



COURSE IMPLEMENTATION DATE: September 2011
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: February 2017
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

SOC 357	Social, Cultural and Media Studies	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Advanced Research Methods		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is a special topics course designed as an in-depth exploration of how to collect and analyze sociological data using one or two specific research methodologies. Methods covered will vary from semester to semester and may include, but are not limited to, comparative-historical methods, network analysis, visual sociology, grounded theory, and evaluation research.

PREREQUISITES: SOC 255/MACS 255/ ANTH 255
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures:	<u>45</u>	Hrs
Seminar:	<u>15</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 25
 Expected frequency of course offerings: Once ever 18 months
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Chantelle Marlor</u>	Date approved: <u>September 10, 2010</u>
Department Head: <u>Eric Spalding</u>	Date of meeting: <u>November 19, 2010</u>
Supporting area consultation (Pre-UPAC)	Date approved: <u>January 2011</u>
Curriculum Committee chair: <u>John Carroll</u>	Date approved: <u>January 2011</u>
Dean/Associate VP: <u>Jacqueline Nolte</u>	Date of meeting: <u>February 25, 2011</u>
Undergraduate Program Advisory Committee (UPAC) approval	

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Demonstrate an understanding of the research method(s) covered
- Design a research project that draws on the methods discussed in class
- Evaluate existing research that employs the methods covered in the course
- Identify strengths and weaknesses of this particular research methodology

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures, discussions, video clips, and possibly field trips and guest lectures.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s) Portfolio assessment Interview(s)
- Other (specify): Methods will be considered on a case-by-case basis.
- PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]

Mahoney, J. 2004. "Comparative-Historical Methodology," *Annual Review of Sociology*, 30: 81-101.

Tilly, Charles. 1984. *Big Structures, Large Processes, Huge Comparisons*. New York: Russell Sage Foundation.

Brady, H.E. and D. Collier (eds.). 2004. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman and Littlefield.

Ragin, C.C. and H.S. Becker. 2005. *What is a Case? Exploring the Foundations of Social Inquiry*. Cambridge University Press.

Böröcz József. 1992. "Travel-Capitalism: The Structure of Europe and the Advent of the Tourist," *Comparative Studies in Society and History*, 34,4:708-41.

Adams, Julia. 1996. "Principals and Agents, Colonialists and Company Men: The Decay of Colonial Control in the Dutch East Indies." *American Sociological Review*, 61(Feb):12-28.

Ertman, Thomas. 1997. Introduction and conclusion to *Birth of the Leviathan. Building States and Regimes in Medieval and Early Modern Europe*. Cambridge, Cambridge University Press.

SUPPLIES / MATERIALS:

STUDENT EVALUATION: [An example of student evaluation for this course might be:]

Book review #1 of book/article using comparative-historical methodology	15%
Book review #2 of book/article using comparative-historical methodology	15%
Research proposal	30%
Final exam	30%
Participation and in-class assignments	10%

COURSE CONTENT: [Course content varies by instructor. An example of course content for a course on Comparative-Historical methods might be:]

- Overview and history of historical-comparative research methods
- When historical-comparative methods are useful and appropriate
- Discussion of examples of research using comparative-historical methods
- Necessary and sufficient causes
- Concept analysis and 'cases'
- 'Big N,' 'small N,' single and negative cases
- Issues related to using qualitative and/or quantitative approaches to comparative-historical methods
- Specific techniques including typology analysis, process analysis, and contingency (or path-dependency) analysis
- Reliability and validity issues