

SSGS500

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Description

Course Description: This course provides basic research methods skills for addressing problems and issues specific to the programs within the School of Security and Global Studies (SSGS). The course covers four basic approaches to social research including experimentation, survey research, field research, and the use of available data. Students will gain foundational knowledge in research planning, design, methodology, data collection, and analysis. This course prepares students for advanced research methods. Students in SSGS graduate studies are expected to be completely familiar with Turabian and APA writing styles. If you do not possess copies of these manuals, here is a link to the library, <https://www.apus.edu/apus-library/resources-services/Writing/writing-center.html>, specific to writing basics, that has quick style guides in use within SSGS. Purchase of the most recent writing guide in use in your program is highly recommended. If you are unsure what writing style is in use in your program consult with your academic advisor.

Course Scope:

As part of the core requirement, this course introduces the student to foundational elements within social science research. Students will gain insight into the importance of ethical conduct when carrying out research. They will also gain familiarity with how theory and theoretical frameworks fit within overall research projects. The course will also cover qualitative and quantitative research and provide insight into how researchers can draw conclusions from their data. Students will participate in weekly Discussion Forums that correlate to weekly readings. Students will write an analytical research paper and will write a comprehensive final assignment.

Objectives

CO-1: Appraise the nature of social science research and scholarship as an intellectual enterprise.

CO-2: Evaluate research approaches, data collection methods, and their relative merits in accordance with ethical practices and standards.

CO-3: Analyze the range of analytic procedures that can be employed in carrying out social science research.

CO-4: Synthesize the different types of qualitative, quantitative, and mixed methods research designs.

CO-5: Design empirically based studies.

Outline

Week 1: Introduction to Social Research

Learning Outcomes

CO-1

Required Readings

McKinlay, John. n.d. "Appropriate Research Methods." In *e-Source: Behavioral & Social Sciences Research*. 1-23. Accessed October 3, 2016. <http://www.esourceresearch.org/tabid/615/default.aspx>

Coulter, Jeff. n.d. "'Science' in the Social Sciences." In *e-Source: Behavioral & Social Sciences Research*. 1-18. Accessed October 3, 2016. <http://www.esourceresearch.org/tabid/223/default.aspx>

Kelty, Miriam. n.d. "Ethical Challenges." In *e-Source: Behavioral & Social Sciences Research*. 1-40. Accessed October 3, 2016. <http://www.esourceresearch.org/eSourceBook/EthicalChallenges/1LearningObjectives/tabid/765/Default.asp>

Locke, Lawrence F., Stephen J. Silverman, and Waneen Wyrick Spirduso. 2010. "When to Believe What You Read: The Sources of Credibility." In *Reading and Understanding Research*. 25-49. 3rd ed. Los Angeles, CA: Sage.

Assignments

1. Week 1 forum posts
2. Graduate Orientation

Recommended Optional Reading

American Psychological Association. 2010. *Publication Manual of the American Psychological Association*. 6th edition. Washington D.C.: American Psychological Association.

Belcher, Wendy Laura. 2009. *Writing Your Journal Article in 12 Weeks*. Sage.

Bui, Yvonne N. 2014. *Howto Write a Master's Thesis*. Sage.

Locke, Lawrence F., Stephen J. Silverman, and Waneen Wyrick Spirduso. 2010. *Reading and Understanding Research*. 3rd ed. Sage. All.

Prunckun, Hank. 2010. "The Intelligence Research Process." In *Scientific Methods of Inquiry for Intelligence Analysis*. 1st ed. 20-43. Lanham, Maryland: Roman & Littlefield. - Available in APUS Online Library.

Prunckun, Hank. 2010. "Ethics in Intelligence Research." In *Scientific Methods of Inquiry for Intelligence Analysis*. 1st ed. 207-217. Lanham, Maryland: Roman & Littlefield. - Available in APUS Online Library.

Halfpenny, Peter and Rob Procter. 2015. *Innovations in Digital Research Methods*. Sage.

Turabian, Kate L. 2013. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. The University of Chicago Press. Chapter 1 and pages 131-132. Chapters 3-6

Singleton, Jr., Royce A. and Bruce C. Straits. 2010. *Approaches to Social Research*. 5th ed. Oxford University Press.

McCord, Joan. 1993. "Descriptions and Predictions: Three Problems for Future Criminological Research."

Journal of Research in Crime and Delinquency 30: 412.

Felson, Richard B., Jeffery M. Ackerman, and Catherine Gallagher. 2005. "Police Intervention and the Repeat of Domestic Assault." Report to Department of Justice. Document #210301.

Baumrind, Diana. 1985. "Research Using Intentional Deception: Ethical Issues Revisited." *American Psychologist* 40, no. 2.

Recommended Media

Week 2: Framing Research

Learning Outcomes

CO-1, CO-2, CO-3

Required Readings

Alvesson, Mats and Jörgen Sandberg. 2013. *Constructing Research Questions: Doing Interesting Research*. Sage. Chapters 1-4 (pages 1-46). DOI: <http://dx.doi.org/10.4135/9781446270035>

Found in Sage Research Methods Database.

Clauser, Jerome. 2008. "Types of Inquiry and the Nature of Proof." In *An Introduction to Intelligence Research and Analysis*. Edited by Jan Goldman. 38-50. Lanham, Maryland: The Scarecrow Press, Inc.

Whittemore, Robin and Gail Melkus. n.d. "Design Decisions in Research." In *e-Source: Behavioral & Social Sciences Research*. 1-23. Accessed October 3, 2016. 1-32.
<http://www.esourceresearch.org/eSourceBook/DesignDecisionsinResearch/1LearningObjectives/tabid/662/>

Turner, Stephen. N.d. "Theory Development." In *e-Source: Behavioral & Social Sciences Research*. 1-23. Accessed October 3, 2016. 1-22.
<http://www.esourceresearch.org/eSourceBook/TheoryDevelopment/17AuthorBiography/tabid/303/Default.aspx>

Assignments

1. Complete week 2 forum posts
2. CITI training
3. Graduate orientation due

Recommended Optional Reading

King, Gary, Robert O. Keohane, Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press. – Available in the APUS Online Library.

Prunckun, Hank. 2010. "Scientific Methods in Intelligence Research." In *Scientific Methods of Inquiry for Intelligence Analysis*. 1st ed. 43-53. Lanham, Maryland: Roman & Littlefield. - Available in APUS Online Library.

Prunckun, Hank. 2010. "Approaches to Intelligence Research." In *Scientific Methods of Inquiry for Intelligence Analysis*. 1st ed. 54-60. Lanham, Maryland: Roman & Littlefield. - Available in APUS Online Library.

Marshall, Catherine and Gretchen B. Rossman. 2016. *Designing Qualitative Research*. 6th ed. Sage.

Turabian, Kate L. 2013. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. The University of Chicago Press. Chapter 2

Singleton, Jr., Royce A. and Bruce C. Straits. 2010. *Approaches to Social Research*. 5th ed. Oxford University Press. Chapters 4-6

Gottfredson, Denise C. and David A. Soulé. 2004. "The Timing of Property Crime, Violent Crime, and Substance Use Among Juveniles." *Journal of Research in Crime and Delinquency* 42: 1-11.

Martin, Robert A. and Richard L. Legault. 2005. "Systematic Measurement Error With State Level Crime Data: Evidence from the 'More Guns' Less Crime Debate." *Journal of Research in Crime and Delinquency* 42, no 2: 187-210.

Baumer, Terry L. and Kenneth Adams. 2003. "Controlling a Jail Population by Partially Closing the Front Door: An Evaluation of a 'Summons in Lieu of Arrest' Policy." *The Prison Journal* 86, no. 3: 386-402.

Kerbs, John J., Mark Jones, and Jennifer M. Jolley. 2009. "Discretionary Decision Making by Probation and Parole Officers: The Role of Extralegal Variables as Predictors of Responses to Technical Violations." *Journal of Contemporary Criminal Justice* 25, no. 4: 424-441.

Recommended Media

Week 3: Methodological Theory and Its Role Within Research

Learning Outcomes

CO-1

Required Readings

Howell, Kerry. 2013. "Explaining and Understanding Theory." In *An Introduction to the Philosophy of Methodology*. 19-31. Sage. **DOI:** <http://dx.doi.org/10.4135/9781473957633.n2>

Howell, Kerry. 2013. "Empiricism, Positivism, and Post-Positivism." In *An Introduction to the Philosophy of Methodology*. 32-54. Sage. **DOI:** <http://dx.doi.org/10.4135/9781473957633.n3>

Found in Sage Research Methods Database.

Howell, Kerry. 2013. "Critical Theory." In *An Introduction to the Philosophy of Methodology*. 75-87. **DOI:** <http://dx.doi.org/10.4135/9781473957633.n5>

Found in Sage Research Methods Database.

Howell, Kerry E. 2013. "Grounded Theory." In *An Introduction to the Philosophy of Methodology*. 131-153. **DOI:** <http://dx.doi.org/10.4135/9781473957633.n9>

Found in Sage Research Methods Database.

Assignments

1. Complete week 3 forum posts
2. Complete research question exercise

Recommended Optional Reading

Coppedge, Michael. 2002. "Theory Building and Hypothesis Testing: Large- vs. Small-N Research on Democratization." Paper presented at the Midwest Political Science Association, Chicago, Illinois, April 25-27.

Moore, Will H. 2001. "Evaluating Theory In Political Science." 1-10

Charmaz, Kathy. 2014. *Constructing Grounded Theory*. 2nd ed. Sage. All.

Recommended Media

Week 4: Substantive Theory and Its Role Within Research

Learning Outcomes

CO-1

Required Readings

Burchill, Scott and Andrew Linklater. 2005. "Introduction." *Theories of International Relations* 3rd ed. 1-28. Edited by Scott Burchill, Andrew Linklater, Richard Devetak, Jack Donnelly, Matthew Patterson, Christian Reus-Smit and Jacqui True. Palgrave Macmillan.

Hollis, Martin and Steve Smith. 1991. *Explaining and Understanding International Relations*. Clarendon Paperbacks. Chapters 1-4 Accessed July 1, 2015. <http://sites.duke.edu/niou/files/2014/06/hollis91book.pdf>

Phythian, Mark. 2009. "Intelligence Theory and Theories of International Relations: Shared World or Separate Worlds?" In *Intelligence Theory: Key Questions and Debates*, 54-68. Edited by Peter Gill, Stephen Marrin, and Mark Phythian. New York: Routledge.

Quackenbush, Stephen L. 2010. "General Deterrence and International Conflict: Testing Perfect Deterrence Theory." *International Interactions* 36, no. 1 (Jan-March): 60-85.

Smith, Heather J. and Thomas F. Pettigrew. 2015. "Advances in Relative Deprivation Theory and Research." *Social Justice Review* 28, no. 1 (March): 1-6.

Wilson, Helen Beckett. 2014. "Criminal Justice? Using a Social Capital Theory to Evaluate Probation-Managed Drug Policy." *Probation Journal* 61, no. 1: 60-78.

Assignments

1. Week 4 forum posts
2. Complete literature review on a substantive theory

Recommended Optional Reading

Zalman, Marvin. 2007. "The Search for Criminal Justice Theory: Reflections on Kraska's Theorizing Criminal Justice." *Journal of Criminal Justice Education* 18, no. 1: 163-181.

Gill, Peter, Stephen Marrin, and Mark Phythian. 2009. *Intelligence Theory: Key Questions and Debates*. New York: Routledge.

Gill, Peter. 2009. "Theories of Intelligence: Where Are We, Where Should We Go, and How Might We Proceed?" In *Intelligence Theory: Key Questions and Debates*, 208-223. Edited by Peter Gill, Stephen Marrin, and Mark Phythian. New York: Routledge.

Marrin, Stephen. 2007. "Intelligence Analysis Theory: Explaining and Predicting Analytic Responsibilities, Intelligence, and National Security." *Intelligence and National Security* 22, no. 6: 821-846.

Coppedge, Michael. 2002. "Theory Building and Hypothesis Testing: Large- vs. Small-N Research on Democratization." Paper presented at the Midwest Political Science Association, Chicago, Illinois, April 25-27.

Harvey, Frank P. 1994. *Future's Back: Nuclear Rivalry, Deterrence Theory, and Crisis Stability After the Cold War*. McGill-Queen's University Press.

Moore, Will H. 2001. "Evaluating Theory In Political Science." 1-10

Svendsen, Adam D.M. 2009. "Connecting Intelligence and Theory: Intelligence Liaison and International Relations." *Intelligence and National Security* 24, no. 5 (October): 700-729.

Charmaz, Kathy. 2014. *Constructing Grounded Theory*. 2nd ed. Sage.

Whaley, Barton. 1982. "Toward a General Theory of Deception." *Journal of Strategic Studies* 5, no. 1: 178-192.

Recommended Media

Week 5: Qualitative Research Methods

Learning Outcomes

CO-4

Required Readings

Baxter, Pamela and Susan Jack. 2008. "Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers." *The Qualitative Report* 13, no. 4 (December): 544-559.

Berg, Bruce L. and Howard Lune. 2012. "An Introduction to Content Analysis." In *Qualitative Research Methods for the Social Sciences*. 8th Ed. 349-382.

George, Alexander L. and Andrew Bennett. 2004. *Case Studies and Theory Development in the Social Sciences*. MIT Press. Accessed September 14, 2015.

<https://www.surrey.ac.uk/politics/research/researchareasofstaff/isppsummeracademy/instructors%20George%20How%20to%20do%20Case%20Studies.pdf>.

Chapters 3-7

Wall, James A. 2004. "The Joys of Field Research." *International Negotiation* 9: 345-358.

Assignments

1. Week 5 forum posts
2. Two qualitative article reviews

Recommended Optional Reading

Saldaña, Johnny. 2016. *The Coding Manual for Qualitative Researchers*. Sage.

Bartlett, James E. II, Joe W. Kotrlik, and Chadwick C. Higgins. 2001. "Organizational Research: Determining Appropriate Sample Size in Survey Research." *Information Technology, Learning, and Performance Journal* 19, no. 1 (Spring): 43-50.

Morrison, John N. L. 2011. "British Intelligence Failures in Iraq." *Intelligence and National Security* 26, no. 4: 509-520.

Research Methods Knowledge Base. 2006. "Qualitative Methods." Accessed July 27, 2015.
<http://www.socialresearchmethods.net/kb/qualmeth.php>

Singleton, Jr., Royce A. and Bruce C. Straits. 2010. "Evaluation Research." In *Approaches to Social Research*. 5th ed., 461-494. Oxford University Press.

Yin, Robert K. 2014. "Designing Case Studies: Identifying Your Case(s) and Establishing the Logic of Your

Case Study." In *Case Study Research: Design and Methods*, 4th ed. 25-64. Sage.

Squire, Corinne, Mark Davis, Cigdem Esin, Molly Andrews, Barbara Harrison, Lars-Christer Hydén and Margareta Hydén. 2014. *What is Narrative Research?* London: Bloomsbury.

Gerald G. Gaes and Andrew L. Goldberg. 2004. "Prison Rape: A Critical Review of the Literature." *National Institute of Justice Executive Summary*.

Miller, Joanne. 2003. "An Arresting Experiment: Domestic Violence Victim Experiences and Perceptions." *Journal of Interpersonal Violence* 18, no. 7: 695-716.

Recommended Media

Week 6: Quantitative Research Methods

Learning Outcomes

CO-4

Required Readings

Campbell, Donald T. and Julian C. Stanley. 1966. "Experimental and Quasi-Experimental Designs for Research." Accessed October 3, 2016.
[https://moodle.technion.ac.il/pluginfile.php/367640/mod_resource/content/1/Donald_T._\(Donald_T._Campbell\)_Experimental_and_Quasi-Experimental_Designs_for_Research-Wadsworth_Publishing\(1963\)%20\(1\).pdf](https://moodle.technion.ac.il/pluginfile.php/367640/mod_resource/content/1/Donald_T._(Donald_T._Campbell)_Experimental_and_Quasi-Experimental_Designs_for_Research-Wadsworth_Publishing(1963)%20(1).pdf)

Maggetti, Martino, Fabrizio Gilardi and Claudio M. Radaelli. 2013. "Statistical Research Designs for Causal Inference." In *Designing Research in the Social Sciences*. Sage. 69-92. DOI:
<http://dx.doi.org/10.4135/9781473957664.n4>

Found in Sage Research Methods Database.

Logio, Kim A., George W. Dowdall, Earl R. Babbie, and Fred S. Halley. 2008. "Exploring What Shapes Attitudes About Guns and Capital Punishment." In *Adventures in Criminal Justice Research*. 164-172. DOI:
<http://dx.doi.org/10.4135/9781412990318.n11>

Behlendorf, Brandon, Gary Lafree, and Richard Legault. 2012. "Microcycles of Violence: Evidence from Terrorist Attacks by ETA and FMLN." *Journal of Quantitative Criminology* 28, no. 1 (March): 49-75.

Bartlett, James E. II, Joe W. Kotrlik, and Chadwick C. Higgins. 2001. "Organizational Research: Determining Appropriate Sample Size in Survey Research." *Information Technology, Learning, and Performance Journal* 19, no. 1 (Spring): 43-50.

Chasdi, Richard J. 2012. "Research Note: Terrorism in Northwestern Africa: Mali, Mauretania, and Algeria: What START's Quantitative Data (1970-2011) Can and Cannot Tell Us." *Perspectives on Terrorism* 6, no. 6: 89-103.

Smith, Ron P. 1998. "Quantitative Methods in Peace Research." *Journal of Peace Research* 35, no. 4 (July): 419-427.

Assignments

1. Week 6 forum posts
2. Two quantitative article reviews

Recommended Optional Reading

Lafree, Gary and Joshua D. Freilich. 2012. "Editor's Introduction: Quantitative Approaches to the Study of

Terrorism." *Journal of Quantitative Criminology* 28, no. 1 (March): 1-5.

Government Accountability Office. 1992. "Quantitative Data Analysis: An Introduction." GAO/PEM-10.1.11 (May).

Singleton, Jr., Royce A. and Bruce C. Straits. 2010. "Multiple Methods." In *Approaches to Social Research*. 5th ed., 431-460. Oxford University Press.

Lafree, Gary and Joshua D. Freilich. 2012. "Editor's Introduction: Quantitative Approaches to the Study of Terrorism." *Journal of Quantitative Criminology* 28, no. 1 (March): 1-5.

Braithwaite, Alex and Shane D. Johnson. 2012. "Space-Time Modeling of Insurgency and Counterinsurgency in Iraq." *Journal of Quantitative Criminology* 28, no. 1 (March): 31-48.

Bryman, Alan. 2012. "Secondary Analysis and Official Statistics." In *Social Research Methods* 4th ed. 311-327. Oxford University Press.

Bryman, Alan. 2012. "Using IBM SPSS for Windows." In *Social Research Methods* 4th ed. 354-375. Oxford University Press.

Chermak, Steven M., Joshua D. Freilich, William S. Parkin, and James P. Lynch. 2012. "American Terrorism and Extremist Crime Data Sources and Selectivity Bias: An Investigation Focusing on Homicide Events Committed by Far-Right Extremists." *Journal of Quantitative Criminology* 28, no. 1 (March): 191-218.

Gruenewald, Jeff and William Alex Pridemore. 2012. "A Comparison of Ideologically-Motivated Homicides from the New Extremist Crime Database and Homicides from the Supplementary Homicide Reports Using Multiple Imputation by Chained Equations to Handle Missing Values." *Journal of Quantitative Criminology* 28, no. 1 (March): 141-162.

Johnson, Brian D. 2012. "Cross-Classified Multilevel Models: An Application to the Criminal Case Processing of Indicted Terrorists." *Journal of Quantitative Criminology* 28, no. 1 (March): 163-189.

Krosnick, Jon A. 1999. "Survey Research." *Annual Review of Psychology* 50, no. 1: 537-567.

Lafree, Gary, Laura Dugan, Min Xie, Piyusha Singh. 2012. "Spatial and Temporal Patterns of Terrorist Attacks by ETA 1970 to 2007." *Journal of Quantitative Criminology* 28, no. 1 (March): 7-29.

Miller, Erin. 2012. "Patterns of Onset and Decline Among Terrorist Organizations." *Journal of Quantitative Criminology* 28, no. 1 (March): 77-101.

Morris, Nancy A. and Lee Ann Slocum. 2012. "Estimating Country-Level Terrorism Trends Using Group-Based Trajectory Analyses: Latent Class Growth Analysis and General Mixture Modeling." *Journal of Quantitative Criminology* 28, no. 1 (March): 103-139.

Paoline, E. Stephanie M. Myers-Hunziker, and Robert E. Worden. 2000. "Police Culture, Individualism, and Community Policing: Evidence from Two Police Departments." *Justice Quarterly* 17, no 3: 575-605.

Recommended Media

Week 7: Mixed-Methods Research

Learning Outcomes

CO-4

Required Readings

Creswell, John W. 2014. "Mixed Methods Procedures." In *Research Design: Qualitative, Quantitative, and*

Mixed Methods Approaches, 215-239. Los Angeles, CA: Sage.

Tashakkori, Abbas and Charles Teddlie. Eds. 2010. *SAGE Handbook of Mixed Methods in Social & Behavioral Research*. Chapters 1; 12-15; 18; and 21. (pages 1-42; 275-378; 432-468; and 531-556). DOI: <http://dx.doi.org/10.4135/9781506335193>

Wheeldon, Johannes and Mauri K. Åhlberg. 2014. "Mapping Mixed-Methods Research: Theories, Models, and Measures." In *Visualizing Social Science Research: Maps, Methods & Meaning*. 113-148. Thousand Oaks, CA: Sage Publications Inc. DOI: <http://dx.doi.org/10.4135/9781483384528.n5>

Assignments

1. Week 7 forums

Recommended Optional Reading

Bergman, Manfred M. 2008. *Advances in Mixed Methods Research*. SAGE Publications Ltd. doi: 10.4135/9780857024329.

Gadd, David, Susanne Karstedt and Steven F. Messner. 2012. "Researching Police Culture: A Longitudinal Mixed Method Approach." In *The SAGE Handbook of Criminological Research Methods*. 301-311. London: SAGE Publications Ltd. doi: 10.4135/9781446268285.

Gubrium, Jaber F., James A. Holstein and Amir B. Marvasti. 2012. "The Implications of Interview Type and Structure in Mixed-Method Designs." In *The SAGE Handbook of Interview Research: The Complexity of the Craft*. 2nd ed. 193-205. Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452218403.

Osborne, Jason. 2008. "Mixed Methods Research in the Social Sciences." In *Best Practices in Quantitative Methods*. 125-136. SAGE Publications, Inc. doi: 10.4135/9781412995627.

Skott, Beth P. and Masjo Ward. 2013. "Mixed Methods and Triangulation." In *Active Learning Exercises for Research Methods in Social Sciences*. 137-160. Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781506335179.

Tashakkori, Abbas and Charles Teddlie. 2010. "Using Q Methodology and Q Factor Analysis in Mixed Methods Research." In *SAGE Handbook of Mixed Methods in Social & Behavioral Research*. 2nd ed. 505-530. Thousand Oaks, CA: SAGE Publications, Inc.. doi: 10.4135/9781506335193.

Williams, Malcolm and W. P. Vogt. 2011. "Mixed Methods for Construct Validation." In *The SAGE Handbook of Innovation in Social Research Methods*. 249-268. London: SAGE Publications Ltd. doi: 10.4135/9781446268261.

Recommended Media

Week 8: Data Synthesis, Interpretation, and Presentation

Learning Outcomes

CO-4 & CO-5

Required Readings

Saldaña, Johnny. 2016. "Introduction to Codes and Coding." In *The Coding Manual for Qualitative Researchers*. 4-39. Sage.

Stroh, Matt. 2000. "Computers and Qualitative Data Analysis: to Use or Not to Use...?" In *Research Training for Social Scientists*, edited by Dawn Burton. 226-243. SAGE Publications. DOI: <http://dx.doi.org/10.4135/9780857028051.d25>

Gayle, Vernon. 2000. "Descriptive Statistics." In *Research Training for Social Scientists*, edited by Dawn Burton. 363-384. SAGE Publications. DOI: <http://dx.doi.org/10.4135/9780857028051.d36>

Gayle, Vernon. 2000. "Inferential Statistics." In *Research Training for Social Scientists*, edited by Dawn Burton. 385-413. SAGE Publications. DOI: <http://dx.doi.org/10.4135/9780857028051.d37>

Singleton, Jr., Royce A. and Bruce C. Straits. 2010. "Data Processing and Elementary Data Analysis." and "Multivariate Analysis." *Approaches to Social Research*. 5th ed. Oxford University Press. Chapter 15 and 16. 497-564.

Howell, Kerry. 2013. "Reliability, Generalisation and Reflexivity: Identifying Validity and Trustworthiness." In *An Introduction to the Philosophy of Methodology*. 182-192. Sage. DOI: <http://dx.doi.org/10.4135/9781473957633.n12>

Wheeldon, Johannes and Mauri K. Åhlberg. "Putting It All Together: Using Maps and Diagrams to Organize, Write, and Reflect on Research. In *Visualizing Social Science Research: Maps, Methods & Meanings*. 149-172. Thousand Oaks, CA: SAGE Publishing, Inc. DOI: <http://dx.doi.org/10.4135/9781483384528.n6>

Burton, Dawn. 2000. "Writing a Thesis." In *Research Training for Social Scientists*, edited by Dawn Burton. 423-436. SAGE Publications. DOI: <http://dx.doi.org/10.4135/9780857028051.d40>

Assignments

1. Week 8 forum posts
2. Research proposal

Recommended Optional Reading

Burton, Dawn. 2000. *Research Training for Social Scientists*. SAGE.

Scott, John. 2013. *Social Network Analysis*. 3rd ed. Sage.

Bryman, Alan. 2012. "Qualitative Data Analysis." In *Social Research Methods* 4th ed. 565-587. Oxford University Press.

Singleton, Jr., Royce A. and Bruce C. Straits. 2010. "Multivariate Analysis." *Approaches to Social Research*. 5th ed. Oxford University Press. Chapter 16.

Bryman, Alan. 2012. "Qualitative Data Analysis." In *Social Research Methods* 4th ed. 565-587. Oxford University Press.

Bryman, Alan. 2012. "Quantitative Data Analysis." In *Social Research Methods* 4th ed. 330-351. Oxford University Press.

Bryman, Alan. 2012. "Using IBM SPSS for Windows." In *Social Research Methods* 4th ed. 353-374. Oxford University Press.

Bryman, Alan. 2012. "Quantitative Data Analysis." In *Social Research Methods* 4th ed. 330-351. Oxford University Press.

Bryman, Alan. 2012. "Computer Assisted Qualitative Data Analysis Using Nvivo." In *Social Research Methods* 4th ed. 330-351. Oxford University Press.

Data Archiving and Networked Services. 2010. *Preparing Data for Sharing: Guide to Social Science Data Archiving*. Amsterdam University Press.

Gerring, John. 2012. "Analysis". In *Social Science Methodology: A Unified Framework*. 2nd ed, 74-103. Cambridge University Press.

Gerring, John. 2012. "Causal Analysis." In *Social Science Methodology: A Unified Framework*. 2nd ed, 218-255. Cambridge University Press.

Inter-University Consortium for Political and Social Research. 2012. *Guide to Social Science Data Preparation and Archiving: Best Practice Throughout the Data Live Cycle* 5th ed. Ann Arbor, MI: Institute for Social Research University of Michigan.

Prata, David. N., Klebar P. Soares, Michel A. Silva, Daniela Q. Trevisan, and Patrick Letouze. 2016. "Social Data Analysis of Brazilian's Mood from Twitter." *International Journal of Social Science and Humanity* 6, no 3: 179-183.

Schreck, Tobias and Daniel Keim. 2013. "Visual Analysis of Social Media Data." *IEEE Computer Society* 68-75.

Recommended Media

Evaluation

The course grade is based on the following assessments:

Discussion Forums – 15 percent

Each week, a discussion question is provided and posts should reflect an assimilation of the readings. Students are required to provide a substantive initial post by Thursday at 11:55 pm ET and respond to two or more classmates by Sunday 11:55 pm ET.

Weekly Exercises for Weeks Two to Six – 10 percent each, total of 50 percent

You will have six exercises in weeks one to six. Please refer to the assignments tab for specific instructions.

Research Proposal – 35 percent

This assignment is a paper that incorporates all that you will learn in the class. Please see the assignments tab for specific instructions.

Assessment	Percentage
Discussion Forums	15 %
Weekly Exercises, 2-6	50 %
Research Proposal	35%
TOTAL	100 %

Grading:

Name	Grade %
-------------	----------------

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author:

Publication Info:

ISBN: N/A

Required Course Textbooks

No Textbooks Required.

Required Readings

- Peer-reviewed journal articles, book chapters, external websites and other assigned readings are found in the Lessons area of the classroom.
 - Weekly Lesson Notes and videos or audio files are found in the Lessons area of the classroom.
-

Course Guidelines

Citation and Reference Style

Attention Please: Programs within the School of Security and Global Studies use either APA (Criminal Justice, Homeland Security, and Security Management), Bluebook (Legal Studies), [Chicago Style](#) (Intelligence Studies, International Relations), or Turabian (National Security, Military Studies). It is expected that you use the writing style specific to your program. There are style guides within the library to help you ensure your submitted work is of a professional caliber.

All written submissions should be submitted in Times New Roman 12pt font with 1" margins, typewritten in double-spaced format. Graduate-level work is expected to be free of grammar, usage, and style errors.

Academic Dishonesty

Academic dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content published or retrieved from web services such as CourseHero.com, as well as submitting the same assignment or forum/discussion post multiple times. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite. At this level of education it is the students responsibility to know proper citation protocols and the academic integrity policies of the university. "I didn't know" is not a viable excuse for plagiarism in this course, or within this program. If you have questions about how to properly cite something make sure you review the instructions within the most recent writing manual in use within your course (in this case the Chicago Manual of Style), if further questions remain, reach out to your instructor. Failure to do so *before* you submit your paper may result in an academic integrity violation.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an

assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and will result in a point loss of 5% per day late.

Tutoring

Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible up to 10 free hours of tutoring provided by APUS. Tutors are available 24 hours a day, 7 days a week unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites, and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for "Tutor" to create an account.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum discussion of others.

Forum discussions are the heart of the peer collaboration in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments that reference the material and reflect academic discourse will receive credit. Although there is a final posting after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the discussion thread. The purpose of the forum discussions is to actively participate in an on-going discussion about the assigned content. "Substantive" means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question (with backing by the literature), provides an example or illustration of a key point, points out an inconsistency in an argument, and etc. As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards individuals, students, groups, peoples, and/or societies will not be tolerated, and may be reported to the Office of Student Conduct.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :)

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOC1111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Turnitin.com

Faculty require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. The instructor will post information in the classroom on student procedures.

University Policies

Student Handbook

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.