### COURSE SYLLABUS

Research methodologies in social sciences

## 1. Information about the program

| 1.1. University | Babeș-Bolyai Cluj-Napoca |
|---|---|
| 1.2. Faculty | History and Philosophy |
| 1.3. Department | International Studies and Contemporary History |
| 1.4. Field of study | Security Studies |
| 1.5. Study cycle / level (BA/MA) | BA |
| 1.6. Program / Major | Security Studies |

## 2. Information about the course

| 2.1. Title | | | | Research methodologies in social sciences | | | |
|---|---|---|---|---|---|---|---|
| 2.2. Course instructor | | | | Lecturer Marius GRAD PhD. | | | |
| 2.3. Seminar instructor | | | | Dragoș Șamșudean PhD. | | | |
| 2.4. Year of study | 2 | 2.5. Semester | 3 | 2.6. Evaluation type | Exam | 2.7. Course status | FD |

## 3. Total estimated time to be allocated for this class

| 3.1. Total hours / week | 4 | of which 3.2. course | 2 | of which 3.3. seminar / lab | 2 |
|---|---|---|---|---|---|
| 3.4. Total number of hours in the curriculum | 56 | of which 3.5. course | 28 | of which 3.6. seminar/ lab | 28 |
| Time distribution | | | | | hours |
| Study based on textbook/course manual/recommended reading/personal notes | | | | | 35 |
| Additional research in the library, by accessing scientific databases,or during field work | | | | | 5 |
| Preparation for seminars/laboratory classes, essays, portfolios and reports | | | | | 23 |
| Tutoring | | | | | 2 |
| Assessment (examinations) | | | | | 4 |
| Other activities:……………….. | | | | | 0 |
| 3.7. Total hours for individual study | | | | | 69 |
| 3.8. Total hours per semester | | | | | 125 |
| 3.9. Number of credits | | | | | 5 |

## 4. Prerequisites (if necessary)

| 4.1. curriculum related | Not the case |
|---|---|
| 4.2. skills | > access and basic knowledge in using Office 365 suite - Word, Ms.Teams<br>> internet access and basic knowledge to find, select and evaluate sources of information on the Internet |

## 5. Conditions (if necessary)

| 5.1. for the course | Not applicable |
|---|---|
| 5.2. for the seminars | Not applicable |

## 6. Acquired specific competences

| | |
|---|---|
| **Professional competencies** | > Critical Thinking: applying systems thinking to identify and determine the relationships between variables, test hypotheses, and control for confounds<br>> Communication: using effective strategies and terminology to frame and communicate one's work for impact with academic, interdisciplinary, and non-academic audiences (e.g., policy-makers, the public)<br>> Problem solving: makes decisions based on analysis, experience, and input from others |
| **Transversal competencies** | Creativity: ability to use a wide range of creation techniques (to create new and worthwhile ideas - this includes the skills necessary to elaborate, refine, analyse and evaluate their own creations in order to improve and maximize creative efforts.<br>Collaboration: to work effectively and respectfully with diverse teams, including skills necessary to exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.<br>Critical thinking: applying elements of basic knowledge specific to a field / topic to different context / situations |

## 7. Course objectives (derived from the specific competences acquired)

| 7.1 General objectives | > to explain the logic of qualitative / quantitative research<br>> to illustrate, using several methods to collect and analyze qualitative data, how to provide answers to research questions |
|---|---|
| 7.2 Specific objectives | To understand / know how to:<br>> elaborate a research design according to their own research interests;<br>> identify and choose research methods that are appropriate to the ideas they have;<br>> systematically approach a subject with the help of qualitative empirical data;<br>> collect and analyze qualitative data using several methods;<br>> presents the results of their qualitative analysis to a wide audience |

## 8. Contents

| 8.1 Course topics / lectures | Teaching methids | Remarks |
|---|---|---|
| Introduction - What is research? Why do we need it? How we do it? / Ethics and integrity | Lecture /debate / brain storming | |
| First steps in research: the subject, research question and how we use the literature | Lecture /debate / brain storming | |
| Theoretical framework: literature review & the use of theory | Lecture /debate / brain storming | |
| Research hypotheses & case selection / Research design and the systematic approach | Lecture /debate / brain storming | |
| Introduction to qualitative research / Data collection methods 1: interview / focus group | Lecture /debate / brain storming | |

| | | |
|---|---|---|
| Data collection methods 2: Ethnography & netnography | Lecture /debate / brain storming | |
| Data collection methods 3: documents & images | Lecture /debate / brain storming | |
| Analysis methods: Narrative analysis & discourse analysis | Lecture /debate / brain storming | |
| Analysis methods: Thematic analysis & directed analysis | Lecture /debate / brain storming | |
| Analysis methods: Process tracing & other methods | Lecture /debate / brain storming | |
| Research design 1 | Lecture /debate / brain storming | |
| Research design 2 | Lecture /debate / brain storming | |
| Exam simulation | Lecture /debate / brain storming | |
| Final revision | Lecture /debate / brain storming | |

**Bibliography**

Howard Lune, Bruce Berg, Qualitative Research Methods for the Social Sciences, Pearson Education Limited, 2017.

| 8.2 Seminar / lab topics | Teachnig methods | Remarks |
|---|---|---|
| Introduction – administrative aspects. Plagiarism. Finding sources. What? Why? How? | debate/analysis / case study | |
| First steps in research: the subject, research question and how we use the literature | debate/analysis / case study | |
| Theoretical framework: structure / concepts / lit. review / theory selection | debate/analysis / case study | |
| Research hypotheses & case selection | debate/analysis / case study | |
| Data collection methods 1: The interview & focus group - interview guide | debate/analysis / case study | |
| Practical use of Ethnography & netnography | debate/analysis / case study | |
| Documents & images - selection / processing / final use | debate/analysis / case study | |
| Practical use of Narrative analysis & discourse analysis | debate/analysis / case study | |
| Thematic analysis & directed analysis: inductive vs. deductive / themes vs. codes | debate/analysis / case study | |
| Process tracing & other methods: deriving evidence from raw data | debate/analysis / case study | |
| Research design 1 | debate/analysis / case study | |
| Research design 2 | debate/analysis / case study | |
| Final revision 1 | debate/analysis / case study | |
| Final revision 2 | debate/analysis / case study | |

**Bibliography**

Addeo, Felice et. All, "Doing Social Research on Online Communities:The Benefits of Netnography", în: *Athens Journal of Social Sciences*- Vol. 7, Issue 1 – Pp 9-38

Atkinson, P., Coffey, A., Delamont, S., Lofland, J. and Lofland, L. (eds.) *Handbook of Ethnography*, London: Sage, 2001

Banks, M.,*Visual methods in social research*. London: Sage, 2001.

Bennett, A,"Process Tracing and Causal Inference." In *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, 2nd ed., ed. Henry E Brady and David Collier, 207–19. Lanham, MD. Rowman and Littlefiel, 2010.

Creswell, J.W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches, 3rd ed*. Thousand Oaks, CA: Sage.

Creswell, J.W. (2014). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 5th ed*. Upper Saddle River, NJ: Pearson Education.

Chong Ho Shon, Phillip, *How to read Journal Articles in the Social Science*, SAGE Publications Ltd, London, 2015.

Fink, Arlene. *Conducting Research Literature Reviews: From the Internet to Paper*. Fourth edition. Thousand Oaks, CA: SAGE, 2014.

Gerring, John. "What Is a Case Study and What Is It Good for?" *American Political Science Review* 98 (May 2004): 341-354;

Hughes, Jason, *SAGE Internet Research Methods*, Sage Publications Ltd., 2012.

Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. Sage publications.

Ridley, Diana. *The Literature Review: A Step-by-Step Guide for Students*. 2nd ed. Los Angeles, CA: SAGE, 2012**.**

Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Thousand Oaks, CA: Sage.

Sandberg, J., & Alvesson, M. (2011). Ways of constructing research questions: gap-spotting or problematization? *Organization*, *18* (1), 23-44.

Silverman, David, *Interpreting Qualitative Data*, SAGE Publications Ltd, London, 2019.

Sutton, Anthea. *Systematic Approaches to a Successful Literature Review*. Los Angeles, CA: Sage Publications, 2016.

Smith, Jonathan A., Semi structured interviewing and qualitative analysis. In: Smith, Jonathan A. and Harre, R. and Van Langenhove, L. (eds.) *Rethinking Methods in Psychology.* Sage Publications, 1995, pp. 9-26.

Yin, Robert K. *Case Study Research: Design and Theory*. Applied Social Research Methods Series, no. 5. 3rd ed. Thousand Oaks, CA: SAGE, 2003.

**9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study**

The discipline was developed in accordance with the current works in the field, published in the country and abroad;
Some of the topics in the course include relevant issues that are the subject of concern of relevant institutions
or international scientific conferences, including debates in international journals.

**10. Assesment** (evaluation)

| Type of activity | 10.1. Evaluation criteria | 10.2. Evaluation methods | 10.3. Weight in the final grade |
|---|---|---|---|
| 10.4. Course | Basic knowledge of the main theoretical aspects. Capacity to apply in practice the theory | Multiple choice exam | 50% - 5 points |
| 10.5. Seminar/ lab | Seminar assignments - 5 tasks Active participation to discussion / debates | Continuous evaluation | 40% - 4 points |
| | Ex officio pts. | | 1 |
| 10.6. Minimum performance standard (for passing grade) | | | |
| > First steps in research: the subject, research question and how we use the literature<br>> Literature review & the use of theory<br>> Research hypotheses & case selection<br>> 1 data collection method + 1 data analysis method - practical application | | | |

Date:

15/09/2023
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Course instructor (signature):

Marius Grad ...........................
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Seminar instructor (signature):

Dragoș Șamșudean...........................
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Date of approval (within the department)

27/09/2023
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Head of department (signature)

Associate professor Claudiu Marian...
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