

**School of Social Sciences**  
**SOCSCRES 100 - THINKING LIKE A RESEARCHER**  
**Semester 2, 2018**



The purpose of this course is to introduce you to the research process and teach you how to think like a researcher. Throughout this course students will develop practical skills for doing research and draw on expert knowledge from leading researchers in the social sciences. In addition to introducing methods used in social science research, this course aims to break down the research process into primary components, and question why research in the 21st century is done the way it is, guided by fundamental questions such as:

What is the research process like?

What makes a research question good or bad?

What is data? How can patterns in data be used to better understand the world?

What is theory? How is theory used in research (and vice versa)?

What are some of the ethical issues facing researchers today?

What motivates research? Does research benefit everyone equally?

What makes doing research in Aotearoa New Zealand unique?

Social science research is a diverse area of study that spans the divide between natural sciences and humanities, employing a range of qualitative and quantitative methods to investigate human societies. By the end of the course, students will learn how to design a successful research programme, develop skills in descriptive writing and observation, learn how to analyse and visualise different kinds of data, practice critical reviews of published research and learn how to use critique and self-reflection to improve your own research design.

This is the first of three in the Social and Cultural Research Module. If you want to go on and develop more advanced research skills you can also take SOCSCRES 200 and/or 300.

## **Course Convenor**

Ben Davies

HSB 717 ph. 88570

Office hours: Wednesdays 4 – 5PM

Thursdays 11AM – 12 PM or by appointment

[b.davies@auckland.ac.nz](mailto:b.davies@auckland.ac.nz)

## **Lectures**

Thursdays 9:00 – 11:00 AM, 206-209 (Arts 1, Room 209)

Lectures are held for two hours, once per week. Lectures will be held in a range of formats, including seminars, discussions, in-class exercises, and guest speakers. You are expected to attend all lectures. Some lectures will have associated presentation slides (Powerpoint) published on Canvas but you should not rely on these for lecture notes.

## **Tutorials**

Thursdays 1 – 2:00 PM, 274-130 (Fale Pasifika Media Building, Room 130)

Fridays 10 – 11:00 AM, 274-130 (Fale Pasifika Media Building, Room 130)

Tutorial sessions are attended once per week, and you are expected to attend each week. Tutorials will provide an opportunity to discuss lecture topics in more detail and prepare you for assignments and exams. Please only attend the tutorial session in which you are enrolled. Tutorial rooms and times may be subject to change. Please consult SSO for up-to-date information.

## **Course Readings**

Each lecture has associated readings, listed in this course outline and available through Canvas, that you are expected to read **before the lecture and tutorial**. These readings have been chosen to enhance your understanding of the lecture topics, facilitate your tutorial discussions for that week and assist you as you prepare your assignments. Reading them in advance will greatly enhance your learning through attending class, and **some of the material in the readings will appear in the final exam**.

## **Course Communications**

We will communicate with you via email using Canvas and your university email account. Please ensure that your correct e-mail address is in the system and that your inbox is not full. The University of Auckland policy is that once an email is sent, you are assumed to have received it. Failure to read a message will not be accepted as a reason for failure to perform.

## **Course Assessment**

This course is assessed for 15 points. The University expects that students will spend approximately 10 hours per week on each course inclusive of lecture and tutorial times. This means that you should expect to spend 7 hours per week preparing for class by reviewing assigned material, reviewing and developing your lecture and tutorial notes, and working on your coursework assessment.

Your final grade in this course is based on your performance on four assignments and a final exam. **Two assignments are in-class exercises that will be held during tutorial sessions.**

Other assignments are due at 5PM on the assigned date. Brief descriptions on the assignments can be found below; more detailed descriptions and marking criteria are available on Canvas.

<b>Assessment</b>	<b>Weight</b>	<b>Due date(s)</b>	<b>Week number</b>
Critical Article Review	15%	Friday 10 <sup>th</sup> Aug	Week 4
Conduct an Interview	10%	In Class	Week 4
Data Analysis and Visualisation	15%	Friday 14 <sup>th</sup> Sept	Week 7
Ethics Quiz	10%	In Class	Week 11
Final exam	50%	TBA	TBA

#### *Critical Article Review (15%)*

The purpose of this assignment is to develop reading, critical thinking and writing skills. You will read a research article, and, in a short essay, critique the methods, results, and/or interpretations developed by the authors.

#### *Conduct an Interview (10%)*

The purpose of this exercise is to practice interviewing participants for social science research. Using interview questions developed during previous tutorial sessions, students will interview each other using methods discussed in lectures and readings. You will then complete a short, reflexive self-assessment of the interview process.

#### *Data Analysis and Visualisation (15%)*

The purpose of this assignment is to develop skills for analysing and presenting numerical data. You will be given a dataset which you will assess using statistical measures and present graphically, accompanied by a brief write-up of your findings.

#### *Ethics Quiz (10%)*

The purpose of this assignment is to promote and reinforce ethical thinking in research. Students will be given sets of scenarios in which they will identify ethical concerns and potential mitigations.

#### *Final Exam (50%)*

The final exam consists of short essay, short answer, and multi-choice questions, and will be administered during the exam period at the end of the semester. The exam will cover topics from the entire course, and some of the exam material will be known to students ahead of time in order to prepare. Students will have two hours to complete the final exam.

#### *Submitting assignments*

All assignments not conducted in class must be submitted in digital format via the course **Turnitin** page. To submit an essay, go to <http://www.turnitin.com> to create an account, and then join the course with the following credentials.

- Class ID:
- Password:

Instructions for submitting a paper, including accepted document formats, can be found here: [http://turnitin.com/en\\_us/training/student-training/submitting-a-paper](http://turnitin.com/en_us/training/student-training/submitting-a-paper) These assignments should include your name and ID number. If you have trouble joining the Turnitin course, please contact the course convenor as soon as possible. You are advised to **join the course well in advance of first due date**, as lack of access to Turnitin will not be accepted as grounds for an extension.

### *Extensions*

Extensions will be given in cases where there is a relevant and valid reason for your inability to complete the assignment on time – usually illness, accident or bereavement. When granted, extensions will reflect the amount of time you are prevented from working on your assignment. **If an extension is needed, please contact the course convenor as soon as possible.** A certificate from your physician or other professional should be submitted along with the request. Extensions for exams are not permitted. Information about applications for aegrotat or compassionate consideration for exams can be found here:

<http://www.auckland.ac.nz/uoa/for/currentstudents/academiclife/aegrotatinfo.cfm>

### *Plagiarism*

Please note that plagiarism or the submission of essays that are not the original work of the student **will not be tolerated under any circumstances.** Plagiarism includes copying the work of another without attribution, submitting similar assignments to more than one course, and using work obtained from commercial services (such as essay writing services). The University policies on academic integrity and plagiarism can be found here:

<https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/academic-integrity-copyright.html>

The University of Auckland has a helpful web resource, **ReferenCite**, that can help if you have questions about plagiarism and proper attribution:

<http://www.cite.auckland.ac.nz/index.html>

### **Course Outline**

All course readings can be found on Canvas, and are required reading unless otherwise noted. Course readings are expected to be completed before the start of their associated lecture.

#### **Week 1 (19 July) Course Introduction: What is Research?**

📖 This syllabus!

📖 Watts, D., 2012. The importance of studying the obvious. *Harvard Business Review*. <http://hbr.org/2012/06/the-importance-of-studying-the>

#### **Week 2 (26 July) Things Academics Say: Reading Research**

📖 Pain, E. 2016. How to (seriously) read a scientific paper. *Science*. doi:10.1126/science.caredit.a1600047

📖 Unnava, V. et al., 2018. Coffee with co-workers: role of caffeine on evaluations of the self and others in group settings. *Journal of Psychopharmacology*. doi:10.1177/0269881118760665

📖 Ohio State University. Coffee helps teams work together, study suggests. <http://news.osu.edu/news/2018/06/05/team-coffee/>

#### **Week 3 (2 August) Some of the Above? Sampling and Survey Design**

📖 Fowler, F. 2009. Designing Questions to Be Good Answers. In *Survey Research Methods*, pp. 87 - 113

#### **Week 4 (9 August) Telling Stories with Numbers**

Contributing lecturer: Dr. Ethan Cochrane, Anthropology

- 📖 Krzywinski, M. and N. Altman, 2013. The importance of being uncertain. *Nature Methods*. doi: 10.1038/nmeth.2613
- 📖 Guiso, L. et al. 2008. Culture, Gender, and Math. *Science*. doi:10.1126/science.caredit.a1600047

**CRITICAL ARTICLE REVIEW DUE: FRIDAY 10 AUGUST 2018**

**CONDUCT AN INTERVIEW IN-CLASS: FRIDAY 10 AUGUST 2018**

**Week 5 (16 August) Data, and Lots of It: Promise and Peril of Big Data**

- 📖 Ruths, D. and J. Pfeffer, 2014. Social media for large studies of behavior. *Science*. doi:10.1126/science.346.6213.1063
- 📖 Hilvert-Bruce, Z. et al., 2018. Social motivations of live-streaming viewer engagement on Twitch. *Computers in Human Behavior*. doi:10.1016/j.chb.2018.02.013

**Week 6 (23 August) Writing Research**

- 📖 Blocken, B. 2017., 10 tips for writing a truly terrible journal article. <https://www.elsevier.com/authors-update/story/publishing-tips/10-tips-for-writing-a-truly-terrible-journal-article>

**MID-SEMESTER BREAK 27 AUGUST – SATURDAY 8 SEPTEMBER 2018**

**Week 7 (13 September) The Dreaded Reviewer #2: Criticism and What to Do About It**

- 📖 Ford, H. et al. 2018. Gender inequity in speaking opportunities at the American Geophysical Union Fall Meeting. *Nature Communications*. doi:10.1038/s41467-018-03809-5
- 📖 Ford, H. et al. 2018. Peer review document.

**DATA ANALYSIS AND VISUALISATION DUE: FRIDAY 14 SEPTEMBER 2018**

**Week 8 (20 September) The Researcher in the Research: Objectivity, Subjectivity, and Reflexivity**

- Contributing lecturer: Mark Busse
- 📖 Salzman, P. 2002. On reflexivity. *American Anthropologist*. doi:10.1525/aa.2002.104.3.805
- 📖 Carolan, M. 2003. Reflexivity: a personal journey during data collection. *Nurse Researcher*. doi:10.7748/nr2003.04.10.3.7.c5892

**Week 9 (27 September) Research Ethics: Am I Doing It Right?**

- Contributing lecturer: Alice Mills
- 📖 Williams, M. 2003. The ethics of social research. In *Making Sense of Social Research*, pp. 59-89. doi:10.4135/9781849209434.n9
- 📖 Bardill, A. et al. 2018. Advancing the ethics of paleogenomics. *Science*. doi:10.1126/science.aaq1131

**Week 10 (4 October) Whose Knowledge? Research, the Treaty, and Mātauranga Māori**

📖 Fine, M. et al., 2003. For whom? Qualitative research, representations, and social responsibilities. In *The Landscape of Qualitative Research*, N. Denzin and Y. Lincoln (eds), pp. 167-207.

📖 Hikuroa, D., 2016. Mātauranga Māori—the ūkaipō of knowledge in New Zealand. *Journal of the Royal Society of New Zealand*.  
doi:10.1080/03036758.2016.1252407

**Week 11 (11 October) Science, Social Science, and Policy in a Complex World**

📖 Adger, W., 2016. Place, well-being, and fairness shape priorities for adaptation to climate change. *Global Environmental Change*.

doi:10.1016/j.gloenvcha.2016.03.009

**ETHICS QUIZ IN-CLASS: THURSDAY 11 OCTOBER**

**Week 12 (18 October) Revise and Resubmit: A Critical Look at 21<sup>st</sup> Century Research**

📖 Nosek, B. et al., 2012. Scientific Utopia II. Restructuring Incentives and Practices to Promote Truth Over Plausibility. *Perspectives on Psychological Science*.

doi: 10.1177/1745691612459058

**FINAL EXAM TBA**