

DISCIPLINE DESCRIPTION

1. Information about the program

1.1 Higher education institution	Babeş–Bolyai University, Cluj–Napoca
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Political Science
1.4 Field of study	Political Science
1.5 Level of study	Undergraduate
1.6 Study program / Qualification	Political Science

2. Information about the discipline

2.1 Discipline title	Introduction to social science research methodology ULE1102						
2.2 Course lecturer	Dr. Petruța Teampău teampau@fspac.ro						
2.3 Seminar assistant	Dr. Florin Feșnic fesnic@fspac.ro						
2.4 Year of study	I	2.5 Semester	I	2.6. Evaluation type	E	2.7 Discipline type	DS

3. Total estimated time (hours of didactic activities per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the study plan	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time distribution: face to face 6 hours; individual study 5 hours					Hrs
Studying the manual, course reader, bibliography and notes:					84
Supplementary documentation in the library, on electronic platforms and in the field:					48
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					22
Tutorials					
Examinations					8
Other activities:					
3.7 Total hours of individual study	70				
3.8 Total hours per semester	56				
3.9 Number of credits	6				

4. Prerequisites (where applicable)

4.1 based on the curriculum	Not required
4.2 based on competences	Not required

5. Conditions (where applicable)

5.1 for the course	The notion of plagiarism is defined in accordance with the Department of Political Science policies: (http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologice/). Plagiarism and attempted fraud examination is punishable by 1 to this note and the case
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	presented to the Dean to take appropriate administrative measures. Final exam fraud is punishable by removal from the exam.
5.2 for the seminar/laboratory	Attendance at seminars is required by university regulations to a level of 75%. Note: arrear exam includes seminar component. If the work done by the student does not meet the seminars requirements to promote this discipline is mandatory to re-take it in the next academic year.

6. Accumulated specific competencies

Professional competencies	
Transversal competencies	<p>Management of specific information solving complex assignments in contexts (receiving, transmitting, operating and storing of information in profile documents), inclusively through using a high level international circulation language and medium level or advanced of a second foreign language.</p> <p>The application of efficient work multidisciplinary team techniques adequate to diverse hierarchical levels.</p> <p>Objective self-assessment of the professional formation need towards enclosure and adaptability of the labor market.</p>

7. Discipline objectives (from the accumulated competencies grid)

7.1 General objective	Applying fundamental social and political theories in understanding, analysing and evaluating socio-political organizations. Using methodologies of analysing socio-political systems.
7.2 Specific objectives	<p>The course is constructed as a general introduction to the methodology of social science research, intended to introduce first year students to basic principles and concepts of social inquiry and analysis. In this respect, the first two courses will start with explaining what social science is and what are its purpose, questions, and methods. In as much as possible, this introductory course will outline also the relations between culture and social investigation, offering a deeper understanding of ethnographical inquiry. Defining the research problems, understanding the “social”, designing a research plan and appropriate methods are also part of the introductory lectures.</p> <p>The first part of the course will focus on qualitative approaches and methods, mainly from an ethnographic point of view. Students will learn how to approach social reality as constructed in and through discourses and narratives, using sensitive tools such as interviews, narrative analysis, observation and participant observation. The aim is not only for students to learn how to design and use these methods and to analyse the data gathered, but also, more important, to develop a special sensibility towards social research and social issues that can provide useful insights for a perceptive political analysis. Last but not least, ethical issues are considered as integral</p>

	part of social research, teaching students to pay attention to the particularities of basic human interaction (power issues, identity negotiations, responsibility, fairness etc.).
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8. Contents

Course	Teaching methods	Observations
Presenting course and seminar requirements.	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Introduction. What is social science research.	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Principles of social science research	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
The process of social research	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
From research interest to research questions	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Qualitative research. Participant observation and fieldwork.	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Interviewing. Approaches, skills, methods.	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Quantitative research	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Variables, indicators, measurements. Validity and fidelity.	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Problems of ethics in social research	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Writing a research report	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Final review	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Final project – discussions and feedback	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Final project – discussions and feedback	Review and discussions.	Review and discussions.
Bibliography		

(1) What is social science research. Basic principles of social science research. Defining the research problem

C. R. Kothari (2004) "Research Methodology: An Introduction", in *Research Methodology. Methods and Techniques*, New Delhi: New Age International Limited Publishers, pp. 1-23.

C. R. Kothari (2004) "Defining the Research Problem", in *Research Methodology. Methods and Techniques*, New Delhi: New Age International Limited Publishers, pp. 25-30.

(2) Research principles in social science

Ragin C. Charles (1994) "The goals of social research", in *Constructing social research*, London: Pine Forge Press, pp. 31-54.

Mason Jennifer, Angela Dale (2011) "Creative tensions in social research. Questions of method", in *Understanding social research. Thinking creatively about method*, London: Sage, pp. 1-26.

(3) The process of social research

Ragin C. Charles (1994) "The process of social research", in *Constructing social research*, London: Pine Forge Press, pp. 55-76.

(4) From research interest to research questions

Booth Wayne, Gregory G. Colomb, Joseph M. Williams (2008) cap. 3 "From topics to questions", cap. 4 "From questions to a problem", *The craft of research*, pp. 35-50, 51-67.

(5) Qualitative research. Participant observation and fieldwork

Thomas Hylland Eriksen (2001) "Fieldwork and its interpretation", in *Small places, large issues. An Introduction to Social and Cultural Anthropology*, second edition, London: Pluto Press, pp. 24-39.

Silverman David (2011) cap. 5 "Ethnographic observation", *Interpreting Qualitative Data. A Guide to the Principles of Qualitative Research*, 4th edition, London: Sage, pp. 113-160.

(6) Interviewing. Approaches, skills, methods.

Russell Bernard (1995) *Research Methods in Anthropology*, Alta Mira Press, cap. 8, pp. 165-179, cap. 10, pp. 208-255.

Silverman David (2011) cap. 6 "Interviews", *Interpreting Qualitative Data. A Guide to the Principles of Qualitative Research*, 4th edition, London: Sage, pp. 161-206.

(7) Quantitative research.

Ragin C. Charles (1994) "Using quantitative methods to study covariation", in *Constructing social research*, London: Pine Forge Press, pp. 131-154.

(8) Variables, indicators, measurements. Validity and fidelity.

Earl Babbie (2007). *The Practice of Social Research*. Cengage Learning. Chapter 14 –

“Quantitative Data Analysis”.

(9) Ethical issues in social research

Berg L. Bruce, Howard Lune (2012) “Ethical issues”, cap. 3, in *Qualitative Research Methods for the Social Sciences*, eighth ed., New Jersey: Pearson, pp. 61-105.

[Carolina Ladino](http://www.socresonline.org.uk/7/4/ladino.html) (2002) “You Make Yourself Sound So Important' Fieldwork Experiences, Identity Construction, and Non- Western Researchers Abroad”, *Sociological Research Online*, vol. 7, no. 4, URL: <http://www.socresonline.org.uk/7/4/ladino.html>

(10) How do we write a research report?

C. R. Kothari (2004) “Interpretation and report writing”, in *Research Methodology. Methods and Techniques*, New Delhi: New Age International Limited Publishers, pp. 344-360.

(11) Final project – in class discussions

(12) Final project – in class discussions

Seminar		Observations
Presenting course and seminar requirements.	Exposing a package of concepts and theories regarding the courses theme. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Introduction. What is social science research.	Exposing a package of concepts and theories regarding the courses theme. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
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Quantitative research	Exposing a package of concepts and theories regarding the courses theme. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
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Final review	Exposing a package of concepts and theories regarding the courses theme. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Final project – discussions and feedback	Exposing a package of concepts and theories regarding the courses theme. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Final project – discussions and feedback	Review and discussions.	Review and discussions.

Seminar bibliography:

(1) *What is social science research. Basic principles of social science research. Defining the research problem*

C. R. Kothari (2004) “Research Methodology: An Introduction”, in *Research Methodology. Methods and Techniques*, New Delhi: New Age International Limited Publishers, pp. 1-23.

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(10) How do we write a research report?

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(11) Final project – in class discussions

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9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program's corresponding field

The course intends, among others, to develop students' critical thinking and their general understanding of social issues and problems.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	Evaluation of expert knowledge taught in class. Assessment of exposure and clarity of expression level of specialized knowledge taught in class	Essay writing on a topic covered during the course.	50%
10.5 Seminar/laboratory	Seminar attendance	Grading	20%
	Work in the seminars	Quality of replies to questions about the topics discussed in seminars. Active presence and informed discussions.	30%

10.6 Minimum performance standard

If the work done by the student does not meet the seminars requirements to promote this discipline is mandatory to repeat it in the next academic year.

Attendance at seminars is required by university regulations to a level 75%.

The notion of plagiarism is defined in accordance with the Department of Political Science regulations

Date

Course lecturer signature

Seminar assistant signature

30. 09.2018



Date of approval in the Department

Head of department's signature

30.09.2018

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