The complexity of our research problems calls for answers beyond simple numbers in a quantitative sense or words in a qualitative sense. A combination of both forms of data can provide the most complete analysis of problems.

- Creswell & Plano Clark (2007)

Overview
Building on the methods sequence in the department (PS 532 and 533), this course will expand on qualitative and quantitative topics covered, and expose students to research on mixed methods including methodologies, research design, and empirical applications in published work. Half of the course will focus on learning about the most commonly utilized qualitative methodologies and the other half will focus on mixed methods approaches. Each week will combine theoretical work with practical, hands-on instruction of how to execute the research approach in practice through analysis of applied examples. The mixed methods approaches will cover the combination of quantitative and qualitative methods, in addition to combining various qualitative methods and various quantitative methods. Applied examples will also engage the use of formal methods in conjunction with other approaches. Topics include, case studies, longitudinal studies, spatial analysis, GIS, comparative historical analysis, analytical narratives, interviews, focus groups, fieldwork, field experiments, and mixed methods.

Objectives
1) Introduce students to qualitative and mixed methods research approaches, generally, and how it should be used/conducted.
2) Increase knowledge of philosophical underpinnings of mixed methods and qualitative research.
3) Recognize and understand the various designs that exist, their key/distinguishing features and characteristics, and the basic steps in using them.
4) Gain an understanding of how to execute these methods in practice through analysis of applied examples.
5) Assist students in developing their own mixed methods or qualitative research proposal using an appropriate research design.
**Requirements**

Class Participation: 30%
Short Assignments (4): 40%
Research Proposal: 30%

**Please note that in order to receive a passing grade in this course, all assignments must be completed. Moreover, late assignments will not be accepted unless prior accommodations have been granted beforehand in writing by the professors.**

*Participation*

This is a graduate seminar and your avid participation is vital to its success. Attendance and participation in the weekly seminar meeting is required. Students are expected to complete all assigned readings before class and come prepared to discuss the material. All students will be expected to contribute to the discussion at every class meeting. Quality of comments is valued over quantity. If students come to seminar unprepared, the quality of discussion will be radically diminished.

*Short Assignments*

Short Assignments (averaging 3-5 pages each) will be due at the start of class on Feb 6th, Feb 27th, March 27th, and April 17th. Detailed assignment instructions will be distributed throughout the semester as the due dates approach. Assignments will ask students to either reflect and analyze assigned readings, or evaluate and consider particular methods for their own research.

*Research Proposal*

The final assessment will be a research proposal (15-20 pages) on a topic of your choosing outlining a research question, theory and observation implications, research design specifying the method(s) to be used, and a strategy for conducting and completing the project. A 2-page memo elaborating your topic and research design is due on February 20th. Students will present a 15-minute summary of their proposals during the last class of the semester on May 1st. The final proposal will be due on May 8th at 5pm. Students will be required to submit it on the course website as well as directly emailed to the professors.

**Grading Scale**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>80-86.9%</td>
<td>B</td>
</tr>
<tr>
<td>77-79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>70-76.9%</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>59.9 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

**Plagiarism and Cheating**

In an effort to deter plagiarism and cheating, all students will be required to submit all written work to TurnItIn. This software program is designed to detect plagiarism, similarities in work submitted by students, and other forms of academic dishonesty.
Plagiarism and cheating are serious offenses and are treated as such by both the university and the professor. Be aware that the professor is apt to impose the most severe penalty allowed by university rules, which includes but is not limited to issuing an automatic grade of 0.0 for the course. If students have any questions about what constitutes plagiarism, or other matters of academic integrity, the following link may be helpful: http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf.

Section II specifically discusses the definitions of cheating and plagiarism. If you are having trouble assimilating outside information into your own ideas or have any other questions concerning academic writing, see the Rutgers Learning Center (http://lrc.rutgers.edu/), or come to my office hours.

Collaborative work
Please note that unless specifically granted by the professor, or directly indicated on the assignment sheet, students should only complete assignments individually. Short assignments and papers are NOT to be completed in a collaborative effort with other students. Additional warnings and directions concerning these points will be further elaborated on specific course assignment handouts.

Course Materials
It is strongly recommend that you purchase the required book in this course to build your library. Books can be purchased online from sites such Amazon where used options are available. The books will NOT be available for purchase at a campus bookstore. Books with large selections on the syllabus are listed as required for purchase. Assigned shorter book selections and articles will be posted on the class website. Please note the reading schedule and reading selections are subject to change if the professors deem it necessary.

Required Book for Purchase

Readings and Seminar Schedule

Week 1 (Jan 23rd): A Quantitative vs. Qualitative Divide?

Week 2 (Jan 30th): Case Studies and Case Selection


Week 3 (Feb. 6th): Comparative Historical Analysis and Analytic Narratives
Short Assignment #1 Due


Week 4 (Feb. 13th): Time and Space


Week 5 (Feb 20th): Archival Research


**Week 6 (Feb 27th): Interviews and Focus Groups**

**Short Assignment #2 Due**


**Week 7 (March 6th): Field & Ethnographic Research**


**Week 8 (March 13th): What is Mixed Methods Research?**


**No Class March 20th Spring Break**

**Week 9 (March 27th) Complexities and Trade-offs in Mixed Methods Research**

**Short Assignment #3 Due**


**Week 10 (April 3rd): Mixed Methods Research Designs**

**Week 11 (April 10th): Nested Analysis**

**No Class - Submit Short Assignment #4 Due Online on April 17th**

**Week 12 (April 24th): Data Collection, Analysis, Interpretation, and Writing up Mixed Methods Research**

**Week 13 (May 1st): Research Design Student Presentations**

**RESEARCH PROPOSAL DUE May 7th at 5pm**