Pl Sc 349R: Data Collection and Qualitative Research
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Winter 2011; T Th 1:35-2:50 pm, 366 MARB; Office Hours TBA
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Prerequisite: Pl Sc 200. (Note: If interested in survey research, take Pl Sc 317.)

Course Objectives
• To engage more fully the concept of “explanation” in the social sciences
• To reflect upon when it is appropriate to collect one’s own data, and when it is appropriate to use pre-existing data, and to understand logistical steps such as IRB approval or GRAMA requests that may be necessary to undertake to obtain needed data
• To understand when qualitative methods might be more appropriate to use than quantitative methods
• To gain experience in the coding, storage, and retrieval of qualitative data
• To be introduced to several types of qualitative methodology, among them:
  o Textual analysis and interviewing
  o Field observation and political ethnography
  o Historical process-tracing
  o Comparative case study design
  o Experimentation and simulation
• To give consideration to the publication of your research, and possible policy influence

The Department of Political Science has developed a list of objectives for the departmental curriculum; these may be found at http://learningoutcomes.byu.edu/#college=HC3r2qmK9h2 _&department=8XXkoaFRyQ9s&program=DPBhm0sqAIhc. The university’s learning objectives may be found at http://unicomm.byu.edu/president/aims.aspx.

Required Texts:
◊ Seidman, Irving, Interviewing as Qualitative Research, 3rd edition, Teachers College, Columbia University, 2006

Recommended Texts:
◊ Campbell, Donald, and Julian Stanley, Experimental and Quasi-Experimental Designs for Research, Houghton-Mifflin, 1963
Assignments:

- Midterm and Final Exams: 17% each, for a total of 34%
- Small Assignments: 8% (includes IRB certification and other exercises/homework)
- NVivo Assignment: 6%
- Four Brief Proposals, approximately 4 pages apiece: 8% each, for a total of 32%
- One Extended Proposal, approximately 15 pages: 20%

Notes:

- Hudson’s Law of Mercy applies to the exams (12-22). Midterm will be take-home. The date of the midterm will be approximately February 26th, and will cover Part 1 and Part 2A.
- Details on the assignments are located towards the end of this syllabus.
- Additional information is located on Blackboard.

Extra Credit: We will have extra credit opportunities for this course. One example might be a written book report on a recommended reading. Since this is one of the first times the course is being taught, another example might be setting up web pages that more fully explain issues such as GRAMA requests, in order for students who come after you to have better resources. In this vein, another extra credit possibility might be finding examples of scholarship from other subfields of political science than those that are currently represented in any particular section of the syllabus. In no cases can a single extra credit increase your grade by more than .75 of a final grade point; in no case can your total extra credit increase your grade by more than 2 final grade points. Further details about deadlines and amount of credit for extra credit opportunities will be forthcoming throughout the semester; feel free to approach me with your ideas, also.

Some possibilities:

--3 page book report on a recommended reading. 0.2 points

--Setting up web pages to walk students more thoroughly through a topic in the syllabus, such as GRAMA requests, or data repositories, etc. 0.3-0.5 points, depending on degree of elaboration.

--Finding examples of our 5 methods from other subfields of political science than those that are currently represented in the syllabus. Examples must be approved by the professor to count as extra credit. 0.1 points per example approved.

Capstone Students: If you are taking this class as a capstone, the department wishes you to do all of your proposals (brief and extended) on the same general topic. You will then assemble all of the proposals together into a final mega-research proposal of at least 20 pages in length.
PART ONE: FOUNDATIONS

1A) Review of the Logic of Empirical Research (January 4 and 6)
☐ the assumptions of empirical research
☐ review of some basic Pl Sc 200 concepts
☐ Modes of Explanation:
  • Causation
  • Rationality
  • Meaning
  • Process

Required Readings:
◊◊◊ George and Bennett, Chap. 7
   Excellent discussion of various “flavors” of causes in historical explanation, and how scholars “duel” over them.
   An actual example of a scholar teasing out types of causality present in the outbreak of World War I.

Recommended Readings:
   This important essay reminds us that our scholarly vantage point does not entitle us to engage in moral relativism where other children of God are concerned.
   An interesting, if erudite, attempt to reconcile quantitative and qualitative traditions of causal reasoning.
1B) Knowing if You Need to Collect Your Own Data and/or Use Qualitative Methods (January 11)

- under what circumstance would I need to collect my own data?
- under what circumstances would I need to do qualitative research?

Required Readings:

- Richards and Morse, Section: Why Are You Working Qualitatively?, pp 27-36
- James Mahoney and Gary Goertz, “A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research,” *Political Analysis* 14:3 (Summer 2006), pp. 227-249. [ERES]
  - A very nice overview of major differences in the culture, practice, and style of research in quantitative and qualitative social science research.

1C) Doing Original Research Using Someone Else’s Qualitative Data (January 13)

- how to obtain data through FOIA and GRAMA requests; National Security Archives
- ICPSR and other sources of extant databases: Joseph Olsen will lecture for the first 30 minutes.

Required Readings:

- GRAMA requests in Utah
  - http://www.accountabilityutah.org/Library/Training/HowToGRAMA.htm
- Please visit the websites for the Presidential Recordings Project at the University of Virginia’s Miller Center (http://millercenter.org/academic/presidentialrecordings) and for the National Security Archive (www.gwu.edu/~nsarchiv). On the Archive site, please read the section on FOIA requests, especially
  - http://www.gwu.edu/~nsarchiv/nsa/foia/guide.html
  - A fabulous troika of real-life experiences of scholars working with archives.
  - and http://www.icpsr.umich.edu/icpsrweb/ICPSR/access/index.jsp (http://icpsr.org),
  - http://www.teragrid.org/userinfo/access/allocations.php and
  - Data repositories for your use.
  - The government data you want may already be online.
Need to know something? Ask a social network. To get decent responses, you'll need to pay a little.

“With Lure of Cash, MIT Group Builds a Balloon-Finding Team to Take Pentagon Prize,” John Markoff, NYT, 6 Dec 2009,

Citizen Science and Science Cloud Computing
Overview: “Supercomputing for the Masses,” by Ashlee Vance, NYT, 22 Nov 2009,

Citizen Science Example:
http://www.microsoft.com/Presspass/Features/2009/nov09/11-17BeAMartian.mspx
Science Cloud Computing (Magellan Distributed Computing Project):
http://www.nersc.gov/nusers/systems/magellan/

1D) Data Collection, Management, Coding/Scaling, and Storage (January 18, 20, 25, 27)

- Data management: NVivo—On January 21 and 26, we will meet in 2068 JFSB, and the instructor will be our AA Stephen Cranney.
- Data storage options
- Coding/Scaling Data

Required Readings:

IRB (January 18):
- You will do BYU’s online IRB training and certification, http://orca.byu.edu/IRB/
- National Science Foundation. “Interpreting the Common Rule for the Protection of Human Subjects for Behavioral and Social Science Research.” (No date).
  www.nsf.gov/bfa/dias/policy/hsfaqs.jsp
  , and also articles about the status of oral history projects:
  http://www.oralhistory.org/do-oral-history/oral-history-and-irb-review/
- Seidman, The Path to IRBs and Informed Consent, Chapter 5
- Bailey, Ethical Issues in Qualitative Field Research, Chapter 2

Required Reading:

Data Management (January 20, 25: Cranney, 2068 JFSB):
- There will be an NVivo handout: other resources include
  www.sagepub.co.uk/richards and online QSR (parent company) tutorials

Recommended Reading:
- Richards: whole book
Data Storage (1st half, January 27):
- Dataverse also has a frontpage at Murray Research Archive: http://murray.harvard.edu;
- ESDS Qualidata http://esds.ac.uk/qualidata, ICPSR: http://www.icpsr.umich.edu/icpsrweb/ICPSR/access/deposit/index.jsp

Coding/Scaling Data (2nd half, January 27):
- Richards and Morse, Coding Data/Categorizing Data, Chapters 6 and 7

Recommended Reading:
- Robert DeVellis, Scale Development: Theory and Applications, 2nd edition, Sage, 2003, Chapter 5: Guidelines in Scale Development, pp. 60-101. (See also his chapters on Validity and Reliability.) (This reading is available from the professor, and is not on the Electronic Reserve System. Ask me if you want to see it.)
- DeVellis’ book is primarily for those developing scales for questionnaire and survey responses, however, it may still be informative for you. This particular chapter also talks about types of scales, such as Likert scales and Guttman scales.

1E) Thinking Strategically about your Empirical Research Design (February 1 and 3)
- What are you trying to do? Figure out your purpose.
- How will you do it? Figure out your plan of attack.
- Why should anyone believe your results? Figure out the weaknesses of your design, and plan around those.

Required Readings:
- Joseph A. Maxwell, Qualitative Research Design: An Interactive Approach, 2nd edition, Sage, 2005, Concept Mapping, pp. 46-55; Exercise 3.2 (60-63); Methods Matrix pp 100-104 (ERES)
- Richards and Morse, Rigor in Qualitative Research, Chapter 9
- Royce Singleton. BC Straits, MM Straits, RJ McAllister, Approaches to Social Research, 5th edition, Oxford University Pres, 2010, Section: Reliability and Validity, pp 130-149. (ERES)
PART TWO: SPECIFIC METHODS

2A) I want to understand what something means to someone else in order to understand them better. (This may then result in a critique of that meaning.) (February 8, 10, 15, 17 (No class February 22nd; Monday instruction.)
☐ ☐ oral histories, interviews and focus groups;
☐ ☐ thematic content analysis (word count content analysis will be mentioned)
☐ ☐ deconstruction of texts and symbolic messages (discourse analysis)

Required Readings:
2AA) Introduction to Interpretive Methods (Feb. 8):
This is an excellent introduction to the interpretivist approach in understanding social phenomena.
This essay tackles the difficult problem of what would constitute evidence in interpretivist accounts, and how to adjudicate between bodies of evidence mustered in behalf of conflicting accounts.

2AB) Interviewing and Oral History (Feb. 10):
☐ ☐ Seidman, rest of the book
This article challenges interviewers to adopt a more in-depth approach to interviewing than is typical in social science research.
This research demonstrates a more conventional approach to interviewing.

This essay outlines the basic steps of focus groups interviews, or group interviews.

**2AC) Interpreting Extant Text and Discourse, including Content Analysis (Feb. 15 and 17; February 22nd is Monday instruction):**


Noteworthy reflections on the differences between the two approaches of discourse analysis and content analysis.


This research showcases the interpretation of historical archival text.


An example of thematic content analysis of political discourse, in this case a debate.


A classic and subversive deconstructionist piece in IR.


A discourse analysis that allows for the positing of how a foreign policy change came to pass.


This chapter demonstrates the deconstruction and interpretation of social events.

Quantitative Content Analysis overview: ProfilerPlus demo to be shown in class.

**2B) I want to understand a social system; how it works, what its major elements are, and what effects are produced as a result of that system. (February 24, March 1, 3) (Hudson gone the 3rd)**

field observation/participation; political ethnography

**Required Readings:**

Bailey, *rest of the book*

Schatz defines the parameters of political ethnography in this essay.


How to trouble-shoot your field research while actually in the field.

Christopher B. Barrett and Jeffrey W. Cason, “Identifying a Site and Funding Source” and “The Challenges of the Field,” Chapters 2 and 6 in Overseas Research: A Practical Guide. Baltimore: Johns Hopkins University Press, 1997, 6-26; 90-105. (ERES)


Not that BYU will ever let you do research in a conflict zone, but it is important to ask yourself the harm that may come to those with whom you associate in the field, and the various ethical challenges that may arise while operating in the field.


The importance of understanding your own political “place” in the field is explored in this essay, which also provides details of the author’s own field work in a slaughter house.


The author explains his method of moving from particular field experiences to a more macro-theoretical stance as a reflexive form of grounded theory, and showcases his own political ethnography conducted in Zambia.

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2C) I want to understand the process of how something happened, how it came about. (March 8, 10, 15) (Hudson gone the 15th)

Historical process tracing, usually involving archival research (but may involve interviews)

**Required Readings:**

George and Bennett book, pp 17-34 of Chapter 1, then Chapters 5, 10, 11, and the Appendix


Selection bias is the Achilles heel of all historical process-tracing; the author presents his opinions on how that vulnerability may be reduced.
William Wohlforth, "Reality Check: Revising Theories of International Politics in Response to the End of the Cold War," *World Politics* 50(4) (July 1998): 650-680. (ERES)

When historical accounts of the same case differ, how is one to adjudicate between them? What does one look for in a quality historical process-tracing?


Mahoney and co-authors present an inventory of the types of causes that may be operative in a historical case.


Mahoney provides an excellent example of how to make a claim for path dependence in an historical process-tracing analysis.

**Recommended Readings:**


How can one possibly base one’s analysis on the accounts of historians, when these accounts are implicitly theoretical themselves?

Andrew Bennett, “Process Tracing: A Bayesian Perspective,” in Janet Box-Steffensemeir, Henry Brady, and David Collier, eds., *Oxford Handbook of Political Methodology* (Oxford, 2008), 702-721. (ERES) (Also, this entire handbook is online and available through the HBLL.)

Can Bayesian inference guide our evaluation of historical process-tracing?

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2D) I want to understand the scope conditions of my theoretical framework through investigation of a set of cases (necessary and sufficient and other conditions) (March 17, 22, 24) (Hudson gone the 17th)

- □ □ comparative case study design

**Required Readings:**


George and Bennett, Chapters 4, 6, 8, 9


The authors ruminate on how to choose your negative cases wisely.
Examples:


One example of how to set up a CCS design (short).


Another example (short).


Another example (long).


Another example (long).

Recommended Reading:


A full-fledged research design for CCS.


Nested analysis is the augmentation of aggregate statistical testing with in-depth case study of selected cases from the larger sample, which allows for both more detailed model testing, as well as model building or model modification.

2E) I want to identify manipulable variables that will inform my causal models, and perhaps my policy recommendations (March 29 and 31, April 5 and 7)

experimentation, including field and natural experiments (“experimental ethnography”), and “lab” experiments or simulations

Required Readings:

2EA: General Considerations:


2EB: “Lab” Experiments and Simulations:


A wargaming example.


A negotiation simulation.

Nehemiah Geva and D. Christopher Hanson, “Cultural Similarity, Foreign Political Actions, and Regime Perception: An Experimental Study Of International Cues and Democratic Peace,” Political Psychology, 1999, 20(4):803-827. [ERES]

A personalized decision-making monitor is used in this experiment.

2EC: Field Experiments:


How can one best judge if natural experiments can be justified “as if” randomization had been used?


The author considers the power of field experiments, and urges field researchers to consider constructing them.


Fascinating examples of experimental ethnography.

Recommended Readings:

Campbell and Stanley monograph

PART THREE: FINAL CONSIDERATIONS

Getting Published and Changing the World: Policy Windows (April 12)

Readings:


ISI Web of Knowledge, Journal Citation Reports, 2008, accessible through BYU Library, hit Databases (I) and find ISI, and then go to “ISI All Databases Search”,” and then choose “Select a Database,” and then go to “Journal Citation Reports,” then choose “JCR Social Sciences Edition,” and choose to “View a group of journals by subject category,” then Submit, then choose “political science” or “international relations,” then SORT by Impact Factor or Number of Citations or whatever chosen factor you’d like.


Gregory Weeks. Facing Failure: The Use (and Abuse) of Rejection in Political Science. PS, 39 (October 2006): 879-882. [ERES]

When you first start trying to get your work published, you will be rejected. This article helps you develop a healthy perspective on that.


How can you tell if your research will hit the sweet spot of influence? What to look for.

George and Bennett, Chapter 12
An Overview of Most of Your Assignments

I. Small Assignments
A. DUE January 18th:
--Make a GRAMA request to some entity of Utah government. On January 19th, a copy of your request must be submitted to me in class. When the response to your request is given, that must be submitted as well, in order to receive full credit. PASS/FAIL. (2%)

B. DUE January 20th:
--Submit your BYU IRB certification sheet to me today. PASS/FAIL. (2%)

C. DUE: February 1st:
--You must tell me which of the 5 methods you want to do your full research proposal on. (NOT GRADED, BUT REQUIRED.)

D. DUE at the time of the final exam:
--With reference to the research you are proposing in your "Full Research Proposal," I want a list of the 10 journals and 5 book publishers, ranked in order, where you would prefer to submit your results, and a full justification of your lists and your rankings. Please provide full contact information and proposal submission criteria for each journal and book publisher. Please also provide the address of the data repository where you would submit your qualitative data for archiving, along with an explanation of your choice, and a full explanation of how that submission process works. GRADED. (4%)

2) Brief Research Proposals, 8% each
Since we are studying 5 methods, it is impossible for you to do a full research proposal on all 5. So you will be choosing one particular method for the full research proposal. For the other 4 methods, you will be showing me that you could perform each method if you needed to. How will you do this? By submitting a "brief" research proposal of approximately 4-6 pages in length that is completely substantive with no fluff or repetition.

These brief proposals will be due 3 class periods after the final day of Sections 2A, 2B, 2C, 2D, and 2E. (For 2E, it will be due the day of the final exam.)

GENERAL OUTLINE OF A BRIEF RESEARCH PROPOSAL

1. What method will you use? Be specific, as there are many subtypes of the methods we are studying. (About a half page.)

2. What are your research questions? Again, please be as specific as you possibly can. You will either have to briefly outline the conceptual framework under which this research is being done, or the dueling conceptual frameworks among which you hope your results will adjudicate. Do NOT go into a literature review; just sketch the
framework(s) and explain how your research questions are worthwhile/useful/justified
given that context. (About a page; provide a one-page concept map as a separate
appendix to this proposal.)

3. Logistics. What is the site of your research? What specific data/information do you
need to answer your research question(s)? Will you have to collect your own data, or use
the data of others? How will you obtain this data in either case? (Be very specific on
this!) Do you need IRB approval? Funding? Permission from somebody? Special
software or hardware? Translators? Recording devices? Transcription services?
Bodyguards? A person of the other sex (for certain types of interviewing)? A cover
story? Money for, uh, incentives to provide information or to participate in an
experiment? A positive response to GRAMA or FOIA requests? Anything else? Are
there ethical issues involved? How are you going to store the data and organize it?
(About a page.)

4. Analysis. How exactly are you going to reach some conclusions as a result of this
data collection? (For example, if you are doing content analysis, how will you do it? If
you are doing comparative case study, what are your negative cases, and the logic of your
inquiry? If you are doing an ethnography, how will you digest and synthesize the buckets
of information you've collected? If you do an experiment, you have to give the layout of
the experiment, including control groups, and what you will look for in order to
demonstrate your results. Etc, etc.) (About a page.)

5. How will you know if you are wrong? How might you be wrong? Are there any
assumptions that have to hold for people to believe your results? (For example, in an
interview design, you have to assume people are telling you the truth. Are there reasons
why that might not be the case, that is, why that might not be assumable? In a historical
design, you have to assume the records are accurate, and that you have found records that
are representative and not outliers. Are there reasons that might not be the case?)
Address issues of reliability, validity,perturbing variables, and alternative explanations
here. (About a page.)

III. Full Research Proposal, 20% of your grade
A full research proposal will be 15-20 pages in length, and will count 20% of your grade.
This is the largest single contribution to your final grade in the course. If you are not a
capstone student, ideally, this full proposal would jumpstart your capstone research in a
subsequent semester. The proposal is due two weeks from the end of the section for the
method you are using. (In case your full proposal is on an Experiment, your full proposal
would be due at the time of the final exam.)

FULL RESEARCH PROPOSAL TEMPLATE

A. RESEARCH QUESTION(S): To what specific question(s) should the research
provide answers? When the research is finished, what are the questions to which
reasonable answers can be expected? This section may be short, as you will going into
these questions in greater detail in a subsequent section. Just orient us here.

B. LIMITATIONS AND DELIMITATIONS: What are the limitations surrounding your research and within which conclusions must be confined? What limitations exist do you face because of the methods, approach, availability of library material, time, money, skills or lack thereof, or uncontrollable factors? Why should your research not be dismissed by your subfield because of these limitations? Are you restricting the scope of the study to selected aspects of the problem, a limited number of subjects, or to a specific time and location (delimitations)? Can you assert that the delimitations you have chosen will not affect the significance of your research for the scholars in your subfield?

C. BIBLIOGRAPHIC SEARCH: ANNOTATED BIBLIOGRAPHY (AT LEAST 15 SOURCES): What research has already been done on this or closely related topics and what publications are available on the topic? Who are the principal authorities in the field? What are the "must read" works in your subfield. An annotation is two to three lines of descriptive/evaluative statements regarding the work cited. The annotated bibliography will be an appendix to your proposal.

D. LITERATURE REVIEW: THE TERRAIN OF YOUR RESEARCH SUBFIELD: What is the state of knowledge on your topic generally, and on your specific research questions? Whose ideas seem most applicable and why? What are the debates and controversies in the subfield that are relevant to your research? Where do you fit into this dialogue? How have you extended or modified the ideas of others? Do you have new ideas you would like to introduce? How does your research fit into the logic of inquiry in your research area?

E. WHAT DO YOU THINK YOUR RESEARCH WILL SHOW?: Even before they do their research, all researchers (including those doing descriptive research) have a "hunch" about what they are going to find. (Note that it doesn't matter if your hunch ends up right or wrong according to your research results: your hunch starts your research trajectory, and is thus important in and of itself.) Others have an argument (sometimes called one's thesis) that they would like to advance. Some researchers will actually take sides as a partisan in a particular subfield controversy. It is good practice to state your hunch or argument or partisanship beforehand. This is part of the standards of persuasiveness in all research fields. This discussion naturally follows the discussion of the terrain of your subfield and your location in that terrain (Part D). If you wish, you may put these two parts together into a coherent whole. Please provide a conceptual map in diagram form of your vision of your research question.

F1. FOR RESEARCH THAT IS EXPLANATORY, PRESCRIPTIVE, PREDICTIVE, OR EVALUATIVE IN NATURE (IF THE PURPOSE OF YOUR RESEARCH IS ANALYSIS OF MEANING, EXPLORATORY RESEARCH, OR DESCRIPTION, THEN GO TO SECTION F2): WHAT ARE YOU TRYING TO EXPLAIN, AND WHAT DO YOU THINK EXPLAINS IT? Explanatory, prescriptive, predictive, and evaluative research involves some notion of causality. What you are trying to explain, or
what is caused, is sometimes referred to as the dependent variable(s), or EXPLANANDUM. What you use to explain it, what is the cause, is referred to as the independent variable(s), or EXPLANANS. What are the explanandum and the explanans in your research? If you would like to fold this into Parts D and/or E, that is fine.

F2. FOR RESEARCH THAT ANALYZES MEANING, OR EXPLORES A NEW PHENOMENON, OR OFFERS A DESCRIPTION OF SOMETHING ILL-DESCRIBED, WHAT ARE YOU TRYING TO UNCOVER? What do we gain by doing this investigation? What is brought to light that was concealed before? How does this inform—or alter--our worldview? Will there be practical or policy ramifications to this new vision?

G. DEFINITION OF ESSENTIAL TERMS: What do you or what does your subfield mean by the principal terms or concepts you intend to use in your study? Does your study require operational definitions as well? If so, what are they? Sometimes the meaning of words is hotly contested within a subfield: which meanings are you adopting? Do you have special meanings for otherwise commonly used terms?

H. STATEMENT OF THE RESEARCH STRATEGY: What is your overall strategy for showing what you wanted to show (see Part E), or, in the case of descriptive research, what is your overall strategy for satisfactorily describing what you have set out to describe? How does this strategy incorporate the standards of persuasiveness that your research subfield demands? How are you going to control for perturbing factors, or alternative explanations/descriptions? How will you ensure validity, that is, how will you convince sceptical persons in your subfield that your research was not sloppy or mistaken or misinformed? What type of research will you conduct? What techniques will you use?

I. LOGISTICS, AND COLLECTION AND STORAGE OF PERTINENT INFORMATION: How do you plan to collect the information you need to implement your research strategy? What will be your sources of information? Will the information you collect be viewed by your subfield as reliable and valid? How will you make the case to your subfield that the information or the data upon which your research is based is acceptable? What is the site of your research? Will you have to collect your own data, or use the data of others? How will you obtain this data in either case? (Be very specific on this!) Do you need IRB approval? Funding? Permission from somebody? Special software or hardware? Translators? Recording devices? Transcription services? Bodyguards? A person of the other sex (for certain types of interviewing)? A cover story? Money for, uh, incentives to provide information or to participate in an experiment? A positive response to GRAMA or FOIA requests? Anything else? Are there ethical issues involved? Once you have collected your information, how do you intend to store and to retrieve it as needed? How will the information be organized, so that if a member of your subfield wished to review it, they could? Will you be able to cross reference your information?
J1. HOW WILL YOU DETERMINE IF YOU WERE RIGHT? (GO TO SECTION J2 IF
THE PURPOSE OF YOUR RESEARCH IS ANALYSIS OF MEANING,
EXPLORATION, OR DESCRIPTION.) In Part H, you told us your strategy for
conducting your research: in Part I you told us how you were going to get the information
you needed to implement that strategy. Now, do a thought experiment: you have actually
completed the research, you've gotten all your information, you sit down and look it all
over, or manipulate the information according to some technique you've chosen. How
will you decide whether to say 1) Eureka! This shows I was right (or mostly right) all
along! 2) Drats! My hunch was wrong. Back to the drawing board. 3) Good grief, this
information doesn't show I was right, but it doesn't show I was wrong, either. Now what?
It is an important part of the standards of persuasiveness in the social sciences that you
think and write about this in advance of doing your research.

J2. IF YOUR RESEARCH IS ANALYSIS OF MEANING, EXPLORATION,
DESCRIPTION: OK, you’ve performed your analysis of the subject matter . . . . you
have come to certain conclusions about how best to express the meaning of your subjects,
or you have insights about the phenomenon you have explored, or you have come up with
what you feel is the best description of your subject. How do you defend your insights if
they are challenged by those who think you are just plain wrong? Do you know of others
who have come to different conclusions, and how would you make the case your
conclusions are better? Are there further studies you could undertake in the future to
validate what you have done—what would those be? How about predictions—“If I am
right, I would expect to see X in a study of Y.”

K. TENTATIVE TIME FRAME/BUDGET FOR RESEARCH: As best you can at this
point, spell out how long will it take to accomplish each step of your research. Try to
think of what amount of money or other resources you need to budget in order to
accomplish this research in the time frame you have laid out. How do you plan to get
that money or those resources, if you don't already have it/them? Do you need to allow
for lead times or lag times, such as research funding cycles? What permissions do you
need? What are the bureaucratic requirements (such as IRB approval) and deadlines of
BYU that you need to meet?
UNIVERSITY STATEMENTS ON PLAGIARISM, DISCRIMINATION, AND ACCESS

Plagiarism:
While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See http://www.byu.edu/honorcode for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Discrimination:
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Access:
Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the
SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.