Stanford, California: Stanford University Press. [Chapter - conclusion: some new rules of sociological method]

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the Social Sciences*. Essex: Pearson Education. [Chapter A2 – Knowledge, theories, paradigms and perspectives]

SEMINAR 5: THEORY, ONTOLOGY AND EPISTEMOLOGY [Monday, 26 February - Claudia]

In this seminar, we briefly discuss what theory is and how it relates to epistemology and ontology. We also outline various social theories underpinning knowledge in social scientific studies, and the differences between theory and ideology. Finally, we highlight the different levels of theoretical abstractions, the selection of theoretical concepts and concept formation, and how to use theory in social research.

❖ Prescribed Readings

Della Porta, D. & Keating, M. (eds) (2008). *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge: Cambridge University Press. [Chapter 2 – how many approaches in social sciences: an epistemological approach, pp. 19-39; chapter 10 - concepts and concepts formations, pp. 177-197]

Flick, U., von Kardorff, E. & Steinke, I. (eds) (2004). *A companion to qualitative research*. London: SAGE Publications. [Chapter 3.1. – phenomenological life-world analysis, pp. 67-71; chapter 3.3. symbolic interactionism, pp. 81-87; chapter 3.4. – constructivism, pp. 88-94; chapter 3.9. - cultural studies, pp. 118-122; chapter 3.10. – gender studies, pp. 123-128]

Frankfort-Nachmias, Ch., Nachmias, D. & DeWaard, J. (2015). *Research methods in social science* (eighth edition). New York: Worth Publishers. [Chapter 2 – conceptual foundations of research, pp. 23-43]

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. Essex: Pearson Education. [Chapter A2 – knowledge, theory and paradigms, pp. 17-41]

Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches* (seventh edition). Essex: Pearson Education. [Chapter 3 – theory and research, pp. 55-90]

Walliman, N. (2006). *Social research methods*. London: SAGE Publications. [Part II chapter 2 – theoretical background, pp. 14-28]

❖ Recommended Readings

Bordens, K.S. & Abbott, B.B. (2018). *Research design and methods: A process approach* (tenth edition). New York: McGraw-Hill Education. [Chapter 2 – developing and evaluating theories of behaviour]

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (third edition). California, London: SAGE Publication, Ltd. [Chapter 3 – the use of theory]

Flick, U., von Kardorff, E. & Steinke, I. (eds) (2004). *A companion to qualitative research*. London: SAGE Publications. [Chapter 2.2. – Erving Goffman]

Gronmo, S. (2020). *Social research methods: Qualitative, quantitative and mixed methods approaches*. London: SAGE Publications. [Chapter 2 – methods and methodology in social sciences]

Mouton, J. (1996). *Understanding social research*. Pretoria: Van Schaik Publishers. [Chapter 6 – epistemological dimension; chapter 7 – methodological dimension; chapter 8 – the sociological dimension; chapter 9 – the ontological dimension; chapter 18 – conceptualisation: defining key concepts]

SEMINAR 6: APPLIED SOCIAL THEORIES [Thursday, 29 February - Claudia]

This seminar deals with applied social theories. Some case studies will be provided to explain the role of theory in social sciences. It also briefly explores the relationship between agency and the rationalisation of action, the relationship between structure and agency, and the relationship between order, power and conflict. Finally, it explores reflexivity in social theory and sociological reflexivity in social research.

❖ Prescribed Readings

Giddens, A. (1993). *New rules of sociological method: A positive critique of interpretative sociology* (second edition). Stanford, California: Stanford University Press. [Chapter 2 – agency, act identifications and communicative intent, pp. 77-99; chapter 3 – the production and reproduction of social life, pp. 100-132]

Mouton, J., Muller, J., Franks, P. & Sono, T. (eds) (1998). *Theory and method in South African human sciences research: Advances and innovations*. Pretoria: HSRC Press. [Chapter 3 – post-colonialism in South African social sciences, pp. 53-65; chapter 12 – action research and participatory research, pp. 239-254]

Seale, C. (ed) (2004). *Social research methods: A reader*. London and New York: Routledge. [Chapter 29 – concepts and theory formation in social science; 2011-217; chapter 51 – Foucault and discourse, pp. 345-349; chapter 56 – toward a reflexive sociology, pp. 381-384]

Whitaker, M.E. & Atkinson, P. (2022). *Reflexivity in social research*. Cham: Palgrave, MacMillan. [Chapter 2 – epistemic and disciplinary reflexivity (Bourdieu and beyond), pp. 17-35]

❖ Recommended Readings

Della Porta, D. & Keating, M. (eds) (2008). *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge: Cambridge University Press. [Chapter 12 – case studies and process tracing: theory and practice]

Mouton, J. & Marais H.C. (1996). *Basic concepts in the methodology of the social sciences* (fifth edition). Pretoria: HSRC Press. [Chapter 6 – concepts, paradigms]

Sayer, A. (2010). *Method in social science: A realist approach* (revised second edition). Oxon and New York: Routledge. [Chapter 3 – theory and method: structure, abstraction and cause]

SEMINAR 7: LITERATURE REVIEW [Monday, 4 March - Thoko]

This seminar deals with the literature review component of the research process. Working with existing literature in the chosen area of research is a fundamental part of doing any kind of social research. Doing a thorough literature review will help you contextualize not only the direction of your study, but also its contribution to existing scholarship in your chosen field of research.

❖ Prescribed Readings

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (third edition). California, London: SAGE Publication. [Chapter 2 – review of the literature, pp. 23-48]

Efron, E.S. & Ravin, R. (2019). *Writing a literature review: A practical guide*. New York, London: The Guildford Press. [Chapter 1 – what is a literature review, pp. 1-14; Chapter 4 – locating and organising research resources, pp. 57- 73; chapter 7 – structuring and organising the literature review, pp. 121-155]

Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project*. Los Angeles, London: SAGE Publications. [Chapter 3 - reading and reviewing the literature, pp. 31-43]

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. Essex: Pearson Education. [Chapter B2 – reviewing the literature, pp. 92-109]

Thomas, C.G. (2021). *Research methodology and scientific writing* (second edition). Cham: Springer Nature. [Chapter 10 – the literature review, pp. 263-274]

❖ Recommended Readings

Efron, E.S. & Ravin, R. (2019). *Writing a literature review: A practical guide*. New York and London: The Guildford Press. [Chapter 11 – acknowledging sources]

Gronmo, S. (2020). *Social research methods: Qualitative, quantitative and mixed methods approaches*. London: SAGE Publications. [Chapter 5 – literature review]

Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches* (seventh edition). Essex: Pearson Education. [Chapter 5 – literature review and ethics]

O’Leary, Z. (2004). *The essential guide to doing research*. London: SAGE Publications. [Chapter 6 – working with literature]

SEMINAR 8: THE ETHICS AND POLITICS OF SOCIAL RESEARCH [Thursday, 7 March - Thoko]

This seminar explains the ethics process in social science research. Ethics is a necessary consideration before embarking on a research journey. This seminar takes students through both the theory of ethics and the practical process of applying for ethical clearance from either the Rhodes University Ethical Standards Committee (RUESC) for medium and high-risk projects or Humanities Faculty Research Ethics Committee (HFREC) for low-risk projects.

❖ Prescribed Readings

Frankfort-Nachmias, Ch., Nachmias, D. & DeWaard, J. (2015). *Research methods in social science* (eighth edition). New York: Worth Publishers. [Chapter 4 – ethics in social science research, pp. 63-78]

Gronmo, S. (2020). *Social research methods: Qualitative, quantitative and mixed methods approaches*. London: SAGE Publications. [Chapter 3 – the ethics and politics in research, pp. 56-68]

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. Essex: Pearson Education. [Chapter A5 – ethics and cultural issues, pp. 77-86]

Thomas, C.G. (2021). *Research methodology and scientific writing* (second edition). Cham: Springer Nature. [Chapter 23 – ethics and related issues in research, pp. 569-589]

Walliman, N. (2006). *Social research methods*. London: SAGE Publications. [Part II chapter 12 – ethics, pp. 147-162]

❖ Recommended Readings

Bordens, K.S. & Abbott, B.B. (2018). *Research design and methods: A process approach* (tenth edition). New York: McGraw-Hill Education. [Chapter 7 – understanding ethical issues in the research processes]

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (third edition). California, London: SAGE Publications. [Chapter 4 – writing strategies and ethical considerations]

Lune, H & Berg, B. (2017). *Qualitative research methods for the social sciences* (ninth edition). Essex: Pearson Education. [Chapter 2 – theory, literature and design; chapter 3 – ethical issues]

Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches* (seventh edition). Essex: Pearson Education. [Chapter 5 – literature review and ethics]

O'Leary, Z. (2004). *The essential guide to doing research*. London: SAGE Publications. [Chapter 4 – power and ethics]

THEME TWO: SOCIAL RESEARCH METHODS

SEMINAR 9: QUALITATIVE AND QUANTITATIVE RESEARCH METHODS [Monday, 11 March - Claudia]

This seminar deals with the main differences between qualitative and quantitative research approaches, and what is the most appropriate approach to use given your research questions and objectives. We explore what it means to take a qualitative or a quantitative research perspective, and the nature of qualitative and quantitative research. It also examines how to combine qualitative and quantitative research, highlighting the importance of mixing methods, through a process of triangulation.

❖ Prescribed Readings

Della Porta, D. & Keating, M. (eds) (2008). *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge: Cambridge University Press. [Chapters 16 – comparing approaches, methodologies and methods, pp. 316-322]

Frankfort-Nachmias, Ch., Nachmias, D. & DeWaard, J. (2015). *Research methods in social science* (eighth edition). New York: Worth Publishers. [Chapter 10 – survey research, pp. 187-211; chapter 12. qualitative research, pp. 241-258]

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. Essex: Pearson Education. [B4 – choosing methods, pp. 141-151]

Seale, C. (ed) (2004). *Social research methods: A reader*. London and New York: Routledge. [Chapter 75 – qualitative sociology and deconstructionism, pp. 491-498; chapter 77 – quantitative and qualitative research: further reflexions of their integration, pp. 505-509]

Thomas, C.G. (2021). *Research methodology and scientific writing* (second edition). Cham: Springer Nature. [Chapter 4 – major research methods, pp. 65-91]

❖ Recommended Readings

Auerbach, C.F. & Silverstein, L.B. (2003). *Qualitative data: An introduction to coding and analysing*. New York and London: New York University Press. [Chapter 11 – the why of qualitative research]

Flick, U., von Kardorff, E. & Steinke, I. (eds) (2004). *A companion to qualitative research*. London: SAGE Publications. [Chapter 4.6 – triangulation in qualitative research]

Gronmo, S. (2020). *Social research methods: Qualitative, quantitative and mixed methods approaches*. London: SAGE Publications. [Chapter 20 – mixed methods and combining data]

Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches* (seventh edition). Essex: Pearson Education. [Chapter 7 – qualitative and quantitative measurement]

Vanderstoep, S.W. & Johnston, D.D. (2009). *Research methods for everyday life: Blending qualitative and quantitative approaches*. San Francisco, CA: John Wiley & Sons. [Chapter 3 – quantitative research: measurement and data collection; chapter 7 – what is qualitative research; chapter 8 – planning your qualitative study]

SEMINAR 10: TECHNIQUES, INSTRUMENTS AND SAMPLING [Thursday, 14 March - Thoko]

This seminar examines the different research methods used in qualitative and quantitative studies. These methods include semi-structured and unstructured interviews, historical-archive method, focus groups, secondary data, and survey (self-administered questionnaire, interview survey, telephonic survey, etc.). It then explains the nature and purpose of an interview and a questionnaire, and how to construct a questionnaire and an interview schedule. Finally, it examines how to identify your unit of analysis and the type of sampling considered most pertinent, and how many interviews and questionnaires are appropriate according to the field and topic of study.

❖ Prescribed Readings

Baker, A.E. & Edwards, R. (2017). *How many qualitative interviews is enough? Expert voices and early career reflections on sampling and cases in qualitative research*. National Centre for Research Methods Review Paper: Economic and Social Research Council. [Pp. 12, 18, 21, 27]

Corbetta, P. (2003). *Social Research: Theory, methods and techniques*. London: SAGE Publications. [Chapter 5 – the survey, pp. 117-150; chapter 8 – sampling, pp. 210-230; chapter 10 – the qualitative interview, pp 264-285]

Flick, U., von Kardorff, E. & Steinke, I. (eds) (2004). *A companion to qualitative research*. London: SAGE Publications. [Chapter 5.2. – qualitative interview, pp. 203-213; chapter 5.6. – photography as social science data, pp. 231-236; chapter 5.12 – qualitative content analysis, pp. 266-269]

Frankfort-Nachmias, Ch., Nachmias, D. & DeWaard, J. (2015). *Research methods in social science* (eighth edition). New York: Worth Publishers. [Chapter 11 – questionnaire construction, pp. 213-239; chapter 12. qualitative research, pp. 241-260; chapter 13 – secondary data and content analysis, pp. 261-283]

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. Essex: Pearson Education. [Chapter C3 – questionnaires, pp. 200-216; chapter C4 – semi-structured interviews, pp. 218-232; chapter C6 – observation, pp. 254-262; chapter C7 – narrative data, pp. 164-174; chapter C9 – secondary sources of data, pp. 283-290;]

Seale, C. (ed.) (2004). *Social research methods: A reader*. London and New York: Routledge. [Chapter 8 – sampling, pp. 63-72; chapter 9 – questionnaires, pp. 73-86; chapter 10 – interviewing in social research, pp. 88-95]

Walliman, N. (2006). *Social research methods*. London: SAGE Publications. [Part II chapter 8 – data collection methods, pp. 83-100]

❖ Recommended Readings

Bordens, K.S. & Abbott, B.B. (2018). *Research design and methods: A process approach* (tenth edition). New York: McGraw-Hill Education. [Chapter 9 – doing survey research]

Frankfort-Nachmias, Ch., Nachmias, D. & DeWaard, J. (2015). *Research methods in social science* (eighth edition). New York: Worth Publishers. [Chapters 13 – secondary data and content analysis]

Gronmo, S. (2020). *Social research methods: Qualitative, quantitative and mixed methods approaches*. London: SAGE Publications. [Chapters 8 – sampling; chapter 10 – unstructured interview and focus groups; chapter 11 – documentary sources and qualitative content analysis]

Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches* (seventh edition). Essex: Pearson Education. [Chapters 8 – qualitative and quantitative sampling; chapter 10 – survey research]

Olsen, W. (2012). *Data collection: Key debates and methods in social research*. London: SAGE Publications. [Part II, Chapter 2.1 – interview]

Vanderstoep, S.W. & Johnston, D.D. (2009). *Research methods for everyday life: Blending qualitative and quantitative approaches*. San Francisco, CA: John Wiley & Sons. [Chapter 4 – quantitative research: descriptive and correlational designs; chapter 9 – qualitative research methods]

Walliman, N. (2006). *Social research methods*. London: SAGE Publications. [Part II chapter 7 – sampling]

SEMINAR 11: CONDUCTING INTERVIEWS AND QUESTIONNAIRES [Monday, 18 March - Thoko]

This seminar focuses on the practicalities of conducting an in-depth interview and administering a questionnaire, how to formulate questions to acquire a clear and pertinent answer, how to create pre-codes, different type of questions, and the themes and codes. Finally, it explores the concepts of quality, validity and reliability.

❖ Prescribed Readings

Flick, U., von Kardorff, E. & Steinke, I. (eds) (2004). *A companion to qualitative research*. London: SAGE Publications. [Chapter 5.3. – interviewing as an activity, pp. 209-213]

Gronmo, S. (2020). *Social research methods: Qualitative, quantitative and mixed methods approaches*. London: SAGE Publications. [Chapters 13 – questionnaires and surveys, pp. 233-254; chapter 15 – data quality, reliability and validity, pp. 272-295]

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. Essex: Pearson Education. [Chapter C1 – Collecting data, pp. 180-189; chapter C2 – data collection skills, pp. 190-199; chapter C3 – questionnaire, pp. 200-217; chapter C4 – semi-structured interview, pp. 218-133]

Seale, C. (ed) (2004). *Social research methods: A reader*. London and New York: Routledge. [Chapter 37 – deep interviewing, pp. 257-260; chapter 42 – qualitative data archiving, pp. 290-294; chapter 48 – reliability and validity, pp. 325-330]

Thomas, C.G. (2021). *Research methodology and scientific writing* (second edition). Cham: Springer Nature. [Chapter 6 - collection and analysis of data, pp. 135-167]

❖ Recommended Readings

O'Leary, Z. (2004). *The essential guide to doing research*. London: SAGE Publications. [Chapter 11 - data collection]

Olsen, W. (2012). *Data collection: Key debates and methods in social research*. London: SAGE Publications. [Part II, Chapters 2.2. – transcript; chapter 2.3. - coding; chapter 2.4. – meaning; chapter 5.1. – operationalisation; chapter 5.2. – measurement]

Vanderstoep, S.W. & Johnston, D.D. (2009). *Research methods for everyday life: Blending qualitative and quantitative approaches*. San Francisco, CA: John Wiley & Sons. [Chapter 10 – qualitative research tools: interviews, focus groups and observation]

THEME THREE: DATA ANALYSIS

SEMINAR 12: DATA ANALYSIS IN QUALITATIVE AND QUANTITATIVE RESEARCH [Wednesday, 20 March – Claudia]

In this section, we will study the different methods for the analysis of data in qualitative and quantitative research. The types of data analysis include statistical analysis, thematic analysis, narrative analysis, content analysis, among others. The data gathered during the research process is examined and interpreted in accordance with the selected method/s and the objective/s of the research. Qualitative analysis involves creating themes and codes, while quantitative analysis entails coding, tabulating, and creating a matrix. Computer programmes designed to analyse data will be illustrated briefly (N-VIVO for qualitative data analysis and SPSS for quantitative data analysis). Case studies will be used to outline the analysis of different types of data. Finally, the seminar explores the role of reflexive methodology in the analysis of social reality.

❖ Prescribed Readings

Frankfort-Nachmias, Ch., Nachmias, D. & DeWaard, J. (2015). *Research methods in social science* (eighth edition). New York: Worth Publishers. [Chapter 14 – data preparation and analysis, pp. 287-301]

Laher, s., Fynn, A. & Kramer, S. (eds) (2019). *Transforming research methods in social sciences: Case study from South Africa*. Johannesburg: Wits University Press. [Chapter 2 – non-experimental research designs: spatial distribution and social ecology of male homicide, pp. 19-35; chapter 12 – narrative research in the career counselling: the career construction interview, pp. 186-202; chapter 18 – genealogy in practice: labour, discipline and power in the production of mineworkers, pp. 280-300]

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. Essex: Pearson Education. [Chapter D3 – statistical analysis, pp. 342-370; chapters D4-D5 – thematic analysis, analysis narrative, pp. 372-389; chapter D7 – content analysis, pp. 394-397]

Walliman, N. (2006). *Social research methods*. London: SAGE Publications. [Chapter 10 – quantitative data analysis, pp. 109-128; chapter 11 – qualitative data analysis, pp. 129-146]

Whitaker, M.E. & Atkinson, P. (2022). *Reflexivity in social research*. Cham: Palgrave MacMillan. [Chapter 3 – methodological reflexivity, pp. 37-76; chapter 4 – living and working with reflexivity, pp. 77-86]

❖ Recommended Readings

Gronmo, S. (2020). *Social research methods: Qualitative, quantitative and mixed methods approaches*. London: SAGE Publications. [Chapter 16 – analysis of qualitative data]

Mouton, J. & Marais H.C. (1996). *Basic concepts in the methodology of the social sciences* (fifth edition). Pretoria: HSRC Press. [Chapter 5 – analysis and interpretation]

Mouton, J. (1996). *Understanding social research*. Pretoria: Van Schaik Publishers. [Chapter 25 – data analysis and interpretation]

Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches* (seventh edition). Essex: Pearson Education. [Chapter 12 – analysis of quantitative data; chapter 14 – analysis of qualitative data]

O'Leary, Z. (2004). *The essential guide to doing research*. London: SAGE Publications. [Chapter 12 – data management and analysis]

Olsen, W. (2012). *Data collection: Key debates and methods in social research*. London: SAGE Publications. [Part II, Chapters 5.4. – data cleaning; chapter 5.5. – data extraction]

Seale, C. (ed) (2004). *Social research methods: A reader*. London and New York: Routledge. [Chapter 19 – interpretation of statistical relations]

SEMINAR13: LEARNING TO USE ATLAS.ti [Monday, 25 March - Claudia]

This seminar will explore some of the key tools of ATLAS.ti. Neil Kramm from CHERTL will assist in this seminar to illustrate how to use ATLAS-TI (a qualitative programme for social sciences offered by Rhodes University). It can aid students with entering data collected from the interviews, creating themes, coding, and analysing the data with tables and graphics. In addition, it can help to organise the literature (articles/chapters) to aid in writing a good literature review.

❖ Prescribed Readings

Hwang, S. (2008). Utilizing qualitative data analysis software: A review of Atlas.ti. *Social Science Computer Review*, Vol. 26 (4), pp. 519-527.

Paulus, T.N. & Lester, J.N. (2016). ATLAS.ti for conversation and discourse analysis studies. *International Journal of Social Research Methodology*. Vol. 19 (4), pp. 405-428.

❖ Recommender Reading

Woods, M., Paulus, T., Atkins, D.P. & Macklin, R. (2016). Advancing qualitative research using qualitative data analysis software (CDAS)? Reviewing potential versus practice in publishing studies using ATLAS.ti and NVivo, 1994-2013. *Social Science Computer Review*, Vol. 34 (5), pp. 597-617.

THEME FOUR: WRITING A RESEARCH PAPER

SEMINAR 14: WRITING AN ABSTRACT AND RESEARCH PROJECT [Wednesday, 27 March – Thoko]

This seminar examines the writing up process of social research in research projects, dissertations, and data presentations. We will explore the different phases involved in writing a research essay. In addition, we will explore the key elements of writing and constructing an abstract. Finally, we will explore how a research project needs to represent a reconstruction of the research process.

❖ Prescribed Readings

Lune, H & Berg, B. (2017). *Qualitative research methods for the social sciences* (ninth edition). Essex: Pearson Education. [Chapter 12 – writing research: finding meaning in data, pp. 201-218]

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. Essex: Pearson Education. [Chapter E2 – writing for research, pp. 434-452]

Mouton, J. & Marais H.C. (1996). *Basic concepts in the methodology of the social sciences* (fifth edition). Pretoria: HSRC Press. [Chapters 8-9 – writing a research proposal, writing research proposal, pp. 175-195]

Thomas, C.G. (2021). *Research methodology and scientific writing* (second edition). Cham: Springer Nature. [Chapter 14 – reasoning on research, pp. 337-360; chapter 15 – references: how to cite and list correctly, pp. 361-400; chapter 16 – improve your writing skills, pp. 401-431; chapter 24 – plagiarism, pp. 591-609]

Walliman, N. (2006). *Social research methods*. London: SAGE Publications. [Chapters 21 - writing up a dissertation or research project, pp. 192-202]

❖ Recommended Readings

Mouton, J. (1996). *Understanding social research*. Pretoria: Van Schaik Publishers. [Chapter 26 – writing the research report]

Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches* (seventh edition). Essex: Pearson Education. [Chapter 15 – writing the research report]

O'Leary, Z. (2004). *The essential guide to doing research*. London: SAGE Publications. [Chapter 13 – the challenge of writing-up]

Vanderstoep, S.W. & Johnston, D.D. (2009). *Research methods for everyday life: Blending qualitative and quantitative approaches*. San Francisco, CA: John Wiley & Sons. [Chapter 11 - presenting your research findings]

SUMMARY OF THE MODULE

The table below details the topics to be covered and the list of exercises to be done in each seminar. Please *bring a laptop to each seminar*. The practical exercises will be related to your chosen research topic and other examples used in the seminars.

Seminar	Topic	Exercises
WEEK 1 - 4: Preparing for Research		
1	Social research in social sciences	<p>List and provide examples of different areas of research.</p> <p>Discuss and choose a topic/area of research you want to focus on and what knowledge you have in this regard.</p>
2	Research proposal and design	<p>Work with proposals from previous years. Outline the different steps involved in doing a research proposal, including the research design.</p> <p>Draw a tentative structure for your research proposal.</p>
3	Research problems and questions	<p>Revise research problems and questions from previous research proposals.</p> <p>Identify the problem of the area of study and construct the research questions of your research.</p>
4	Philosophy of science and paradigms	<p>Briefly explain the different paradigms in social sciences and identify the paradigms used in other research proposals.</p> <p>Define what paradigm/s you are going to use in your research, given the problem and questions of your research.</p>

Seminar	Topic	Exercises
5	Theory, ontology and epistemology	<p>Discuss the main differences between theory, ontology and epistemology.</p> <p>Outline the main theories used in sociology and explain which theory you will choose for your research and why.</p>
6	Applied social theories	<p>Illustrate what theories Honours students from previous years have used, and if this inspires you in following a particular theory. Case studies will be provided to analyse during the seminar.</p> <p>Identify the main theoretical concepts used by a theory and what theoretical concepts you will choose to work with from the chosen social theory.</p>
7	Literature review and objectives	<p>Explain the main sources you will use to find your literature, and what type of literature review you will develop. Identify a gap in the existing literature that you wish to address. Examine whether the literature has been developed globally, regionally, or locally.</p> <p>Discuss the objectives of your research and differentiate between main objectives and subsidiary ones. Provide examples of literature and objectives from previous Honours students' research.</p>
8	The ethics and politics of social research	<p>You will learn how to complete the Rhodes University Ethical Standards Committee (RUESC) form, and how to write the informed consent form.</p> <p>Students should debate the ethical considerations, taking into account the area/s of the chosen research, the sampling and the unit of analysis.</p>

Seminar	Topic	Exercises
WEEK 5-6: Social Research Methods		
9	Qualitative and quantitative research methods and mixed methods	<p>Briefly explain the differences between qualitative, quantitative and mixed method research.</p> <p>Choose the research method/s you will use, given the theoretical framework and objectives of your research. Provide a clear explanation of why you chose this method/s.</p>
10	Techniques, instruments and sampling	<p>Identify what technique/s and instrument/s of data collection you will use in your research. In addition, highlight the unit of analysis and the sampling frame and type you will use.</p> <p>Write a short draft interview schedule and questionnaire following the objective/aims of your research. Practice with interview schedules and questionnaires written by students in previous years.</p>
11	Conducting interviews and questionnaires.	<p>You should have a practical exercise with examples of questionnaires and in-depth interviews from previous years. You should practice doing interviews with other students (they should ask questions and provide a relevant response).</p> <p>Responses will be analysed in the seminars to determine the level of reliability and validity of the response.</p>

Seminar	Topic	Exercises
WEEK 6-7: Data Analysis		
12	Data analysis in qualitative and quantitative research	<p>Exercise with examples of previous research done by Honours students. Review various research essays done and explain how they analysed the data.</p> <p>Identify how to create themes, codify and tabulate qualitative data, and interlink the data with the theory and literature used in your research. Do the same for quantitative research: coding, tabulating, creating tables and graphics.</p>
13	Learning to use ATLAS.ti	<p>The aim of the seminar is to teach students how to use computer programmes and tools to their benefit during data analysis. There are various computer programmes used by researchers in the data analysis phase of the research. In For this seminar, we will focus on the ATLAS-TI programme.</p> <p>Students will learn how to use a qualitative computer programme to enter the data, how to create themes, codes, tables and graphics, and how to manage and organise the literature, and how to organise the data obtained during the interviews.</p>
WEEK 7: Writing the Research Paper		
14	Writing an abstract and a research essay	<p>Students should analyse examples of abstracts from students in previous years and explain the main steps in writing an abstract.</p> <p>In addition, examples of former Honours students' research essays will be outlined in the seminars. Finally, you should write an abstract following the steps learnt and share it with other students.</p>