S. SCI. RESEARCH METHODS AND CRITICAL ASSESMENT II

BACHELOR IN POLITICS, LAW AND ECONOMICS

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Academic year: 18-19
Degree course: SECOND
Semester: 2º
Category: COMPULSORY
Number of credits: 3.0
Language: English

PREREQUISITES
This course builds on the learnings from Social Science Research Methods and Critical Assessment I to complete the student journey on the different research methodologies available. Students should come prepared to complement their knowledge regarding research.

SUBJECT DESCRIPTION
As with the previous course, this course is designed to equip students with an understanding social research which involves research that draws on the social sciences for conceptual and theoretical inspiration. Such research maybe motivated by developments and changes in society but it employs social scientific ideas to shed light on those changes. It draws upon social sciences for ideas about how to formulate research topics and issues and how to interpret and draw implications from research findings. The focus for this course will be on Qualitative and Mixed Research Methods to ensure a full 360º understanding of Social Research as a holistic discipline.

OBJECTIVES AND SKILLS
During this semester, Part II of Social Sciences Research Methods students will:
- Equip participants with an understanding of and qualitative research methodologies in the social sciences and introduce the topic of mixed methodologies
- Provide them with skills of literature searching and critical assessment
- Facilitate the development of a soundly structured and clearly justified research proposal in their specialist area
Students will be able to acquire the following knowledge and skills:
- Demonstrate a critical understanding and evaluation of major research designs and their relative strengths and limitations
- Systematically develop and justify a chosen research approach and methodology to investigate a specific topic within their subject
- Produce a research proposal which demonstrates appreciation of scientific methods appropriate to their specialist area
- Critically appraise a variety of research papers across a range of study designs
- Develop a research paper responding to an actual Briefing from a public organization

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<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>20.0 %</td>
<td>15 hours</td>
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<tr>
<td>Discussions</td>
<td>26.67 %</td>
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<tr>
<td>Exercises</td>
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<tr>
<td>Group work</td>
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<tr>
<td>Other individual studying</td>
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<td>TOTAL</td>
<td>100.0 %</td>
<td>75 hours</td>
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PROGRAM

SESSION 1
Introduction to the course
Re-fresh from Soc Sciences Part I: The nature and the process of social research

Compulsory Reading:
Alan Bryman - Social Research Methods - Chapter 1

PART I: QUALITATIVE RESEARCH DESIGN
This part of the Syllabus conforms the bulk of this course: complete focus on Qualitative Research Methods

SESSION 2
The Nature of Qualitative Research
T.N.: Alan Bryman - Social Research Methods - Chapter 17

SESSION 3
Planning a research project and formulating research questions for Qualitative Research

SESSION 4
Sampling in Qualitative Research
T.N.: Alan Bryman - Social Research Methods - Chapter 18

SESSION 5
Ethnography and Participant Observation

SESSION 6
Documents as Sources of Data
T.N.: Alan Bryman - Social Research Methods - Chapter 23

SESSION 7
Interviewing in Qualitative Research
T.N.: Alan Bryman - Social Research Methods - Chapter 20
SESSION 8
Focus Groups
T.N.: Alan Bryman - Social Research Methods - Chapter 21

SESSION 9
Practising with the Different Methods
During this session we will recreate individual interviews and focus groups. An experienced moderator in social research will facilitate the class to ensure an optimum learning experience.

SESSION 10
Language in Qualitative Research
T.N.: Alan Bryman - Social Research Methods - Chapter 22

SESSION 11
Qualitative Data Analysis
T.N.: Alan Bryman - Social Research Methods - Chapter 24

PART II: MIXED RESEARCH METHODS
One session devoted to understanding how and when quantitative and qualitative research methods can and should be used in combination.

SESSION 12
Combining Quantitative and Qualitative Research Methods
T.N.: Alan Bryman - Social Research Methods - Chapter 27

PART III: EVALUATIONS (ORAL AND WRITTEN)
Please note both the Final Project Presentations and the Final Exam require compulsory attendance. Absence immediately results in forfeiting your grade for that Evaluation Criteria. Please plan accordingly.

SESSIONS 13 - 14
FINAL PROJECT PRESENTATIONS
6 Teams of 5/6 people each (of a total of 33 students)
Our client will be present during these two sessions
IMPORTANT: READ THE EVALUATION CRITERIA
This is the main project for this course and a very important part of the course. Presentations constitute an oral exam and attendance is compulsory. Only justified absences (e.g. medical emergency; family emergency) will be accepted.

SESSION 15
Final Exam
Re-grade requests have to be submitted in writing explaining why you believe that your answer, as written, was incorrectly graded.
Please note that when you ask for a re-grade, since this considers again the whole exam, the final grade may be increased as well as decreased.
BIBLIOGRAPHY
(same book as with Social Science Research Methods & Critical Assessment Part I)

EVALUATION CRITERIA

Your final grade in the course will be based on both individual and group work. The evaluation is based on:

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<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>35 %</td>
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<tr>
<td>Group Presentation</td>
<td>35 %</td>
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<tr>
<td>Class Participation &amp; Discussions</td>
<td>20 %</td>
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<tr>
<td>Peer Evaluation</td>
<td>10 %</td>
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A. CLASS PARTICIPATION & DISCUSSIONS (20%)

Please note that this part of the evaluation includes your attendance, how much you participate in the discussion in class, and assignment completion. If you do not attend, for whatever reason, you are forfeiting the opportunity to obtain the participation credit allotted to that session. If you miss more than 8 sessions your maximum participation grade will be a 5 out of 10.

Note that if you miss the class, regardless of the cause for the absence, you will automatically be forfeited the opportunity to earn participation credit allocated for that session.

Main criteria for evaluating Class Participation are as follows:
- Depth and Quality of Contribution: The quality of your comment in terms of depth of insight, rigorous use of case evidence, consistency of argument, and realism will be highly appreciated.
- Moving Your Peers’ Understanding Forward: Along with the content, the way of conveying your ideas will also be considered. Your way of presentation should be concise and clear, accompanied by a spirit of involvement in the discussion at hand. You will have multiple chances to present, therefore your improvement along the way will be noted.
- Frequency: It is encouraged that you participate as much as you can, but this does not mean you should speak for the sake of reaching some critical number. Beyond certain threshold, the quality of your comment is more important.

Recall that listening carefully is as important a component of participation as speaking. Please be aware of your own style of participation: if you find it difficult to speak up in class, push yourself to do so. If you realize you tend to dominate discussions, make a point of listening to others. Your participation grade at the end of the semester will be based cumulatively on your contributions over the course of the semester.

Participation is graded using the criteria below, which are adapted from: https://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1996/TC_Spring_1996_Maznevski.htm.
The average level of participation usually satisfies the criteria for a “7”, which would correspond to a “B”.

- **Grade 0-4.9** Criteria: When present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion.
- **Grade 5.0-6.9** Criteria: Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement.
- **Grade 7-8.9** Criteria: Demonstrates good preparation: knows reading facts well, has thought through implications of them. Offers interpretations and analysis of reading material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds thoughtfully to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.
- **Grade 9.0-10.0** Criteria: Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to other material (e.g., other readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of class material (e.g., puts together pieces of the discussion to develop new approaches that take the class further). Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. Demonstrates ongoing very active involvement.

The professor will lay the ground rules for participation during Session 1 and will provide a mid-term “grade” after the mid-term exam. During class time, students will ask to develop some formative activities to gain conceptual understanding of the class lessons. These activities will conform your Class Discussion grade.

**B. FINAL EXAM (35%)**
The exam will be based on all the materials discussed during the semester (lectures, class discussions, assigned readings, and class assignments). The use of the book during this course is fundamental to follow the course properly and sit the exam successfully.

Re-grade requests have to be submitted in writing explaining why you believe that your answer, as written, was incorrectly graded.

Please note that when you ask for a re-grade, since this considers again the whole exam, the final grade may be increased as well as decreased.

**C. RESEARCH PROJECT (35%)**
This is the main project for this course and a very important part of the course. Presentations constitute an oral exam and attendance is compulsory. Only justified absences will be accepted. Delivery of the project will consist of two formal documents which, together, work as a Research Plan that you will continue on in the following semester.

The class will be divided into 6 groups of 5/6 people each and each will be given a briefing from the organization Humanium (http://humanium-metal.com). Humanium metal increases the socio-economic and political security for people living in areas affected by high levels of violence. It inspires consumers, businesses and authorities to join hands to find a solution to one of the world’s greatest problems.

The following three areas have been identified for deepened analysis/research, in order to secure a more thorough implementation of the Humanium Metal initiative. Students will be able to choose ONE out of the following three initiatives. Irrespective of the topic chosen, all research must be qualitative and should include all research methods (e.g. ethnography, focus groups, interviews, all others) covered during the course. Students will start to work on the project as early as Session 3, after the formal briefing is given by our client, who will attend the Final Presentation. During Sessions 4 – 10, there will be space in class to implement learnings into the Project to ensure a successful presentation during Sessions 13 – 14.
A. Development Cooperation and the SDG’s
There are a number of highly relevant references to the SDG’s (Sustainable Development Goals, from the UNDP), where Humanium Metal can contribute to the overall analysis and deepen understanding of Agenda 2030. The most pertinent SDG is definitely SDG16 (peaceful cohabitation), where there is a direct reference to SALW control (16.4.2). Also SDG17 (partnerships for the goals/PPP), SDG5 (gender equality/GBV), SDG 8 (economic growth/decent jobs) and SDG11 (sustainable cities) are highly relevant, where there is space for further analysis on how Humanium Metal can contribute to the overall compliance of the goals.

B. Armed violence prevention/ Human security/ Disarmament
The interconnectivity between human security and international development cooperation represents an area being continually intensely debated. The Humanium Metal initiative is very much placed in both fields and can be a tool to further deepen the understanding of this linkage, with several interesting tracks where we would need input from academia, from different disciplines. The relationship between poverty and violence does exist, but it is a very complex one and not sufficiently researched. Humanium Metal offers a hands-on opportunity to look how the violence in society expresses itself. There are very interesting opportunities for comparative studies, focusing on eg. Spain and El Salvador.

C. Developing the model
Humanium Metal is in many aspects a new way of collaboration between a broad and very diverse type of actors. When the initiative took off in 2016, it was not clear what would happen next and much of the thinking has evolved over time. There is a need to further develop the concept, why, with whom and how the link from destroyed fire-arms to violence prevention can be understood and explored, in terms of policy development, resource mobilisation, advocacy efforts etc. El Salvador functions as a pilot country but the long-term ambition is to see that Humanium Metal can be replicated additional countries and regions, even beyond Latin America. We also seek cooperation with brands in new segments, that can help disseminate the “moral message” of including Humanium Metal in the production.

The two documents will be:
- A 10-15 word document to include all grading elements.
- A ppt/keynote presentation of about 10 slides that will serve as visual support to the concepts analysed in the word document. This document will the presentation document for Sessions 13 and 14.

Detailed instructions about the project will be provided in class so the rules are clear from the beginning. All grading elements will be clearly outlined.

D. Peer Evaluation (10%)
The presence of free-riders in teams is a problem I take VERY seriously. The willingness and ability to work in teams is highly regarded in the workplace and this class will help you to start working with this mindset. Teams as a whole will be responsible for their general management and teammates will be asked to provide a written evaluation of their peers. Sessions 8 and 16 and the formal presentation of the projects during Sessions 28-29 are important team efforts with a considerable weighting in the overall grading of this class. I therefore expect all members of all teams to collaborate and work diligently to achieve the best possible results. Thus, attendance to all these sessions will be compulsory to ensure a team effort and any unjustified absence will be penalized. Should there be any “serious” circumstance to take into account, I will expect students to formally warn me with plenty of time to take action. I will not accept last minute excuses.
Dr. María EIZAGUIRRE
meizaguirre@faculty.ie.edu

Dr. María Eizaguirre obtained her B.A. (Hons) and M.Sc. in Anthropology from Durham University and later became the first Spanish Rhodes Scholar (Linacre & Spain, 1994) to study at the University of Oxford, where she completed her Ph.D. in Biological Anthropology. Following her academic beginnings she decided to start her career in the private sector, first in market research but soon afterwards in Strategic Planning at an advertising agency, where she worked for both new businesses and clients. She then joined her main client, Kraft Foods, where she worked for 8 years on the Consumer Insights & Strategy team (CIS). In her last position at Kraft, she was leading the Innovation CIS function across the EU, using her creative mindset to reframe business opportunities with a consumer-centric perspective. María then changed to the Education sector, and took up a position as Marketing Director for a new venture by IE Business School: IE University, creating the brand with a strong point of difference vs. the mother brand. She subsequently became Director Insights & Strategy for IE Corporate and worked on repositioning the prestigious IMBA, portfolio management of the part-time MBAs and positioning of IE Law School. During 2016, she took up an executive position as VP Marketing & Sales at Laureate International Universities, leading Marketing, Sales, Business Development and Business Intelligence for the Iberian cluster: 4 brands in 7 locations, a team of over 100 people and a member of the Executive Committee. It was her love for teaching and innovation, however, that led her to go back to IE where she now teaches at both undergraduate and postgraduate level. She is currently the Academic Director of the MCMC (Master Corporate and Marketing Communications) and of IE’s Centre for Consumer Driven Growth, an IE venture that provides leading edge applied research on driving growth through customer-centricity with the support of big multinational clientes. During January – June she is Director of the Innovation Lab at IEU.

Office hours every Tuesday after class, from 15:30 – 17:30 or by appointment at: meizaguirre@faculty.ie.edu

OTHER INFORMATION
This subject does not require the use of a laptop / tablets except in cases when students take notes. I will take note of which students do so and follow up closely.
- Laptops / tablets will be used to spark certain discussions, and are thus necessary for some sessions but the use will be controlled. Students who take notes on their laptops should inform the Professor at the beginning of the course.
- There is no need for laptops outside these two instances (specific class work and/or note taking). Any other use which is not strictly academic is forbidden and may result on class expulsion of the individual using the laptop.
- Use of any other mobile device (mobile phones) is strictly forbidden (as per Code of Conduct, read below). Mobile devices should be put on Airplane Mode during class and its use will result on immediate expulsion from the class.

RE-SIT / RE-TAKE POLICY
Each student has 4 chances to pass any given course distributed over two consecutive academic years: ordinary call exams and extraordinary call exams (re-sits) in June/July. Students who do not comply with the 70% attendance rule during the semester will fail both calls for this Academic Year (ordinary and extraordinary) and have to re-take the course (i.e., re-enroll) in the next Academic Year.

Evaluation criteria will be subject to the following rules:
- Students failing the course in the ordinary call (during the semester) will have to re-sit the exam in June / July (except those not complying with the attendance rule, who will not have that opportunity and must directly re-enroll in the course on the next Academic Year).
- The extraordinary call exams in June / July (re-sits) require your physical presence at the campus you are enrolled in (Segovia or Madrid). There is no possibility to change the date, location or format of any exam, under any circumstances. Dates and location of the June / July re-sit exams will be posted in advance. Please take this into consideration when planning your summer.
- The June / July re-sit exam will consist of a comprehensive exam. Your final grade for the course will depend on the performance in this exam only; continuous evaluation over the semester will not be taken into consideration. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the in the re-sit exam.
- Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained in the retake exam (3rd call) is 10.0 (out of 10.0).

After ordinary and extraordinary call exams are graded by the professor, you will have a possibility to attend a review session for that exam and course grade. Please be available to attend the session in order to clarify any concerns you might have regarding your exam. Your professor will inform you about the time and place of the review session.
- Students failing more than 18 ECTS credits after the June-July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.
- In case you decide to skip the opportunity to re-sit for an exam during the June / July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker and pay the corresponding extra cost. As you know, students have a total of 4 allowed calls to pass a given subject or course, in order to remain in the program.

**CODE OF CONDUCT IN CLASS**

1. **Be on time**: Students arriving more than 5 minutes late will be marked as “Absent”.
   Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).
2. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.
3. **Do not leave the room during the lecture**: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.
   Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).
4. **Do not engage in side conversation.** As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.
   If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

5. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

6. **No cellular phones:** IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.