Course Syllabus
WYJ2501HS

Research Methods in Development

Wycliffe College

Toronto School of Theology

Winter 2018

Instructor Information

Instructor:	Thomas Power PhD
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Course Identification

Course Number:	WYJ xxxx
Course Name:	**Research Methods in Development**
Course Location:	Wycliffe College
Class Times:	TBA
Prerequisites:	None

Course Description

The course introduces the various methodologies used in the field of development research including research design, quantitative and qualitative methods, data collection and analysis, research ethics, and literature surveys that will equip them for the needs of project design, monitoring, evaluation, and participative community assessments. Readings and online resources. Seminar with in-class review and exercises. Class participation, in-class exercises, research proposal.

Course Resources

Required Course Text

Mikkelsen, B. Methods for Development Work and Research: A new guide for practitioners. Thousand Oaks, CA: Sage, 2005. [http://go.utlib.ca/cat/9423768]

In addition, short instructional videos for each unit will be posted on the course website.

Bibliography

General Works

Babbie, E. & L. Benaquisto. *Fundamentals of Social Research*. Toronto: Nelson, 2010.

Creswell, J. Research Design: *Qualitative, Quantitative, and Mixed-Methods Approaches*. Thousand Oaks, CA: Sage, 2014.

Denscombe, M. *The Good Research Guide for Small-Scale Social Research Projects*. 4th ed. Miadenhead, UK: Open University Press, 2010.

Gubrium, J.F. & J.A. Holstein. *The New Language of Qualitative Method*. New York: OUP, 1997.

Marshall, C. & G.B. Rossman. *Designing Qualitative Research*. Newbury Park, CA: Sage, 1989.

O'Leary, Zina. *The essential guide to doing research*. London: SAGE, 2004.

General Works: Development

Holland, Jeremy & John Campbell. *Methods in development research: combining qualitative and quantitative approaches*. Rugby: ITDG, 2005.

Knight, Peter T. *Small-scale research: pragmatic inquiry in social science and the caring professions*. London; Thousand Oaks, CA : Sage, 2002. [E: http://go.utlib.ca/cat/8615367]

Laws, Sophie et al. *Research for development: a practical guide*. London: SAGE, 2013.

Mikkelsen, B. *Methods for Development Work and Research: A new guide for practitioners*. Thousand Oaks, CA: Sage, 2005. [E: http://go.utlib.ca/cat/9423768]

Nichols, Paul. *Social survey methods: a field guide for development workers*. Oxford: Oxfam, 1991.

Pratt, Brian & Peter Loizo. *Choosing research methods: data collection for development workers*. Oxford: Oxfam, 1992.

Sumner, Andrew & Michael Tribe. *International development studies: theories and methods in research and practice*. Los Angeles; London: SAGE, 2008. [E: http://go.utlib.ca/cat/10244835]

Alan Thomas and Giles Mohan. ed. *Research skills for policy and development : how to find out fast*. Los Angeles; London: Open University: SAGE, 2007.

Literature Survey

Barrientos, S. "Howto do a literature study.: in A. Thomas, J. Chataway, & M. Wuyts ed. *Finding Out Fast*. London: Open University/Sage.

Kellsey, C. "Writing the literature review." *College & Research Libraries* 66:7 (2005), 526-34.

Timmins, F. & C. McCabe. "How to conduct an effective literature search." *Nursing Standard* 20: 11 (2005), 41-7.

Ethics

Brewer-Smyth, K. "Ethical, regulatory, and investigator considerations in prison research." *Advances in Nursing Science* 31:2 (2008), 119-27.

Brody, J. L. & H.B. Waldron. "Ethical issues in research on the treatment of adolescent substance abuse disorders." *Addictive Behaviors* 25: 2 (2000), 217-28.

Fontes, L. A. "Ethics in family violence research: cross-cultural issues." *Family Relations* 47: 1 (1998), 53-61.

Interagency Advisory Panel on Research Ethics. Tricouncil Policy Statement: Ethical Conduct for Research Involving Humans. Website: http://www.pre.ethics.gc.ca/english/index.cfm

Kenyon, G. M. "Ethical issues in ageing and biography." *Ageing and Society* 16: (1996), 659-75.

McCrady, B. & D.A. Bux, "Ethical issues in informed consent with substance abusers." *Jnl. of Consulting and Clinical Psychology* 67: 2 (1999), 186-93.

Pearson, G. "The researcher as hooligan: where 'participant' observation means breaking the law." *International Jnl. of Social Research Methodology* 12: 3 (2009), 243-55.

Raby, R. "Public selves, inequality, and interruptions: the creation of meaning in focus groups with teens." *International Jnl. of Qualitative Methods* 9: 1 (2010), 1-15.

"Statement of Ethical Practice" *Canadian Sociology and Anthropology Association*, 1994. Website: htpp://www.unb.ca/web/anthropology/csaa/csaa.html

"Statement of Professional Ethics" *British Sociological Association*, 1999. Website: http://www.britsoc.org.uk

Wenger, N. S. et al. "Reporting unethical research behavior." *Evaluation Review* 23: 5 (1999), 553-70.

Methods

Bryant, Anthony and Kathy C. Charmaz. *The SAGE handbook of grounded theory*. London: SAGE, 2007.

Bryman, Alan & Robert G. Burgess. *Analyzing qualitative data*. London; New York: Routledge, 1994. [E: http://go.utlib.ca/cat/436400]

Charmaz, Kathy. *Constructing grounded theory*. Los Angeles: Sage, 2014.

Corbin, Juliet & Anselm Strauss. *Basics of qualitative research: techniques and procedures for developing grounded theory*. Thousand Oaks, CA: SAGE, 2015.

Denzin, N. K. "The new ethnography: review article." *Jnl. of Contemporary Ethnography* 27: 3 (1998), 405-15.

---------. "Interpretive ethnography for the next century." *Jnl. of Contemporary Ethnography* 28: 5 (1998), 510-19.

Dey, I. *Qualitative Data Analysis: A user-friendly guide for social scientists*. London: Routledge, 1993.

Galman, Sally Campbell. *The good, the bad, and the data: Shane the lone ethnographer's basic guide to qualitative data analysis*. Walnut Creek, CA: Left Coast Press, 2013.

Glaser, B. G. *Theoretical Sensitivity: Advances in the Methodology of Grounded Theory*. Mill Valley, CA: Sociology Press, 1978.

Gubrium, J.F. & J.A. Holstein. "At the boder of narrative and ethnography." *Jnl. of Contemporary Ethnography* 28: 5 (1999), 561-73.

Hegelund, A. "Objectivity and subjectivity in the ethnographic method." *Qualitative Health Research* 15: 5 (2005), 647-68.

Merriam, S.B. *Case Study Research in Education: A Qualitative Approach*. San Francisco: Jossey-Bass, 1988.

Morgan, D. L. "Focus groups." *Annual Review of Sociology* 22 (1996), 129-52.

Reichardt, C. S. & T.D. Cook. "Beyond qualitative versus quantitative methods." *Qualitative and Quantitative Methods in Evaluation Research*. C.S. Reichardt & T.D. Cook, ed. Beverly Hills: Sage, 1979.

Strauss, Anselm & Juliet Corbin. *Basics of qualitative research: techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage, 1998.

Stringer, E. *Community-Based Ethnography: Breaking Traditional Boundaries of Research, Teaching, and Learning*. New Jersey: Erlbaum, 1997.

Tashakkori, A. & C. Teddlie. ed. *Handbook of Mixed Methods in Social and Behavioral Research*. Thousand Oaks, CA: Sage, 2002.

Turney, L. & C. Pocknee. "Virtual focus groups: new frontiers in research." *International Jnl. of Qualitative Methods* 4: 2 (2005), 1-10.

Vivar, C. et al. "Getting started with qualitative research: developing a research proposal." *Nurse Researcher* 14: 3 (2007), 60-73.

Writing

"Citation guides for electronic documents." *International Federation of Library Associations and Institutions*. Website: http://www.ifla.org/I/training/citation/citing.html

Davey, R. "Making an effective bid: developing a successful research proposal." *Clinician in Management* 15: 3-4 (2007), 137-44.

Kaye, S. *Writing Under Pressure: The Quick Writing Process*. New York: OUP, 1998.

Levy, C. M. & S. Randsell. "Is writing as difficult as it seems." *Memory and Cognition* 23 (1997), 767-79.

Molfese, V. et al. "Recommendations for writing successful proposals from the reviewer's perspective." *Jnl. of Research Administration* 33: 3 (2002), 21-4.

Turabian, K. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 8th ed. Chicago: Univ. of Chicago Press, 2013.

Sample Research Reports and Studies

De Finney, S. "'We just don't know each other': Racialised girls negotiate mediated multiculturalism in a less diverse Canadian city." *Jnl. of Intercultural Studies*, 31: 5 (2010), 471-87.

Hojnacka, H. "Early marriage and polygny: feature characteristics of nuptiality in Africa." *Genus* 56: 3-4 (2000), 179-208.

Kessy, Flora et al. *Translating growth into poverty reduction: beyond the numbers*. Dar Es Salaam, Tanzania: Mkuki Na Nyota Publishers, [2013].

Israel, B.A. et al. "Review of community-based research: assessing partnership approaches to improve public health." *Annual Review of Public Health* 19 (1998), 173-202.

Roberta, M. et al. "Factors associated with homelessness of adolescents under supervision of the youth protection system." *Jnl. of Adolescence* 28: 2 (2005), 215-30.

[SEE OXFAM site: http://policy-practice.oxfam.org.uk/publications]

Websites

Barefoot Guide Connection: http://www.barefootguide.org

Save the Children (Publications): http://www.savethechildren.ca/publications

UH Economic and Social Council: https://www.un.org/ecosoc/en

OXFAM: http://policy-practice.oxfam.org.uk/publications]

Sofware Programs

Bryman, A. & D. Cramer. *Quantitative Data Analysis with SPSS Release 10 for Windows: A guide for social scientists.* London: Routledge, 2001. [Electronic: http://go.utlib.ca/cat/4350305]

Einspruch, Eric L. *An introductory guide to SPSS for Windows* Thousand Oaks, CA: Sage, 2005. [E: http://go.utlib.ca/cat/10060185]

Course Topics

Unit 1 The Role of Research in Development Studies
  Reading: TBC

Unit 2 The Literature Review: approaches, sources, and writing.

  Reading: TBC

Unit 3 Research Ethics: issues, rights, and responsibilities.

  Reading: TBC

Unit 4 Participatory Research Design

  Reading: TBC

Unit 5 Quantitative Research Design

  Reading: TBC

Unit 6 Qualitative Research Design

  Reading: TBC

Unit 7 Mixed-Methodology Research Design

  Reading: TBC

Unit 8 Sampling Methods & Instrument Design

  Reading: TBC

Unit 9 Data Collection and Management

  Reading : TBC

Unit 10 Analysis: Quantitative

  Reading : TBC

Unit 11 Analysis: Qualitative

  Reading : TBC

Unit 12 Writing Research Reports

  Reading: TBC

Course Materials on Website

Course materials will be posted in advance on the course website on Blackboard. Following Week 1 materials for the succeeding week will be posted a day after class.

To access it, go to the UofT portal login page at http://portal.utoronto.ca and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.)

Note also the information at http://www.portalinfo.utoronto.ca/content/information-students. Students who have trouble accessing Blackboard should ask the instructor for further help.

Course Learning Outcomes

By the end of this course students will be able to:
- Recognize the role of research in development studies, the value of learning skills in research methods, and distinguish good from defective research
- Recall and describe the terminology used in research methods
- Formulate a research question and hypothesis
- Conduct a productive literature search in print and electronic sources
- Identify and construct a research design project
- Compare and contrast the relative uses and advantages of quantitative, qualitative, and mixed-methods approaches
- Identify and explain the issues around ethics in research as they relate to subject matter, participants, and researchers
- Distinguish the different genres of research reports (oral and written), their contents, purpose, and readership

Students successfully completing this course will be able to demonstrate the following learning outcomes.

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES (TST)	PROGRAM OUTCOMES (WYCLIFFE)
By the end of this course, students will have had an opportunity to demonstrate and enhance the following areas of vocational preparation:	**This outcome will be achieved through these course elements:**	**This course outcome corresponds to this aspect of the TST outcomes statement for the individual BD programs:**	
Conduct a productive	In-class	MDiv./MTS	MTS: 2.2

literature search in print and electronic sources	exercises Research proposal	2. Research and Scholarship	
Recognize the role of research in development studies, the value of learning skills in research methods, and distinguish good from defective research	In-class exercises Research proposal	MDiv./MTS 2. Research and Scholarship	MTS: 2.2 MTS 3.3
Distinguish the different genres of research reports (oral and written), their contents, purpose, and readership	In-class exercises Research proposal	MDiv/MTS 5. Level of Communication Skills MTS 3. Level of Application of Knowledge	MTS 2.3
Identify and explain the issues around ethics in research as they relate to subject matter, participants, and researchers	In-class exercises Research proposal	MTS 4. Professional Capacity/Autonomy	MTS 3.3 MDiv: 1.6
Formulate a research question and hypothesis	In-class exercises Research proposal	MDiv./MTS 2. Research and Scholarship	MTS 2.3

Evaluation

The final grade for the course will be based on evaluations in three areas:

(1) Preparation and participation (20%).

In addition to participating in the regular activity of the class, including the reading of the required readings and materials, students are expected to familiarize themselves with the online materials before the in-class session. They are expected to actively participate in the in-class exercises.

(2) In-class exercises (50%)

There will be 12 in-class exercises based on the material covered each week. They should be submitted prior to the next class.

(3) Research proposal (30%).

Based on the methods and approaches covered in class, the student will develop a research proposal of their own choice. 3,500-4,000 words.

Grading System

> A+ (90-100)
> A (85-89)
> A- (80-84)
> B+ (77-79)
> B (73-76)
> B- (70-72)
> Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = "standing deferred") beyond the term. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being

posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/policies/grading.htm) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from http://www.tst.edu/content/handbooks) and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. A student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses

are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.