SOCS2400 - Applied Social Research
Course Outline

Course Co-ordinator: Dr Ann Taylor
Room: W353 Behavioural Science Building
Ph: 0249216834
Email: Ann.Taylor@newcastle.edu.au

Lecturers – Paul Stolk (Computer labs weeks 2-7 Callaghan and Ourimbah)
Paul.Stolk@newcastle.edu.au

Melanie Boursnell (Ourimbah Weeks 1 and 8-13)
Melanie.Boursnell@newcastle.edu.au

Consultation hours will be posted on Blackboard. E-mail to make an appointment.

Semester: Semester 2 - 2008
Unit Weighting: 10
Teaching Methods: Lecture, Workshop, Computer Lab

Brief Course Description
This course is a prescribed course for students enrolled in the Bachelor of Social Science and is also open to all students as an elective.

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2008
CTS Download Date: 7th July 2008
In this course students develop a comprehensive understanding of social science methods for the design of social inquiry, the collection and analysis of quantitative and qualitative data and the reporting of results. Students develop an understanding of the uses, strengths and limitations of various methods, ethical issues in conducting social inquiry, debates over epistemology, and skills in design, report writing, and interpretation of numerical and qualitative data. The computer workshops will include an introduction to appropriate software packages such as: Excel, and SPSS. The course does not require previous statistical knowledge.

Contact Hours
Computer Lab for 2 Hours per Week for 7 Weeks
Workshop for 2 Hours per Week for 6 Weeks
Lecture for 1 Hour per Week for the Full Term

Learning Materials/Texts
This is a set text used week by week – you will need to buy a copy from the Campus bookshop or the Ourimbah Coop bookshop or read the text in short loans.

Course Objectives
On successful completion of this course students will be able to:
1. Demonstrate an understanding of a range of social science methods, related ethical issues, and the relationship between social science methods and social theory.
2. Critically assess the strengths and weaknesses of various social science methods and select appropriate methods to answer and resolve social science questions and problems.
3. Effectively communicate results in written and oral form.

Course Content
This course is a prescribed course for students enrolled in the Bachelor of Social Science and is also open to all students as an elective. It particularly provides grounding in social science methods as preparation for SOCS3200 Applied Social Research.

In this course students develop a comprehensive understanding of social science methods for the design of social inquiry, the collection and analysis of quantitative and qualitative data and the reporting of results. Topics will include consideration of the relationship between knowledge and social science methodology, the use and misuse of social science techniques, the use of evidence to substantiate conclusions, and the ethics of social inquiry. In relation to quantitative research, the course will develop competencies in the collection and processing of numerical data, visualisation and presentation techniques, questionnaire design and processing, descriptive and inferential statistics, using a range of computing packages which may include Excel and SPSS. In relation to qualitative research the course will develop competencies in semi-structured interviews, participant observation, ethnography and unobtrusive approaches. Through this students will develop an understanding of the strengths and limitations of various methods, ethical issues in conducting research, debates over epistemology and interpretation, skills in social inquiry design, report writing, and interpretation of numerical and qualitative data.

Assessment Items

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>2500 words, 50%, due week 14</td>
</tr>
<tr>
<td>Examination: Formal</td>
<td>20%</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Workshop Exercises; 1 x 500 words 10%; 1 x 1000 words 20%; due throughout semester.</td>
</tr>
</tbody>
</table>

Assumed Knowledge
40 units of study at 1000 level.
Callaghan Campus Timetable

Callaghan Campus Timetable – Lecture + choose 1 workshop/computer lab time.

Semester 2 - 2008

<table>
<thead>
<tr>
<th>Computer Lab</th>
<th>Thursday</th>
<th>15:00 - 17:00</th>
<th>[HA159A]</th>
<th>Wks 2 to 7 only</th>
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<tbody>
<tr>
<td>or</td>
<td>Thursday</td>
<td>11:00 - 13:00</td>
<td>[HA159A]</td>
<td>Wks 2 to 7 only</td>
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<tr>
<td>or</td>
<td>Friday</td>
<td>10:00 - 12:00</td>
<td>[HA159A]</td>
<td>Wks 2 to 7 only</td>
</tr>
<tr>
<td>and Lecture</td>
<td>Thursday</td>
<td>9:00 - 10:00</td>
<td>[SRLT1]</td>
<td></td>
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<tr>
<td>and Workshop</td>
<td>Thursday</td>
<td>11:00 - 13:00</td>
<td>[W308]</td>
<td>Wks 8 to 13 only</td>
</tr>
<tr>
<td>or</td>
<td>Thursday</td>
<td>15:00 - 17:00</td>
<td>[W202]</td>
<td>Wks 8 to 13 only</td>
</tr>
<tr>
<td>or</td>
<td>Friday</td>
<td>10:00 - 12:00</td>
<td>[W238]</td>
<td>Wks 8 to 13 only</td>
</tr>
</tbody>
</table>

Ourimbah Timetable  Lecture + workshop for everyone + choose 1 computer lab.

SOCS2400

APPLIED SOCIAL RESEARCH

Enquiries: School of Humanities and Social Science

Semester 2 - 2008

<table>
<thead>
<tr>
<th>Computer Lab</th>
<th>Monday</th>
<th>14:00 - 16:00</th>
<th>[O_ITLAB5]</th>
<th>Wks 2 to 7 only</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>Monday</td>
<td>18:00 - 20:00</td>
<td>[O_ITLAB1]</td>
<td>Wks 2 to 7 only</td>
</tr>
<tr>
<td>and Lecture</td>
<td>Monday</td>
<td>11:00 - 12:00</td>
<td>[O_CS2.18]</td>
<td></td>
</tr>
<tr>
<td>and Workshop</td>
<td>Monday</td>
<td>12:00 - 14:00</td>
<td>[O_CS2.06]</td>
<td>Wk 1 only</td>
</tr>
<tr>
<td>and Workshop</td>
<td>Monday</td>
<td>12:00 - 14:00</td>
<td>[O_CS2.06]</td>
<td>Wks 8 to 14 only</td>
</tr>
</tbody>
</table>

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).

· Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Marks and Grades Released During Term**

All marks and grades released during the term, are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html) for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.

- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

- **Requests for Rescheduling Exams** must be received no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

**Changing your Enrolment**

The census dates below are the last dates to withdraw without academic penalty. For onshore students, withdrawal on or before the census date means no financial penalty.

For semester 2 courses: 31 August 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.
Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia.

The four Student Hubs are located at:

Callaghan campus
• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct
• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus
• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000 Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030 Email: EnquiryCentre@newcastle.edu.au

The Dean of Students Resolution Precinct
Phone: 02 4921 5806 Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123 Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

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End of CTS Entry
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Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html
### SOCS 2400 Course content.

<table>
<thead>
<tr>
<th>Lectures.</th>
<th>Workshop topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Taylor/Melanie Boursnell</td>
<td></td>
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<tr>
<td>1 Introduction: Research and sociology</td>
<td>Course organisation and expectations</td>
</tr>
<tr>
<td></td>
<td>Read Chapters 1 and 2 for the exam</td>
</tr>
<tr>
<td>Paul Stolk</td>
<td></td>
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<tr>
<td>Week 2: Understanding Quantitative Research</td>
<td>Textbook Chapter 6 (3 in the 2nd edition)</td>
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<tr>
<td></td>
<td>Lab – Getting familiar with SPSS</td>
</tr>
<tr>
<td>Week 3: Using SPSS for Windows</td>
<td>Textbook Chapter 15 (12)</td>
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<td></td>
<td>Lab – Creating variables and entering data</td>
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<tr>
<td>Week 4: Sampling</td>
<td>Textbook Chapter 7 (4)</td>
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<tr>
<td></td>
<td>Lab – Analysing data</td>
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<tr>
<td>Week 5: Data Collection Methods I: Structured</td>
<td>Textbook Chapter 8 (5)</td>
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<tr>
<td>Interviews</td>
<td>Lab – Analysing data (cont.)</td>
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<tr>
<td>Week 6: Data Collection Methods II: Questionnaires</td>
<td>Textbook Chapters 9 and 10 (6 and 7)</td>
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<td></td>
<td>Lab – Data presentation</td>
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<tr>
<td>Week 7: Data Analysis and Reporting</td>
<td>Textbook Chapter 13 and 14 (11)</td>
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<td></td>
<td>Lab – Putting it all together</td>
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<tr>
<td>Ann Taylor/Melanie Boursnell.</td>
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<tr>
<td>Week 8. The nature of qualitative research –</td>
<td>Textbook chapter 16 and 5 (13 and 25)</td>
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<tr>
<td>strengths and limitations. Ethical issues</td>
<td>Journal review – bring examples of qualitative</td>
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<td></td>
<td>research</td>
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<tr>
<td></td>
<td>Skill development: research questions and indicators</td>
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<tr>
<td>Week 9 Interviews and focus groups</td>
<td>Chapter 18 and 19 (15 and 16)</td>
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<td></td>
<td>Journal review – find examples of unstructured</td>
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<td></td>
<td>interviews and focus group research</td>
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<td></td>
<td>Developing an unstructured interview schedule</td>
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<td>relevant to your topic. Ethical issues.</td>
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<tr>
<td>Week 10 Language, document and qualitative data</td>
<td>Chapters 20-22 (17 and 18)</td>
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<tr>
<td>analysis</td>
<td>Journal review: this week look for official reports</td>
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<td>and media relevant for your topic</td>
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<td></td>
<td>Skill development: discourse and thematic analysis.</td>
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<tr>
<td>Week 11 Ethnography and combined methods</td>
<td>Chapters 17 and 24-26 (14 and 21/22)</td>
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<td></td>
<td>Journal review: look for participant observation</td>
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<td></td>
<td>and ethnographic reports.</td>
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<td>How to scale up research designs and write research</td>
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<td>briefs</td>
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<tr>
<td>Week 12 Writing up qualitative research and</td>
<td>Chapters 27 and 23 (19 and 20)</td>
</tr>
<tr>
<td>demonstration of Computer Aided data analysis</td>
<td>No journal articles today – bring transcripts on</td>
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<tr>
<td></td>
<td>disc for discussion in class</td>
</tr>
<tr>
<td>Week 13 Doing research projects – directions</td>
<td>No reading this week – finalising projects</td>
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<tr>
<td>for the future</td>
<td>Discussion of progress on written assignment.</td>
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<td></td>
<td>Skill development: Writing up interviews and</td>
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<td>research reports</td>
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# Grading guide

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>

Computer labs will be taught by Paul Stolk. Handouts and content details will be distributed in class and put on Blackboard.
Qualitative research workshops will take place from Week 7 and consist of three elements:

1. **Review textbook reading for that week.** Textbook content will be covered in the lecture. We will discuss the questions for that chapter in the first part of the tutorial to check that everyone has understood the issues.

2. **Journal article discussion.** Please bring one or more journal articles which report on qualitative research – be prepared to discuss the methods which have been used and the way in which the method is related to the theory and content of the paper. You need not print out the whole paper, just the abstract and the description of the methods.

3. **Skill development** – we will practice interviewing and discuss progress on our projects.

**Week 8 - Preparation for Workshop.**

1. Read Textbook so that we can answer the review questions quickly in class. (30 minutes)

   **Chapter 16 – The Nature of Qualitative Research.**
   For the last seven weeks you have been looking at quantitative methods. This week we are changing focus to another type of research. The lecture and the textbook readings will give you a broad understanding of the range of qualitative research traditions.
   Look at the questions on Page 290 and make some notes about what you have read so that we can summarise the answers.

   **Chapter 5 – Ethics and Politics in Research.**
   You will have been considering research ethics in a separate course. The lecture will cover this area briefly in preparation for the workshop.
   Read the review questions on page 520 and make some notes about what you have read, including looking at the TASA guidelines on ethical research – a link will be posted in Blackboard.

2. Prepare a Journal Article to discuss with your small group – an example of published qualitative research. (30 minutes)

   What have the researchers done? How have they described their methods? How did they link their method to their research topic and theoretical framework?
   Use the template to collect your information.

10 minutes break.

3. **Skill development 1.** Brainstorming research topics in small groups. (30 minutes)

   What topic would you like to research using a qualitative method?
   Is it feasible within time and ethical constraints?
   How would you phrase your research question?
   How does your question relate to a wider framework? – essential concepts, underlying assumptions, theoretical ideas.

20 minutes whole class discussion.

**Week 9 - Workshop Instructions - please prepare items 1 and 2 and think about item 3.**

1. Read Textbook so that we can answer the review questions quickly in class. (30 minutes)

   **Chapter 18 – Qualitative interviewing.** Questions on pages 343 and 344
   **Chapter 19 – Focus Groups.** Questions on page 362
2. Prepare a Journal Article to discuss with your small group – an example of published qualitative research. (30 minutes)

What have the researchers done? How have they described their methods? How did they link their method to their research topic and theoretical framework?

Use the template to collect your information.

This week look particularly for interview studies and/or studies which relate to your research topic.

10 minutes break.

3. Skill development 1. Brainstorming research topics in small groups. (40 minutes)

What issues do you need to include in your interview guide?

What kinds of questions will you ask?

You may also want to consider the wider issue: How does your topic relate to a wider framework? – essential concepts, underlying assumptions, theoretical ideas.

We will pilot interview guides by practice interviewing students from other groups.

4. Plenary - Whole group feedback (10 minutes)

Week 10 - Workshop Instructions - please prepare items 1 and 2 and think about item 3.

1. Read Textbook so that we can answer the review questions quickly in class. (30 minutes)

   **Chapter 20-22**

   2. Prepare a Journal Article to discuss with your small group – an example of published qualitative research. (20 minutes)

   What have the researchers done? How have they described their methods? How did they link their method to their research topic and theoretical framework?

   Use the template to collect your information.

   This week look particularly for interview studies and/or studies which relate to your research topic.

   10 minutes break.

   3. Skill development (50 minutes)

   Report on progress with interview schedule, interviews and transcriptions.

   Have you found any literature relating to your topic? Has this given you any concepts, underlying assumptions, theoretical ideas which may be useful in your analysis.

   We will practice coding transcripts on some samples provided by the lecturer.

   4. Plenary - Whole group feedback (10 minutes)
**Week 11 Workshop Guide.**

1. **Review** Chapter 17 Questions on Ethnography. You don’t need to confine yourself to British sociology journals – any participant observation studies will be OK.

2. Find some **participant observation** studies to discuss.

3. **Report on progress** on your research. Review guidelines for writing up research (In Blackboard under Assessment items.)

4. **Discuss** how your research could be scaled up for academic or applied purposes and how you would apply for funding.

**Week 12 Workshop.**

For this week read:

Chapters 27 – Writing up social research

This should help you in writing your major assignment.

Week 13 Q and A – problem solving session about final reports.
## Template for collecting journal articles for discussion.

<table>
<thead>
<tr>
<th>Study Design and Research questions</th>
<th>Argument, Key concepts, Theories</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the full bibliographic details of the journal article</td>
<td>Describe the nature of the study (methods, sample) Describes how the findings were interpreted: key concepts, theories, author’s argument – How did the theory fit with the method?</td>
<td>Note any study benefits and limitations, plus any criticisms you have. How well was the method described?</td>
</tr>
</tbody>
</table>

**Broom, Alex**  
*The eMale: prostate cancer, masculinity and online support as a challenge to medical expertise.*  
*Journal of Sociology* 41:87

**Qualitative interviews with 33 Australian men and 18 prostate cancer specialists**  
Interviewed users and non-users of internet support groups. Recruited using existing support groups? exceptional or different patients 37% response rate for patients 1-2 hour interviews at home Doctors in their rooms.

**Arguments:**  
*Argues that men have different ways of relating to internet communities depending on their concepts of masculinity.*  
*They allowed some men to find social support without admitting their illness.*  
*Others distrusted the internet and thought it was more masculine to face up to your illness.*  
*Finds that Doctors are paternalistic and resist patients getting involved. They find the internet a challenge – they depict it as feminizing male patients who used to be rational and do what the doctor said.*  
*Depends on aConnell’s theory of dominant masculinity as culturally constructed and how this affects health behaviour.*

**Methodology:**  
Very well described. Limitations in response rate became part of the argument about not stigmatizing ‘difficult’ patients – is this fair?  
Based on grounded theory – theory emerges from the data.

**Data analysis based on Charmaz’s Grounded theory questions**  
*What is the basis for the experience, action, belief, relationship or structure?*  
*What do these assume about subjects and relationships?*  
*Of what larger processes is this a part?*  
*What are the implications?*

**Interesting approach to analysis – worth looking up?**  
*Well described with good quotations*
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<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>SOCS 2400 2008 Lecture Topic &amp; Assessment at a Glance</th>
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<tbody>
<tr>
<td>1</td>
<td>21&lt;sup&gt;st&lt;/sup&gt; July</td>
<td>Introduction Ann Taylor/Melanie Boursnell: Research and sociology: quantitative and qualitative methods</td>
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</tbody>
</table>
| 2    | 28<sup>th</sup> July | Understanding Quantitative Research: Paul Stolk  
*Computer workshop exercises and their due dates will be explained at this lecture.* |
| 3    | 4<sup>th</sup> August | Using SPSS for Windows |
| 4    | 11<sup>th</sup> August | Sampling |
| 5    | 18<sup>th</sup> August | Data Collection Methods I: Structured Interviews |
| 6    | 25<sup>th</sup> August | Data Collection Methods II: Questionnaires |
| 7    | 1<sup>st</sup> September | Data Analysis and Reporting |
| 8    | 8<sup>th</sup> September | The nature of qualitative research – strengths and limitations. Ethical issues |
| 9    | 15<sup>th</sup> September | Interviews and focus groups |
| 10   | 22<sup>nd</sup> September | Language and document – qualitative analysis  
Recess 29<sup>th</sup> September – 10th October |
| 11   | 13<sup>th</sup> October | Ethnography and combined method |
| 12   | 20<sup>th</sup> October | Qualitative data analysis |
| 13   | 27<sup>th</sup> October | Doing research projects – directions for the future |
| 14   | 3<sup>rd</sup> November | No lecture.  
*Qualitative research assignment due 5pm Friday 2<sup>nd</sup> October* |

**Examination period:** Monday 10<sup>th</sup> November to Friday 28<sup>th</sup> November  

*Formal examination will be scheduled in this period.*