



FACULTY OF HUMANITIES  
**SCHOOL OF SOCIAL SCIENCES**  
**QUALITATIVE and QUANTITATIVE RESEARCH METHODS**  
**HANDBOOK**  
**2022/2023**

For Postgraduate Students

Remember to check  
[http://www.socialsciences.manchester.ac.uk/student-  
intranet/postgraduate/postgraduate-taught](http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught)  
for updates to this handbook



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## **Introduction to Quantitative and Qualitative Research Methods.**

Welcome to the handbook for the core training courses for research students in the School of Social Sciences. This handbook provides an overview of the compulsory training in Qualitative and Quantitative methods.

These course units have been designed to provide basic quantitative and qualitative research skills in line with the generic training requirements specified by the ESRC and AHRC for research students.

Students choose options from within a suite of units for qualitative methods. You are advised to select courses with the guidance of your supervisor using the skills audit approach. More information on the skills audit is available in your handbook and at <http://www.humanities.manchester.ac.uk/studyskills/>. This enables you to tailor your research training to your programme needs.

Postgraduate Director  
September 2022

## Postgraduate Office School of Social Sciences

The Postgraduate Office for the School of Social Sciences, Room 3.05, Williamson Building. The office is open between 8.30am and 4.30pm, Monday to Friday.

All administration of postgraduate programmes in SoSS is dealt with by this office; this includes our suite of Qualitative Research Methods Course units.

If you have any questions about your QRM or IQM course units you are advised to contact your course unit tutor, Programme Director or Dr Hilary Pilkington in the first instance. Alternatively you can speak to your Discipline Area overall Postgraduate Director, SoSS's Postgraduate Directors or the Postgraduate Manager.

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**Contact details for all members of staff can be found via**  
<http://www.manchester.ac.uk/>

## WELCOME TO QUALITATIVE RESEARCH METHODS IN THE SCHOOL OF SOCIAL SCIENCES

The School of Social Sciences co-ordinates a suite of 5 or 10 credit workshop-based course units in *qualitative research methods*. These are designed to meet the needs of postgraduate research students and ESRC funded students, and the requirements with respect to training in qualitative methods set out in the ESRC's Postgraduate Training Guidelines.

These short courses provide an introduction to a selection of qualitative research methods which you may use to supplement the core disciplinary research skills you acquire through working with your supervisor on your research topic. You will also undertake more specialist training in methods central to your discipline which are provided through courses in your discipline area.

The ESRC and the School of Social Sciences recognise that training in research skills is a continuous process. What we offer for students in their first year of a research degree is intended to provide a foundation on which you will build during your programme of study. The short courses have been designed to offer a set of basic skills to researchers and an awareness of where particular methods are situated within the social sciences. The aim is to enable students to begin to use the methodologies in the context of their own research.

In order to do this most effectively you should choose your options in collaboration with your supervisor and the skills audit. You should select methods which are relevant to your proposed research question. If you need additional specialist training please see your supervisor in the first instance to discuss how we can assist you in locating the necessary expertise.

Assessments and exercises on the units are practical opportunities to pilot your own competencies in a particular method. The assignment is an opportunity to get feedback on how you are using a method and a chance to develop your competencies. To make the course work for you, adapt exercises to your research topic, focus on practical skills and build your confidence as a researcher.

The assessments for the course units are important because they structure your practical learning. To get the most from the course units concentrate on learning through the assignment with a focus on improving your practical skills.

Students needing to train in qualitative methods take two two-hour **compulsory** sessions in Qualitative Research Methods (SOCY60230) at the beginning of the first semester followed by two to three course units of their choice (totalling 15 credits over both semesters). The introductory sessions provide an introduction to the context in which specific qualitative methods are situated within the social sciences.

The aim of the two introductory sessions is to introduce you to qualitative methods in the social sciences. We examine the history and variety of qualitative traditions, as well as the elements of the qualitative research process. We discuss some of the central methodological concepts and principles that underpin qualitative methods, and examine the criteria for assessing the quality of qualitative research. The sessions also focus on the ethical issues surrounding qualitative research.



## 1 How to register

The course units listed below are preceded by a common **compulsory** two week introduction offered by Prof Hilary Pilkington and James Hodgson.

Each of the course units which follow the Introductory Sessions focus on a specific method or approach and should be chosen to suit individual needs after discussion with programme directors and/or supervisors. In most cases each consists of two sessions lasting around 4-6 hours in total, separated by a period of up to 2 -3 weeks, depending on the nature of the practical assignment to be carried out between meetings.

Please note students should enrol on their chosen course units by completing the QRM Module Choice Form and **return it by email** it to [amanda.bridgeman@manchester.ac.uk](mailto:amanda.bridgeman@manchester.ac.uk) by 7 October. You should specify your course unit choices and your group selection on the module choice form. **No changes can be made to your choices after 7 OCTOBER 2022.**

Copies of the QRM Module Choice Form can be downloaded from <http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ma-msc-diploma-proformas-and-guidance/>

**School of Social Sciences**  
**QRM Module Choice Form**

<b>Name</b>	
<b>Student ID</b>	
<b>Programme</b>	

**Courses to be registered on**

	<b>Course Code</b>	<b>Course Title</b>
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		

**Students will be registered on the Introductory sessions. Attendance at these sessions is compulsory.**

**Students are not permitted to audit a QRM course unit.**

**The deadline to make any changes to your course unit choices is Friday 7 October 2022. Please complete a Course Unit Change form, link below (<http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ma-msc-diploma-proformas-and-guidance/>) or email your changes to [amanda.bridgeman@manchester.ac.uk](mailto:amanda.bridgeman@manchester.ac.uk)**

**Please return the completed form by email it to [amanda.bridgeman@manchester.ac.uk](mailto:amanda.bridgeman@manchester.ac.uk)**





## 2 Ethical Issues

We wish to highlight the importance of giving due consideration to ethical issues when conducting qualitative research. Most research projects nowadays have to undergo ethics approval (usually through an ethics committee). In the context of this module the amount of work required to apply for and secure ethics approval for each and every piece of student work would however be prohibitive. Consequently, any data you collect from human subjects during this module are to be used for study purposes only and are not to be published. We also ask students to inform any potential research participants of this. To this aim, we have devised a pro forma confidentiality form that students should ask all research participants to read and sign. If you wish to publish findings from such data we require that you subject your project to the standard ethics approval procedures in place in your discipline.

Further information about Ethical Issues and Ethical Approval can be found at:

<https://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/health-safety-ethical-approval/>

You must complete the Ethics Decision Tool for each module.

**Interview No. ....**

**[Title of research]**

[Name of researcher/student] has explained the nature of the research project she/he is carrying out. I understand that in agreeing to be interviewed my identity will be kept confidential and that all necessary steps will be taken to safeguard this confidentiality.

I also understand that because the research is being carried out for study purposes only, the findings will in the first instance, only be reported in coursework and will not be published. However, I agree, if [name of student] wishes to publish findings from this project, to the use of anonymised data in any subsequent project which is ethically reviewed and approved.

I agree to take part in the study and to have my interview recorded [and transcribed].

Signed:

Date:

## 2022-2023 Timetable

**Please note: Auditing of these course units is not permitted.**



2 Timetable

Please check web site regularly for updates

<https://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/>

Course Unit	Code	Tutor	Timetable	Time	Venue
<b>SEMESTER 1</b>					
Introductory Session (Compulsory)	SOCY60230 (zero credit)	Hilary Pilkington James Hodgson	Friday 30 September <b>and</b> Friday 7 October	10-11 Lecture 11-12 Tutorial 12-1 Tutorial 2-3 Tutorial 3-4 Tutorial 4-5 Tutorial	Chemistry G.53 University Place 3.212 University Place 3.212 University Place 3.210 University Place 3.209 University Place 3.209
Foundational and Advanced perspectives on Qualitative Research	SOCY60231 (10 credits)	Hilary Pilkington James Hodgson	Friday 14 October <b>and</b> Friday 21 October <b>and</b> Friday 28 October <b>and</b> Friday 11 November <b>and</b> Friday 18 November	10-11 Lecture 11-12 Tutorial 12-1 Tutorial 3-4 Tutorial 4-5 Tutorial	Schuster Bragg Theatre University Place 3.213 Mansfield Cooper 1.02 Samuel Alex A214 University Place 2.219
Practising Participant Observation	SOAN60891	Megan Donnelly	Friday 30 September <b>And</b> Friday 21 October	1-4  1-4	Mansfield Cooper 2.02  Mansfield Cooper 2.02
Understanding Big Data	SOST60511 (5 credits)	Kingsley Purdam	Friday 18 November And Friday 2 December	1-4  1-4	Samuel Alex SG.16  Samuel Alex SG.16
<b>SEMESTER 2</b>					
Researching Elites	POLI70022 (5 credits)	Louise Thompson	Friday 3 February <b>and</b> Friday 3 March	1-4  1-4	Mansfield Cooper 4.10  Mansfield Cooper 4.10
The Photovoice Method	POLI71202 (5 credits)	Dan Silver	Friday 17 February And	1-4	University Place 3.211

			Friday 17 March	1-3	University Place 3.211
Internet Research	SOST60232 (5 credits)	Jihye Kim	Friday 3 March <b>and</b> Friday 24 March	11-2  11-2	Roscoe 2.3  Humanities Bridgeford 2.88
Creative Methods	SOCY60192 (5 credits)	Petra Nordqvist	Friday 10 February <b>and</b> Friday 10 March	10-2  10-2	Ellen Wilkinson A2.6  Ellen Wilkinson A2.6
Doing Interviews	SOAN60202 (5 credits)	Megan Donnelly	Friday 24 February <b>and</b> Friday 24 March	1-4  2-5	Roscoe 2.10  Roscoe 2.10



## **SEMESTER 1**

### **SOCY60230**

#### **Qualitative Research Methods**

##### **Lecturers:**

Hilary Pilkington (Sociology)

[Hilary.pilkington@manchester.ac.uk](mailto:Hilary.pilkington@manchester.ac.uk)

Office hours: Thursdays 4-5pm (on campus) and Mondays 12-1 (online via Zoom)

James Hodgson

[James.hodgson-2@manchester.ac.uk](mailto:James.hodgson-2@manchester.ac.uk)

Office hours: Tuesdays 12-1pm (on campus) and Wednesday 2-3pm (online via Zoom)

**Introductory Video This can be viewed on Blackboard.**

##### **Organization**

The course comprises two introductory lectures to qualitative approaches. It is compulsory for all the students who wish to take a QRM module. No assessment is required, but participation will be recorded through attendance.

##### **Aims**

The aim of the two introductory sessions is to introduce you to qualitative methods in the social sciences. We examine the history and variety of qualitative traditions, as well as the elements of the qualitative research process. We discuss some of the central methodological concepts and principles that underpin qualitative methods, as well as key ethical issues surrounding qualitative research.

##### **Objectives**

On completion of this course unit, successful students will:

- Understand the structure of the QRM programme.
- Be familiar with the foundational ontological and epistemological elements of qualitative research.
- Have the ability to critically engage with the debate over the incompatibilities between qualitative and quantitative methods by placing the paradigm war into its historical perspective.
- Understand the key ethical issues surrounding qualitative research, and how these are applied in empirical research.

##### **Assessment**

There is no assessment for the 2-week SOCY60230 module. Only students taking the full 7-week SOCY60231 module will undertake an assessment.

##### **Learning and Teaching Processes**

Each week comprises a 1-hour lecture for the whole class and a 1-hour workshop in smaller groups. Your tasks for each week are specified in detail in the weekly folders on Blackboard. So, for each topic you should, at least:

- Read the essential reading(s), plus one other recommended reading as listed on Reading Lists Online.
- Carry out additional preparation for scheduled workshops as specified on the Blackboard website.
- Attend the lecture and participate in the workshop

## Course Content

This course explores the following weekly topics. Please consult Blackboard for more information (including lecture slides and Readings Lists Online).

The lectures and workshops will be held on campus.

1.	<p><b>Lecture 1</b></p> <p><b>Introduction to qualitative approaches</b></p> <p>This session begins with a brief introduction to the QRM programme and the module. The lecture proper will introduce students to some key characteristics of qualitative research, and we will go over some basic methodological terminology that will be in use throughout the module.</p> <p><b>Workshop 1</b></p> <p>During this workshop, students will introduce themselves to each other in smaller groups and discuss the content of the Lecture related to key terminology (e.g. paradigms, ontology, epistemology). <i>For more detail on weekly workshop tasks, please consult Blackboard.</i></p>
2.	<p><b>Lecture 2</b></p> <p><b>Key elements of doing qualitative research</b></p> <p>Lecture 2 introduces students to how you can go about designing a qualitative study. We will discuss research design, including how to decide on your research questions; sampling; and key ethical considerations in qualitative research, as well as what the process of applying for ethical clearance at SoSS looks like.</p> <p><b>Workshop 2</b></p> <p>Students will reflect on the first steps of designing a qualitative study, including how to design research questions and deciding who to include in your research. <i>For more detail on weekly workshop tasks, please consult Blackboard.</i></p>

## **SOCY60231**

### **Foundational and advanced perspectives on qualitative research**

Hilary Pilkington (Sociology)

[Hilary.pilkington@manchester.ac.uk](mailto:Hilary.pilkington@manchester.ac.uk)

Office hours: Thursdays 4-5pm (on campus) and Mondays 12-1 (online via Zoom)

James Hodgson

[James.hodgson-2@manchester.ac.uk](mailto:James.hodgson-2@manchester.ac.uk)

Office hours: Tuesdays 12-1pm (on campus) and Wednesday 2-3pm (online via Zoom)

### **Introductory Video This can be viewed on Blackboard**

#### **Organization**

The course is an introductory module for postgraduate students that take the QRM courses. It is intended to be compulsory for students with no background in qualitative research. The first two sessions are the same as for SOCY60230, while the remaining five sessions are specific to this course.

#### **Aims**

The course aims to introduce students to qualitative research by looking at the ontological and epistemological foundations from an historical perspective, and at the range of instruments available both for collecting and analysing data.

The first lecture (SOCY60230) introduces the course and overviews the structure of the QRM programme. The lecture proper will discuss some key characteristics of qualitative research, and we will go over some basic methodological terminology that will be in use throughout the module.

The second lecture (SOCY60230) discusses the key elements of doing qualitative research projects: thinking carefully about research questions, working through the advantages/disadvantages of different sampling strategies and attending to ethics from the outset.

The following five lectures (SOCY60231) overview the various theoretical perspectives that have adopted qualitative methods in social science's research, the methods for collecting and analysing qualitative data, and introduce some advanced perspectives on mixed methods. These lectures are intended as introductory sessions to orientate the students in the selection of the 5-credit QRM units in the qualitative methods they're particularly interested in. In the concluding session, the module discusses the possibility for generalizing qualitative results.

#### **Objectives**

On completion of the course unit successful students will:

- Be familiar with the foundational ontological and epistemological elements of qualitative research.
- Have the ability to critically engage with the debate over the incompatibilities between qualitative and quantitative methods by placing the paradigm war into its historical perspective.
- Recognize and understand the various methods for data collection and analysis that are available in qualitative research, and be familiar with ethical issues related to the conduct of empirical research.
- Be familiar with recent advances in mixed methods approaches.

- Understand the possibilities for generalizing qualitative results and presenting them in a coherent and robust way.

## Assessment

One assessed essay with a maximum limit of 2,000 words makes up 100% of the overall course mark. The word limit allows for +/- 10%, i.e. in the range 1,800-2,200 words.

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

## Deadline Thursday 15<sup>th</sup> December 2022

Choose two research articles (from a list of articles available on Blackboard). *Critically* discuss and compare, across the two articles:

1. The paradigmatic foundation of the article, reflecting upon the ontological and epistemological implications.
2. The strategy for data collection and analysis, and the sample strategies that the researchers have adopted.
3. The type of analysis they have conducted.
4. The claims and inferences that they make in the article, including claims for generalisation (if any).

More details on the assessment are available on Blackboard.

## Learning and Teaching Processes

Each week comprises a 1-hour lecture for the whole class and a 1-hour workshop in smaller groups. Your tasks for each week are specified in detail in the weekly folders on Blackboard. So, for each topic you should, at least:

- Read the essential reading(s), plus one other recommended reading as listed on Reading Lists Online.
- Carry out additional preparation for scheduled workshops as specified on the Blackboard website.
- Attend the lecture and participate in the workshop.

## Course Content

*(Sessions 1 and 2 for SOCY60230 and SOCY60231 are the same)*

3.	<p><b>Lecture 3</b></p> <p><b>Methodological philosophies in qualitative research</b></p> <p>This lecture focuses on the key methodological philosophies or paradigms that underpin qualitative research. We will also explore some of the implications that such philosophies have in terms of research design.</p> <p><b>Workshop 3</b></p> <p>This workshop offers students the opportunity to you reflect upon what different philosophical approaches look like when it comes to conducting research in practice. In groups, you will pick a topic of research and discuss how researchers adopting different paradigmatic stances might approach the study of this topic. <i>For more detail on weekly workshop tasks, please consult Blackboard.</i></p>
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4.	<p><b>Lecture 4</b></p> <p><b>Tools for gathering qualitative data</b></p> <p>This week, we turn to explore the most commonly used methods of data collection in qualitative research, including individual interviews, focus groups and observation.</p> <p><b>Workshop 4</b></p> <p>During this workshop, students will reflect upon methodological choices in qualitative research, with a particular focus on choosing methods of data collection that allow for the research questions of a study to be adequately addressed. <i>For more detail on weekly workshop tasks, please consult Blackboard.</i></p>
5.	<p><b>Lecture 5</b></p> <p><b>Qualitative data analysis</b></p> <p>The most commonly used approaches to qualitative data analysis are the focus of this week's Lecture. We explore how data are prepared for analysis and discuss a few different approaches to analysis. We will focus particularly on thematic analysis, which involves coding data as a way of identifying themes.</p> <p><b>Workshop 5</b></p> <p>This workshop offers students some practical experience of doing qualitative data analysis. Ahead of class, you will be asked to analyse parts of an interview transcript to get a sense of what qualitative analysis entails. During the workshop, you will discuss your experience in smaller groups so as to reflect upon the process. <i>For more detail on weekly workshop tasks, please consult Blackboard.</i></p>
6.	<p><b>Lecture 6</b></p> <p><b>Mixed methods approaches</b></p> <p>The lecture this week focuses on approaches that mix qualitative and quantitative methods. We explore different approaches to such mixing of methods, including qualitatively driven mixed methods, and various ways in which mixed methods studies can be designed.</p> <p><b>Workshop 6</b></p> <p>Using published research articles as material, students will reflect upon different ways in which methods can be mixed, for what purposes, and with what results. <i>For more detail on weekly workshop tasks, please consult Blackboard.</i></p>
7.	<p><b>Lecture 7</b></p> <p><b>Theorising and generalising with qualitative data</b></p> <p>In this final session, we discuss how researchers can theorise on the basis of qualitative data. We also explore different approaches to generalisation, and criteria used to judge the quality of qualitative research.</p> <p><b>Workshop 7</b></p> <p>During this workshop, students will discuss and evaluate how qualitative studies generalise their results. <i>For more detail on weekly workshop tasks, please consult</i></p>



	<i>Blackboard.</i>
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**SOAN60891 Practicing Participant Observation**  
**Tutor: Meghan Rose Donnelly (Social Anthropology)**  
[Meghanrose.Donnelly@manchester.ac.uk](mailto:Meghanrose.Donnelly@manchester.ac.uk)

**Aims**

- To introduce methodology of ethnography as a means of generating research evidence, and to relate the forms of knowledge it generates to other methods used in the social sciences
- To explore what participant observation and ethnographic research mean in practice and how they can be used in the research process
- To give students experience in performing, analysing and reflecting on ethnographic practice

Over the course of the two workshops, the aim is to explore and put into practice methods of 'data collection' known as 'participant observation' (PO) – a key component of ethnographic research. Although it is often said that it is impossible to teach someone how to do ethnography because it is something that can only be learned through doing i.e. via immersion in the field, we will together in these workshops to challenge that assumption and begin to develop an awareness of how these methods can help the collection various kinds of data. In doing so, we will examine the kinds of social processes and reflexivity involved in situated research or 'learning through doing'. We will ask what it means to 'learn to see' and will identify some of the skills required for successful Participant Observation. The qualities of PO will be considered by comparing and contrasting examples of ethnographies in which it was a central technique. Students will also learn 'through doing' and will be asked to develop and carry out a 'mini-project' between the two workshops. Finally, in view of 'the new normal', a world in the midst of a global pandemic, we will consider how these kinds of issues might be tackled.

**Intended Learning Outcomes:**

Students will be introduced to a range of theoretical and practical approaches to research and representation that are grounded in participant observation, including classic fieldwork techniques, visual and sensory methods and new experimental approaches.

**Assessment:** One 1500-word essay. Deadline for submission: **Friday 13<sup>th</sup> January 2023**

**Readings:**

In preparation for the first workshop, please read:

Perrin, Jim. 'Country diary: boulderers make the most of the rocky terrain'. *The Guardian* 31 Oct 2020 (available via blackboard)

And **look at a minimum of one of the ethnographic monographs in the list**. Many of these are available as ebooks via the University Library. Skim read it and identify how the ethnographer went about their research.

**Ethnographic monographs:**

Bourgois, P. 1996 (2003) *In Search of Respect*. Cambridge: Cambridge University Press.  
Briggs, J. L. 1970. *Never in Anger: portrait of an Eskimo family*. Cambridge MA: Harvard University Press.

Busby, C. 2000. *The performance of gender: an anthropology of everyday life in a South Indian fishing village*. London: Athlone Press.

Desmond, M. 2007. *On the Fireline: Living and Dying with Wildland Firefighters*. Chicago: The University of Chicago Press.

Evans, G. 2006. *Educational Failure and Working Class White Children in Britain*. Basingstoke: Palgrave

Holmes, S. 2013. *Fresh Fruit, Broken Bodies: Indigenous Mexican Farmworkers in the United States*. Berkeley: University of California Press.

Prentice, R. 2015. *Thieving a chance: factory work, illicit labor and neoliberal subjectivities in Trinidad*. Boulder: University Press of Colorado.

Stoller, Paul. 1989. *The Taste of Ethnographic Things: The Senses in Anthropology*. Philadelphia: University of Pennsylvania Press.

Venkatesh, S. 2003. *Gang leader for a day*. London: The Penguin Press.

Wacquant, L. 2004. *Body and Soul: Notebooks of an Apprentice Boxer*. Oxford: Oxford University Press.

### Further readings

The following reading list is provided as a resource. Some are preliminary texts which focus specifically on ethnographic and/or anthropological research methods, while others are included because they exemplify the way in which a particular anthropologist discusses their methods of research. You are not expected to read them all but some may be referred to in the course.

Agar, H. 1981. *The Professional Stranger: an informal introduction to ethnography*. New Jersey: Academic Press

Banks, M. 2001 *Visual Methods in Social Research*. London: Sage. Press

Behar, R. 1996. *The vulnerable observer: anthropology that breaks your heart*. Boston: Beacon Press.

Bernard, H.R. 2005 *Research Methods in Anthropology: Qualitative and Quantitative*. Alta Mira Press.

Blanes, R.L. 2006 *The atheist anthropologist: Believers and non-believers in anthropological fieldwork*, in *Social Anthropology*, 14/2:223-224

Bourdieu, P. 1996. *Understanding*. In *Theory, Culture and Society* 13(2): 17-37

Bourgois, P. 1996. [Confronting Anthropology](#), Education, and Inner-City Apartheid. *American Anthropologist* 98(2):249-258.

Burawoy, M. 1991. *Ethnography Unbound: Power and Resistance in the Modern Metropolis*. Berkeley: University of California Press.

Comaroff, J. and J. Comaroff 2003. *Ethnography on an awkward scale: Postcolonial anthropology and the violence of abstraction*, in *Ethnography*, 4/2: 147-179.

Desmond, M. 2006. [Becoming a Firefighter](#). *Ethnography* 7: 387-421.

Ellen, R. 1984. *Ethnographic Research: a guide to general conduct*. London: Academic Press.

Emerson, R.M., Fretz, R.I. & Shaw, L.I. 1995. *Writing Ethnographic Fieldnotes*. Chicago: Chicago University Press.

Evans, G. 2012. *Practising Participant Observation: an anthropologist's account*. *Journal of Organizational Ethnography*. 1 (1):96-106.

- Gardner, K. 1999. Location and relocation: home, "the field" and anthropological ethics. In Watson, C. W. (ed.), *Being There: Fieldwork in Anthropology*, pp. 49–74. London: Pluto Press.
- Geertz, C. 1973. *Thick Description in Interpretation of Cultures*. Chicago: University of Chicago Press
- Goffman, E. 1989. On Fieldwork. *Journal Contemporary Ethnography* 18: 123-132.
- Grasseni, C. 2004. Skilled vision: an apprenticeship in breeding aesthetics. In *Social Anthropology* 12(1): 41-55.
- Gupta, A. and J. Ferguson (eds) 1997. Discipline and Practice: 'the field' as site, method, and location in anthropology. In *Anthropological locations: boundaries and grounds of a field science*. Berkeley: University of California Press. Pp. 1-46
- Hammersley, M. & Atkinson P. 1995. *Ethnography: principles in practice*. London: Routledge
- Hannerz, U. 2004 [1969]. Appendix: In the Field. In: *Soulside: Inquiries into Ghetto Culture and Community*. The University of Chicago Press.
- Jackson, M. 1983. Knowledge of the body. *Man* 18(2): 327-345.
- Jorgensen, Danny. 1989. *Participant observation: a methodology for human studies*. London: Sage
- Lassiter, L 2005 *The Chicago guide to collaborative ethnography* Chicago: University of Chicago Press.
- Kalir, B. 2006. The field of work and the work of the field: conceptualising an anthropological research engagement, in *Social Anthropology*, 14/2: 235-246, 'Personal habitus'.
- Pink, S. 2001 *Doing Visual Ethnography: Images, Media and Representation in Research*. London: Sage Publications.
- Rapport, N. 2004. 'From the porter's point of view. Participant Observation by the interpretative anthropologist in the hospital.' In Frances Rapport (ed.) *New Qualitative Methodologies in Health and Social Care Research*. London and New York: Routledge.
- Rice, Tom. 2010. Learning to listen: auscultation and the transmission of auditory knowledge, *Journal of the Royal Anthropological Institute* 16(1): 41-61
- Rosaldo, R. 1993 [1989]. *Culture and truth: the remaking of social analysis*. Boston: Beacon Press
- Rose, N. (1990) *Living the ethnographic life*. *Qualitative Research Methods*, Vol. 23. London: Sage
- Steward, A. 1998. *The Ethnographer's Method*. London: Sage.
- Salmen, L.F. 1987. *Listen to the People: Participant-Observation Evaluation of Development Projects*. Oxford: Oxford University Press.
- Spradley, J. 1980. *Participant observation*. London: Harcourt Brace Jovanovich.
- Stocking G. 1983. *Observers Observed: essays on ethnographic fieldwork*. Wisconsin: University of Wisconsin Press.
- Van Maanen, J. 1988. *Tales from the Field: On Writing Ethnography*, Chicago: Chicago University Press.
- Wacquant, L. 2011. Habitus as Topic and Tool: Reflections on Becoming a Prizefighter. In *Qualitative Research in Psychology* 8(1): 81- 92.

Whyte, W. F. 1966 (1993). Appendix A. Street-Corner Society. The Social Structure of Italian Slum. Chicago and London: The University of Chicago Press.

## **Understanding Big Data (SOST60511)**

**Tutor: Kingsley Purdam (Social Statistics)**

[Kingsley.Purdam@manchester.ac.uk](mailto:Kingsley.Purdam@manchester.ac.uk)

What is big data and what can such data tell us about society and human behaviour? How can such data, including Twitter, Facebook and Instagram data, be used in social research? What is the role of research hypotheses and sampling?

This 5 credit module will provide an introduction to the theory and practice of using Big Data for social science research and will involve the development of research design skills from a Big Data perspective including: hypothesis testing, data analysis, interpretation, visualization and report writing. The course will be organised around two 3-hour work sessions combining lectures, practicals and group work as well as linked follow-up resources. The first session will provide an overview of data types and variables in Big Data sources, including administrative and social media data. Examples of published research using Big Data will then be reviewed. Data access, ethics and good practice guidelines will also be explored including anonymisation and confidentiality. The second session will be lab based and involve taster practicals in accessing, collecting and analysing Big Data such as administrative data found in <https://data.gov.uk/> and social media data (using software such as Mozdeh). This will be followed by group-based discussion of patterns in the data and the limitations of what can be claimed. No previous knowledge is assumed.

**Assessment:** One 1,500 word essay.

**Deadline THURSDAY 19th JANUARY 2023**

### **Background Reading**

- Alanyali, M., Preis, T. and Moat, H. S. (2016) Tracking protests using geotagged Flickr photographs, *PLoS One*, 11, 3, 1-8.
- Boyd, D. and Crawford, K. (2012) Critical Questions for Big Data. *Information, Communication and Society*, 15, 5, 662-679.
- Burnap, P., Avis, N. J. and Rana, O. F. (2013) Making sense of self-reported socially significant data using computational methods. *International Journal of Social Research Methodology*, 16, 215-230.
- Chen, G.M., Riedl M.J., Shermak, J.L., Brown, J., and Tenenboim, O. (2019) Breakdown of Democratic Norms? Understanding the 2016 US Presidential Election Through Online Comments. *Social Media + Society*.
- Elliot, M., Purdam, K. and Mackey, E. (2013) New Forms of Data for Social Research. Data Horizons [http://hummedia.manchester.ac.uk/institutes/cmist/archive-publications/reports/2013-05-Data\\_Horizons\\_Report.pdf](http://hummedia.manchester.ac.uk/institutes/cmist/archive-publications/reports/2013-05-Data_Horizons_Report.pdf)
- Graham, M. (2012) Big Data and the End of Theory? [www.theguardian.com/news/datablog/2012/mar/09/big-data-theory](http://www.theguardian.com/news/datablog/2012/mar/09/big-data-theory)
- Howard, P.N. (2020) Lie Machines. Yale University Press.
- Japiec, L., Kreuter, F., Berg, M., Biemer, P., Decker, P., Lampe, C., Lane, J., O'Neil, C. and Usher, A. (2015) Big Data in Survey Research. AAPOR Task Force Report, *Public Opinion Quarterly*, 4, 839-880.

- Johnson, O., Hall-Phillips, A. and Chung T-L and Cho H. (2019) Are You Connected Through Consumption? The Role of Hashtags in Political Consumption. *Social Media + Society*.
- Kitchin, R. (2014) Big Data, new epistemologies and paradigm shifts. *Big Data and Society*.
- Margetts, H. John. P. Hale, S. and Yasseri, T. (2016) Political Turbulence: How Social Media Shape Collective Action. Princeton University Press.
- Mayor-Schonberger, V. and Cukier, K. (2013) Big Data: A Revolution that Will Transform How We Live, Work and Think. London: Murray.
- Murthy, D. (2012) Towards a Sociological Understanding of Social Media: Theorizing Twitter. *Sociology*, 46, 6, 1059-1073.
- Neuhaus, F. and Webmoor, T. (2012) Agile Ethics for Massified Research and Visualisation, *Information, Communication and Society*, 15, 1.
- Ofcom Internet Citizens (2020) Report <https://www.ofcom.org.uk/research-and-data/internet-and-on-demand-research/internet-use-and-attitudes>
- Pain, P, and Chen, G.M. (2019) The President Is in: Public Opinion and the Presidential Use of Twitter. *Social Media + Society*.
- Park K, and Rim H. (2020) "Click First!": The Effects of Instant Activism Via a Hoax on Social Media. *Social Media + Society*.
- Procter, R., Vis, F. and Voss, A. (2013). Reading the riots on Twitter: methodological innovation for the analysis of big data. *International Journal of Social Research Methodology*, 16, 3, 197-214.
- Schneble, C.O., Elger, B.S., and Shaw, D., (2018) The Cambridge Analytica affair and Internet-mediated research. EMBO reports e46579. <https://doi.org/10.15252/embr.201846579>
- Shlomo, N. and Goldstein, H. (2015) Editorial: Big data in social research. *Journal of the Royal Statistical Society A*, September 26<sup>th</sup>.
- Sloan, L., Morgan, J., Housley, W., Williams, M., Edwards, A., Burnap, P. and Rana, O. (2013) Knowing the Tweeters: Deriving Sociologically Relevant Demographics from Twitter. *Sociological Research Online*, 18, 3, 7.
- United Nations Global Pulse Research Briefs [www.unglobalpulse.org/research](http://www.unglobalpulse.org/research)
- United Nations (2012) Big Data for Development: Opportunities and Challenges: A Global Pulse White Paper <http://www.unglobalpulse.org/BigDataforDevWhitePaper>
- Van Kleek, M., Smith, D. A., Tinati, R., O'Hara, K., Hall, W. and Shadbolt, N. (2014) 7 Billion Home Telescopes: Observing Social Machines through Personal Data Stores. In SOCM2014 Workshop on the Theory and Practice of Social Machines.
- Viz, F. (2013) A Critical Reflection on Big Data. *First Monday* 18, 10.

## Journals To Browse

- Social Media + Society - <https://journals.sagepub.com/home/sms>
- Big Data & Society - <https://journals.sagepub.com/home/bds>
- Policy & Internet - <https://onlinelibrary.wiley.com/journal/19442866>
- Data & Society - <https://datasociety.net/>
- Journal of Computer-Mediated Commutation <https://onlinelibrary.wiley.com/journal/10836101>

## SEMESTER 2

### Researching Elites (POLI70022)

**Tutor: Louise Thompson (Politics)**

**Email: [louise.thompson-4@manchester.ac.uk](mailto:louise.thompson-4@manchester.ac.uk)**

Political science research regularly encompasses the study of elite actors – either as individuals or as key actors within institutional settings. Every institution is comprised of individuals, and each of those individuals has something to say about the nature of that institution, decisions which have been reached and how they have sought to influence this. Researching elites therefore helps us to understand the what, why and how of decision making and policy change and institutional decision making. It also helps us to understand the motivations, experiences and challenges faced by political actors and how they interact with broader social and economic actors or institutions as well as with the general public. Researching elites also offers insight into the workings of institutions themselves, and often cannot be disentangled from broader research into institutional cultures, rules and activities.

This course focuses on how we can best research elites, drawing on the use of official documents and records, interviews, ethnography, websites and other written material. It draws on the extensive experience of the module leader in researching UK parliamentarians, government ministers and senior officials, but is applicable beyond this group of actors. Students are encouraged to draw on (and contribute to sessions with) their own experiences of researching elites. Topics covered will include the following:

*What is elite research and what methods might we use?* We will draw on our experiences to pull together a diverse set of actors who we consider to be 'elites', before thinking about our experiences of (and methods used to) research incorporating these actors to date.

*What challenges does it pose?* These challenges may include things relating to access, instability, transparency, institutional rules, secrecy and archival rules, accuracy of information, high or low volumes of material, ethical issues etc.

*How can we mitigate or overcome these challenges?* This will include the consideration of mixed methods and how triangulating our findings can help ensure accuracy and authenticity in our research results.

## **Outcomes**

At the end of this course students will have:

- Reflected on what elite research is and the various methods which may be involved.
- Considered how elite research may be different from other types of research within the social sciences.
- Considered strategies for accessing, interpreting and analysing relevant research material including interviews, official documents, archives and transcripts.
- Had the opportunity to gain initial practical experience of using elite research tools or material.
- Had the opportunity to develop skills in summarising material and reporting findings.
- Reflected on their own research practice and considered this in light of the academic literature on elite research.

This year our course will be divided into two 3 hour workshops. Workshop one begins by defining elite research. Who are elite actors and where do we find them? We will go on to consider what (if anything) makes elite research different to other types of research. Are there any particular features which make it easier or more challenging than other research you have engaged in? What methods are commonly used in this area? In the second half of the class we will look in more detail at some of these methods and challenges, drawing on practical examples relating to UK political elites.

Before the second workshop students must carry out some preliminary research on an elite actor and/or data source of your choice which they will use as the basis for the written assessment e.g. locating and analysing an official document, accessing material held in an archive etc. At the second workshop we will discuss any challenges or observations on this task before reflecting in more detail on the use of interviews with elites. A separate drop in session will be arranged towards the end of the module for any queries about the assessment.

**Assessment: 1,500 word reflective report – Deadline for submission: 23rd MARCH 2023**

The object of the written assignment is to demonstrate your grasp of the methodology and practice of elite research at the level either of the project itself or of the individual actor/document/source. This means that you can reflect on:

1. The exercise you carried out between session 1 and session 2 – this could be a focus on the type of elite actor or the source you studied e.g. researching prime ministerial behaviour.
2. A broader reflection on one aspect of elite research (*e.g. formal vs informal spaces; gatekeepers; power dynamics in interviews*)

Students are advised to complete whichever type of reflection will be of most use to you going forwards. It can be (but does not have to be) related to your own masters or PhD research project. Whichever approach you take, you are encouraged to do the following in your reflection as it is on this basis that the reflection will be assessed:

- i) Focus on one or two key themes:* This may be something that you found particularly challenging or interesting about this elite actor or type of data source (the difficulties of using parliament TV during hybrid proceedings; the reliability of theyworkforyou data). Those taking a broader approach may wish to complete a reflection focusing specifically on the sample used for elite interviews, or the ethical considerations involved in an interview with an elite actor.
- ii) Engage with the academic literature on elite research:* You are encouraged to read wider material, particularly that which relates to the precise theme or topic you will be exploring in your reflection. You do NOT need to include academic literature on your specific research topic (i.e. if you are researching elites in the area of security studies, you do not need to include literature on security itself, but you could include something on researching key actors in this area).
- iii) Make sure that you are actually being reflective:* Try to include specific examples either from the exercise you carried out between the sessions, or related to the future research you are hoping to carry out. How would you need to adapt or refine your methods?

**Preliminary Reading Material**

Philip Norton (2019) 'Power behind the scenes: The importance of informal space in legislatures', *Parliamentary Affairs*, Vol. 72 245 – 266.

Brown, C. (2017) Being a Hansard Reporter: 10 Things You Thought You Knew, *Parliamentary Digital Service Blog*, 24 July. Online at:



<https://commons Hansard.blog.parliament.uk/2017/07/24/being-a-hansard-reporter-10-things-you-thought-you-knew/>

Lobo-Guerro, L. (2012). "Archives" pp. 121-4 in: *Research Methods in Critical Security Studies: An Introduction*. London: Routledge (using archival documents)

Phil Cowley (2021) 'Interviewing MPs'. Online at:  
[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3764202](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3764202)

Kenneth Goldstein (2002) 'Getting in the Door: Sampling and Completing Elite Interviews', *PS: Political Science & Politics*, Vol. 34 (4) 669n – 672.

Marie le Conte, 'Sharing screenshots of an MP's voting history misses out vital pieces of context', *GQ Magazine*, 10 June 2019.

## **The Photovoice Method (POLI71202)**

**Tutor: Dan Silver (Politics)**

[Dan.silver@manchester.ac.uk](mailto:Dan.silver@manchester.ac.uk)

### **Background**

Since its development in the mid-1990s by Caroline Wang and her colleagues (Wang, 1999; Wang and Burris, 1994, 1997; Wang, Yi, Tao, and Carovano, 1998), the community-based participatory research method known as photovoice has been put forward as an approach that can produce knowledge for social justice. The photovoice process typically progresses through a number of stages: the first stage tends to be based on identifying a community issue. Participants are trained in the photovoice method and use of cameras. Next, the group identifies the photo assignment(s) or "photo-mission," which is followed by discussion of the photographs that are taken. The meaning of these photographs is explained, either through interviews with participants about their photographs, or by qualitatively analysing writing about the photographs that has been produced by participants. Photovoice provides the space and opportunity for people to be able to reflect on social issues in creative and transformative ways (Carlson et al., 2006; Strack et al., 2004). Unlike many social research approaches where participants are asked for an immediate response, photo-voice enables time for reflection leading to the production of different kinds of data (Guillemin and Drew, 2010).

Photovoice was designed with an 'orientation to social change' and to support 'critical dialogue with policymakers or those in positions of power' (E-J Milne and R Muir, 2019: 282) Sanon et al (2014) identify three key reasons that have been proposed for the use of photovoice: firstly, to document the strengths and challenges of a community; secondly, to empower individuals by providing a collective platform; and thirdly, to develop critical dialogues to influence policy-making. Through surfacing community perspectives, policy makers can be exposed to issues that may otherwise be hidden from view (Chilton et al, 2009).

### **Aims**

*The course unit aims to:*

1. Introduce the photovoice method
2. Explain the methodological roots of photovoice
3. Demonstrate how photovoice can be used in social research

By the end of the course, students will be able to write about the methodological roots of photovoice, will have gained experience of using the method, and be able to develop their own photovoice projects.

## **Workshop Details**

### **Workshop One**

This session will first introduce students to the methodological roots of photovoice. Firstly, the feminist approach of valuing the experiential knowledge of participants; secondly situating social problems in a broader context as part of a process of popular education; and thirdly, by producing counter-narratives that contest the status quo. In the second part of the session students will be introduced to the practicalities of doing a research project using the photovoice method. A task will be set for students to try out the method in between the workshops.

### **Workshop Two**

This session will be organised as a workshop in which students will be able to reflect on and discuss the issues raised by their completion of the task and evaluate the potential of the photovoice method for their own research projects. Sufficient time will be allocated to allow students to discuss their assessments in small break out groups.

## **Assessment**

### **One 1500-word essay**

The assessment is a critical reflection of trying out the photovoice method. You will present your findings, reflect on the practice of trying out the method, and then explore on how you might develop a research project that engages with one of the methodological foundations of photovoice.

Assessment due date: **THURSDAY 27 APRIL 2023**

You will be expected to engage with the academic literature to write your assessment. There are some suggestions below, but please feel free to use other literature. Dan will be available to comment on plans for the assessment.

## **Further Reading**

Becker H (1995) Visual sociology, documentary photography, and photojournalism: It's (almost) all a matter of context. *Visual Studies*, 10(1-2), 5-14.

Carlson, E., Engebretson, J., & Chamberlain, R. (2006). Photovoice as a Social Process of Critical Consciousness. *Qualitative Health Research*, 16(6), 836-852.

Catalani, C., & Minkler, M. (2010). Photovoice: A Review of the Literature in Health and Public Health. *Health Education & Behavior*, 37(3), 424-451.

Chilton, M., Rabinowich, J., Council, C., and Breaux, J. (2009). Witnesses to Hunger: Participation through Photovoice to Ensure the Right to Food. *Health And Human Rights*, 11(1), 73-85

Freire, Paulo. Pedagogy of hope: Reliving pedagogy of the oppressed. Bloomsbury Publishing, 2021.

Haraway D (1988) Situated knowledges: the science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575-599.

Haraway D (2007) Situated Knowledges/ The Science Question in Feminism and The Privilege of Partial Perspective 109-134 in Technoscience The Politics of Interventions - Kristin Asdal, Brita Brenna and Ingunn Moser (eds.)

Hergenrather, K. et al (2009). Photovoice as Community-Based Participatory Research: A Qualitative Review. *American Journal Of Health Behavior*, 33(6).

Sanon, M., Evans-Agnew, R., & Boutain, D. (2014). An exploration of social justice intent in photovoice research studies from 2008 to 2013. *Nursing Inquiry*, 21(3), 212-226.

The Hackney Flashers. 2015. "Welcome to the Hackney Flashers Website! a Brief History by Hackney Flashers." <https://hackneyflashers.com/>

Torre ME and Fine M (2011) A wrinkle in time: Tracing a legacy of public science through community self-surveys and participatory action research. *Journal of Social Issues*, 67(1), 106-121

Wang C (1999) Photovoice: A Participatory Action Research Strategy Applied to Women's Health. *Journal Of Women's Health*, 8(2), 185-192.

Wang C and Burris M (1994) Empowerment through Photo Novella: Portraits of Participation. *Health Education Quarterly*, 21(2), 171-186.

Wang C and Burris M (1997) Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment. *Health Education & Behavior*, 24(3), 369-387.

Weis L and Fine M (2012) Critical bifocality and circuits of privilege: Expanding critical ethnographic theory and design. *Harvard Educational Review* 82(2): 173-201.

## **Doing Interviews (SOAN60202)**

**Tutor: Meghan Rose Donnelly (Social Anthropology)**

[Meghanrose.Donnelly@manchester.ac.uk](mailto:Meghanrose.Donnelly@manchester.ac.uk)

### **Aims**

- To introduce the interview as a means of generating research evidence, and to relate the forms of knowledge it generates to other methods used in the social sciences
- To explore the different types of interview and how they can be used in the research process
- To give students experience in arranging, performing, and transcribing interviews

- To encourage students to reflect on their own position in the performance and use of interviews

## Course Content

Interviews are one of the principal methods for gathering information and obtaining data when carrying out research with or about human subjects. Interviews offer a vital means of generating new knowledge about people's everyday activities and their social, cultural and moral worldviews. A well-conducted interview can help to reveal not only people's social relations and interactions, but past experiences, current circumstances, anticipated futures and much else besides. A poorly conducted interview, however, can leave interviewees feeling uncomfortable and reticent to share any information at all. As such, good interviewing skills are an essential part of a qualitative researchers' toolkit.

These two sessions aim to provide a practical and hands-on introduction to qualitative interviewing, grounded in relevant theory. Participants will explore how to plan, prepare for, and conduct qualitative interviews. They will examine the potential, value, and limitations of interview methods, and the kinds of knowledge and data that these can (and cannot) yield. We will pay attention to both communication and metacommunication, as well as the importance of context, performance, body language and other forms of non-verbal communication that can also yield insights during interviews. Students will carry out a small interview project that will be the basis for the written assessment.

## Structure

The first workshop will consist of an introductory lecture, followed by discussion and some practical tasks. Students will be introduced to and experiment with the 'interview' as a research method and its intellectual context. We will consider practicalities and techniques, as well as issues raised by the readings.

During the session, students will complete a number of small tasks around arranging, conducting, and analysing interviews. At the end of the first day, students will be set an interviewing task plus assignment.

In the second workshop, the lecture and discussion will reflect on some of the challenges of using and interpreting interview data, and we will draw upon students' experiences with their practice interview.

### Reading for Session 1: (available via blackboard)

Leech, Beth, 2002. 'Asking Questions: Techniques for Semi-Structured Interviews', *PS: Political Science and Politics*, 35 (4) pp. 665-668

Staples, James, and Katherine Smith. 2015. 'Introduction: The Interview as Analytical Category'. In *Extraordinary Encounters: Authenticity and the Interview*. Katherine Smith, James Staples and Nigel Rapport, eds. 2015. New York: Berghahn. Pp. 1 – 18.

### Reading for Session 2: (available via blackboard)

Phoenix, Ann. 2010. 'Suppressing intertextual understandings: negotiating interviews and analysis' in *Secrecy and Silence in the Research Process: feminist reflections*. Roisin Ryan-Flood and Rosalind Gill (eds.) London: Routledge. pp. 161-176

Before conducting your practical interviewing task, you may wish to read the following as preparation:

Woodward Sophie. 2016. 'Object interviews, material imaginings and 'unsettling' methods: interdisciplinary approaches to understanding materials and material culture'. *Qualitative Research* 16[4]: 359-374.

## **Assessment**

Assessment – 1500 word assignment

Students are asked to write a critical reflection on the practice interview they planned and conducted. This is a scholarly essay, so the reflection must include analysis using pertinent literature. The reflection may include excerpts of data. These should not be included in the 1500 word count and should not exceed 1000 words. **Deadline for submission of assignment: 27th April 2023**

## **Further reading**

Benny, M. and E. Hughes. 1956. 'Of Sociology and the Interview: Editorial Preface'. *American Journal of Sociology* LXII (2): 137-142.

Bernard, H. Russell. 2002. *Research Methods in Anthropology: Qualitative and Quantitative Methods*. Third edition. Altamira Press.

Brinkmann, Svend. 2013. *Qualitative Interviewing: Understanding Qualitative Research*. Oxford.

Carrithers, Michael. 2005. 'Why Anthropologists Should Study Rhetoric'. *Journal of the Royal Anthropological Institute* (N.S.) 11: 577-583.

Carrithers, Michael, ed. 2012[2009]. *Culture, rhetoric and the vicissitudes of life*. Oxford: Berghahn Books.

Clair, Patrick, ed. 2003. *Expressions of Ethnography: Novel approaches to qualitative methods*. Albany: State University of New York Press.

Clifford, James. 1986. 'On ethnographic allegory'. In *Writing culture: the poetics and politics of ethnography*. University of California Press. Pp. 98 – 121.

Ewing, Katherine P. 1990. 'The Illusion of Wholeness: Culture, Self, and the Experience of Inconsistency'. *Ethos* 18[3]:251-278.

Fielding, N., and H. Thomas. 2008. 'Qualitative interviewing'. In *Researching Social Life*. N. Gilbert, ed. Third edition. London: Sage. Pp. 245-65.

Finch, J. 1984. 'It's great to have someone to talk to': Ethics and Politics of Interviewing Women'. In *Social Researching: Politics, Problems, Practice*. C. Bell and H. Roberts, eds. London: Routledge. Pp. 70-87.

Fontana, A. and J. Frey. 2003. 'From Structured Questions to Negotiated Text'. In *Handbook of Qualitative Research*. N. Denzin and Y. Lincoln, eds. Thousand Oaks, CA: Sage Publications. Pp. 61-106.

- Geschiere, Peter. 2010. 'The Self-Reflective Turn in Ethnography: From Dialogue to Narcissism' *Etnofoor* 22[1]:137-146.
- Hockey, Jenny. 2002. 'Interviews as Ethnography? Disembodied Social Interaction in Britain.' In *British Subjects: An Anthropology of Britain*. Nigel Rapport, ed. Oxford: Berg. Pp. 209-222.
- Holstein, James and Jaber Gubrium. 1995. The Active Interview. *Qualitative Research Methods Series* 37, London: Sage.
- Kvale, S. 1996. *InterViews: An Introduction to Qualitative Research Interviewing*. London: Sage Publications.
- Pinsky, Dina. 2015. 'The sustained snapshot: Incidental ethnographic encounters in qualitative interview studies'. *Qualitative Research* 15(3): 281-295.
- Poland, B 'Transcription Quality' 2003. *Inside Interviewing: New Lenses, New Concerns* J Holstein and H F Gubrium
- Poland, B., and A. Pederson. 1998. 'Reading between the lines: interpreting silences in qualitative research'. *Qualitative Inquiry* 4: 293 – 312.
- Robson, C. 1993. *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*. Oxford: Blackwell.
- Rubin, Herbert and Irene Rubin. 2005. *Qualitative Interviewing: The Art of Hearing Data*. London: Sage.
- Ryan-Flood, Roisin and Rosalind Gill, eds. 2010. *Secrecy and Silence in the Research Process: feminist reflections*. London: Routledge
- Skinner, Jonathan, ed. 2012. *The Interview: An Ethnographic Approach*. London: Berg.
- Smith, Katherine, James Staples and Nigel Rapport, eds. 2015. *Extraordinary Encounters: Authenticity and the Interview*. New York: Berghahn.
- Strecker, Ivo and Stephen Tyler, eds. 2012[2009]. *Culture and Rhetoric*. Oxford: Berghahn Books.
- Tietel, E. 2000. 'The Interview as Relational Space'. *Forum: Qualitative Social Research* 1[2]: 107-118.

**Creative Methods (SOCY60192)**  
**Tutor: Dr Petra Nordqvist (Sociology)**  
[Petra.nordqvist@manchester.ac.uk](mailto:Petra.nordqvist@manchester.ac.uk)

## **Aims**

The course unit aims to:

- Introduce students to creative methods both as an approach, and as a means of generating social science research data

- Inculcate in students a critical awareness of issues involved in choosing creative methods and including them in a research project design
- Introduce students to a range of creative methods, focussing on those involving (a) elicitation (b) participation and (c) mobility in method
- Give students practical experience in the use of a creative method
- Introduce students to analytical strategies appropriate to creative methods
- Highlight the types of research question and project that creative methods can usefully be applied to, and the types of knowledge that can be produced with such methods

### **Learning Outcomes**

On completion of this unit successful students will be able to demonstrate:

- A critical appreciation of a range of creative methods, with a particular focus on those involving elicitation, participation and mobility
- An understanding of the types of research question and project that creative methods are particularly suited to, and issues involved in their inclusion in a research design, as well as their limitations
- A critical awareness of the kinds of knowledge that creative methods can produce
- Practical experience and/or theoretical understanding of the use of a creative method, and the capacity for critical reflection on methodological practice
- A critical appreciation of analytical strategies appropriate to creative methods

### **Content**

We will begin by asking what is creativity in method? What are creative methods? How can they be deployed in social science research? How can they be factored into a research design? What research questions can they answer? We will go on to introduce the themes of elicitation, participation and mobility, and a range of methods across that spectrum:

- o Elicitation (eg photo and object elicitation methods)
- o Participation (eg activities such as drawing/collage/pictures; model making; writing)
- o Mobility (mobile methods eg sensewalks; 'go-alongs')

We will also consider some of the key practical and ethical issues in using creative methods. After having been introduced to creative methods in the first workshop, students will carry out a practical exercise using a chosen method in between the first and second workshop. Alternatively, depending on the situation with COVID-19, students will be offered the option of conducting desk-based research on their chosen method.

In the second workshop students will reflect collectively on their experience of using creative methods and the kinds of knowledge produced. We will consider analytical strategies for handling data generated through creative methods, and revisit some of the practical and ethical questions raised in the first workshop. We will critically consider the strengths and weaknesses, and the uses of, of a creative methods approach.

### **Teaching Methods**

The course will be taught in two 4-hour workshops, which will include a range of teaching and learning styles including lectures, individual and collective reflection, group tasks, group discussions.

### **Assessment**

Write a 1,500 word assignment. **Deadline for submission of assignment: -THURSDAY 20 APRIL 2023**



## Indicative Reading

- Bates, C. and Rhys-Taylor, A. (eds.) (2017) *Walking Through Social Research*, Abingdon: Routledge.
- Holmes, Helen and Hall, Sarah Marie (eds.) (2020) *Mundane Methods: Innovative Ways to Research the Everyday*, Manchester: Manchester University Press.
- *International Journal of Social Research Methodology* 15(2) 2012, Special issue 'Creative Methods with Young People' <https://www.tandfonline.com/toc/tsrm20/15/2>
- Kara, H. (2015) *Creative Research Methods: A practical guide*, Bristol: Policy Press.
- Lury, C. and Wakeford, N. (2013) *Inventive Methods: The Happening of the Social*, London: Routledge.
- Mason, J. and Dale, A. (2011) *Understanding Social Research: Thinking Creatively about Method*, London: Sage.
- Mason, J. (2018) *Qualitative Researching* (3rd edn), London: Sage.
- *Methodological Innovations* 6(3) 2011 Special Issue 'Crossing Methodological Boundaries' <https://journals.sagepub.com/toc/mioa/6/3>
- *Qualitative Research* 9(5) 2009 Special Issue 'Methodological Innovation in Qualitative Research' <http://qrj.sagepub.com/content/9/5.toc>
- Pink, S. (2013) *Doing Visual Ethnography* (3rd edn), London: Sage.
- Rose, Gillian (2016) *Visual Methodologies* (4th edn), London: Sage.
- *Sociological Research Online* 17(1) 2012 Special Issue 'Visual Methods', <http://www.socresonline.org.uk/17/1/contents.html>
- Tinkler, Penny, (2013) *Using Photographs in Social and Historical Research*, London: Sage.
- Woodward, S. (2019) *Material Methods: Researching and Thinking with Things*, London: Sage. Chapter 3 'Object interviews and elicitations' (digitised)
- Toolkits for a range of methods, Morgan Centre, University of Manchester <https://www.socialsciences.manchester.ac.uk/morgan-centre/research/resources/toolkits/>

## **Internet Research (SOST60232)**

**Tutor: Ji Hye Kim(Social Statistics)**

[jihye.kim@manchester.ac.uk](mailto:jihye.kim@manchester.ac.uk)

The course will provide students with insights into digital social research methods such as: on-line ethnography, on-line interviews, focus groups, blog analysis and on-line surveys. The course will help develop the students' skills in using the Internet as a source of data – 'the field'. In addition, the course will highlight research ethics when using the Internet and digital methods for social research and provide guidance on good practice.

The course will be organised around two 3-hour work sessions combining lectures, practicals and group work as well as linked follow-up resources. The first session will provide an overview of Internet based research methods and data types. This will include: digital methods (on-line ethnography, interviews and surveys), data access, sampling, representation issues and ethics. The group work will involve a discussion of data types and ethical issues such as privacy and provide signposts to ethical good practice guidelines. The second session will involve taster practicals in using on-line research methods, software and gathering data. No previous knowledge is assumed.

**Assessment:** One 1,500 word essay.

**Deadline for submission of assignment: - THURSDAY 11 MAY 2023**



## Key Reading

- Clark, T., Foster, L., Sloan, L., & Bryman, A. (2021) *Bryman's social research methods*. Oxford, England: Oxford University Press.
- Fielding, N., Lee, R.M. and Blank, G. (2017) *The SAGE Handbook of Online Research Methods*. Los Angeles: Sage.

## General Reading - Books

- Halfpenny, P. and Proctor, R. (2015) (eds) *Innovations in Digital Research Methods*. Sage.
- Hewson, C., Vogel, C. and Laurent, D. (2016) *Internet Research Methods*. London: Sage.
- Howard, P.N. (2020) *Lie Machines*. Yale University Press.
- Markham, A. and Baym, N. (2009) *Internet Inquiry: Conversations About Method*. Thousand Oaks, CA: Sage.
- Marres, N. (2017) *Digital Sociology*. London: Polity Press.
- Price, S., Jewitt, C. and Brown, B. (2013) *The SAGE Handbook of Digital Technology Research*. London: Sage.
- Sloan, L. and Quan-Haase, A. (2016) *The SAGE Handbook of Social Media Research Methods*.
- Snee, H., Hine, C. and Morey, Y. (2015) *Digital Methods for Social Science: An Interdisciplinary Guide to Research Innovation*. Basingstoke: Palgrave Macmillan.

## General reading – Journal articles / Papers

- Dodds, S. and Hess, A.C. (2020) 'Adapting research methodology during COVID-19: lessons for transformative service research', *Journal of Service Management*, 32(2), pp.203-217, <https://doi.org/10.1108/JOSM-05-2020-0153>
- Duffy, A. Tandoc, E. and Ling, R. (2020) 'Too good to be true, too good not to share: the social utility of fake news', *Information, Communication & Society*, 23(13), pp.1965-1979, doi.org/10.1080/1369118X.2019.1623904
- Emmert M., Meier F., Heider A.-K., Durr C., Sander U. (2014) 'What do patients say about their physicians? An analysis of 3000 narrative comments posted on a German physician rating website'. *Health Policy*, 118(1), pp.66-73.
- Ferrari E. (2020) 'Sincerely Fake: Exploring User-Generated Political Fakes and Networked Publics'. *Social Media + Society*. doi:10.1177/2056305120963824
- Gerbaudo P., Marogna, F. and Alzetta, C. (2019) 'When "Positive Posting" Attracts Voters: User Engagement and Emotions in the 2017 UK Election Campaign on Facebook'. *Social Media + Society*. October. doi:10.1177/2056305119881695
- González-Bailón, S., Wang, N., Rivero, A., Borge-Holthoefer, J. and Moreno, Y. (2014) Assessing the Bias in Samples of Large Online Networks, [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2185134](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2185134)
- Goodwin, I., Griffin, C., Lyons, A., McCreanor, T., and Barnes, H. M. (2016) 'Precarious Popularity: Facebook Drinking Photos, the Attention Economy, and the Regime of the Branded Self'. *Social Media + Society*. <https://doi.org/10.1177/2056305116628889>
- Han, J., Torok, M., Gale, N., Wong, Q. J., Werner-Seidler, A., Hetrick, S. E., and Christensen, H. (2019) 'Use of web Conferencing technology for conducting online focus groups among young people with lived experience of suicidal thoughts: mixed methods research'. *JMIR mental health*, 6(10).
- Hookway, N. (2008) 'Entering the blogosphere': some strategies for using blogs in social research'. *Qualitative research*, 8(1), pp.91-113.
- Moody-Ramirez, M., and Church, A. B. (2019) 'Analysis of Facebook Meme Groups Used During the 2016 US Presidential Election'. *Social Media + Society*. <https://doi.org/10.1177/2056305118808799>
- Pain P, and Chen G.M. (2019) 'The President Is in: Public Opinion and the Presidential Use of Twitter'. *Social Media + Society*, 5(2). doi:10.1177/2056305119855143
- Sloan, L., Morgan, J., Housley, W., Williams, Edwards, M., Burnap, A., Omer, R. (2013) 'Knowing the Tweeters: Deriving Sociologically Relevant Demographics from Twitter'. *Sociological Research Online*, 18(3). [www.socresonline.org.uk/18/3/7.html](http://www.socresonline.org.uk/18/3/7.html)

## On-line Ethnography

- Hine, C. (2015) *Ethnography for the Internet - Embedded, Embodied and Everyday*. London: Routledge.
- Keim-Malpass, J., Steeves, R.H. and Kennedy, C. (2014) 'Internet ethnography: A review of methodological considerations for studying online illness blogs', *International Journal of Nursing Studies*, 51(12), pp. 1686-1692.
- Kozinets, R. (2015) *Netnography*. London: Sage.
- Murthy, D. (2008) 'Digital Ethnography: An Examination of the Use of New Technologies for Social Research'. *Sociology* October, 42(5), pp.837-855.
- Pink, S. et al. (2016) *Digital Ethnography: Principles and Practice*. Los Angeles: SAGE.

## Ethics

- Association of Internet Researchers Guidelines for Ethical Internet Research, <https://aoir.org/ethics/>
- Neuhaus, F. and Webmoor, T. (2011) "Agile Ethics for Massified Research and Visualization". *Information, Communication and Society*, 15(1).
- SRA Ethics Code of Practice of Social Research <https://the-sra.org.uk/common/Uploaded%20files/Resources/SRA%20Ethics%20guidance%202021.pdf>
- Williams, M.L., Burnap, P. and Sloan, L. (2017) 'Towards an Ethical Framework for Publishing Twitter Data in Social Research: Taking into Account Users' Views, Online Context and Algorithmic Estimation'. *Sociology*, 51(6), pp.1149–1168.
- Zook, M., Barocas, S., boyd, danah, Crawford, K., Keller, E., Gangadharan, S.P., Goodman, A., Hollander, R., Koenig, B.A., Metcalf, J., Narayanan, A., Nelson, A., Pasquale, F., (2017) Ten simple rules for responsible big data research. *PLOS Computational Biology* 13, e1005399. <https://doi.org/10.1371/journal.pcbi.1005399>
- Zwitter, A. (2014) 'Big Data Ethics'. *Big Data & Society*. 1(2).



## 4 Assessment

All 5-credit course units are assessed by a 1,500 word assignment (plus presentation etc where necessary – more details are available in the descriptions above and from your course tutor). The 10-credit unit – SOCY60231 – is assessed by a 3000 word assignment.

### Submission of Assignments

- Assignments must be submitted via turnitin **by the dates specified in the course unit description for your course above. This must done via SOCY60230 course code. The individual folders will be under this common umbrella.**
- There is not a common submission date for all courses. It is vital that you ensure that you are familiar with the deadlines for your course units.
- One copy of the assignment is to be submitted. **Your name must not appear on the assignment itself.**

### Extensions

Extensions to a submission deadline can only be granted in situations where unforeseeable events, or events beyond the student's control, have made submission in good time impossible. A request for such an extension will only be considered in exceptional circumstances such as illness, bereavement or family crisis, and must be supported by appropriate evidence such as medical certificates plus a statement of support from the student's dissertation supervisor. Requests for extensions based on a student's employment situation will be considered only in exceptional unforeseen circumstances. Requests for extensions based on a student's computer or other equipment failure are not considered grounds for an extension.

Students will not be granted extensions because research has taken longer than expected, or on the basis of personal or financial situations which could reasonably have been foreseen.

Extension applications should be made on the 'Mitigating Circumstances online form' available from the School website at: <https://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ma-msc-diploma-forms-and-guidance/>

### Disclosure of Marks

Please refer to the Postgraduate Taught Student's Guide for details regarding disclosure of marks.

Students who complete three 5-credit workshops as part of the Qualitative Research Methods course unit should note that, for the purposes of the PGT Programme Regulations and examination conventions, an average of the three workshop marks is used when calculating the overall result. Where a 10-credit and 5-credit course are selected, we produce a weighted average.

Example:

<b>QRM Unit 1 (5 credits)</b>	<b>QRM Unit 2 (5 credits)</b>	<b>QRM Unit 3 (5 credits)</b>
47%	63%	70%
Overall average = <b>60%</b> (15 credits)		

The individual mark for each course unit will appear on your academic transcript.

### **Feedback on course units**

During the course of your programme you will receive feedback on your progress. Feedback can take many forms, it may be diagnostic to inform the lecturer or seminar leader of your level of knowledge when beginning a course unit or it may be formative, given during a course unit to enable you to improve your performance in further assessments, for example the way you structure or reference an essay and this is the type of feedback that you will probably come across most often. Summative feedback would occur at the end of a course unit to inform you of your performance over the whole unit. You may come across all or some of these examples.

Feedback does not just come from your tutor or lecturer in a formal way, say when you have a piece of coursework returned with a feedback sheet attached or available to view online through self-service. Feedback can also be informal, during a class and can come from your peers as well as from a member of staff or can take place during self-assessment exercises online. It could also occur when a member of staff responds to your questions by email.

You will be asked to evaluate feedback as part of the Student Survey in each semester.

It is very important that you provide us with feedback on our course units also. We strongly encourage all students to complete the course unit evaluation forms for each of these course units. These will be circulated to you in tutorial/lecture by your course unit. If you do not receive one, you should contact your course unit tutor or Programme Administrator.

### **Let us know your feedback!**

**Does it answer the sort of questions you have? Is it easy to find the information that you need? What would you like to see included in future?**

**Email your feedback to: [Bernadette.O'Connor@manchester.ac.uk](mailto:Bernadette.O'Connor@manchester.ac.uk)**

**SOST70511**

**Introduction to Quantitative Methods**

**Course Information Handbook  
2022/23**

(please also check course Blackboard site for announcements and updates)

**Essential Information**

**Course Unit Director:** Mark Brown

G24 Humanities Bridgeford Street Building,

[mark.brown@manchester.ac.uk](mailto:mark.brown@manchester.ac.uk)

Tel: Ext. 54780

**Lecturers:** Mark Brown and Nan Zhang

**Teaching Assistant:** TBC

**Administrator:** Amanda Bridgeman

PG Office Williamson Building

Email: [amanda.bridgeman@manchester.ac.uk](mailto:amanda.bridgeman@manchester.ac.uk)

**Timetabled classes**

Lecture: Wednesday 11-12 (Ellen Wilkinson\_A2.6)

Practical Workshop: Wednesday 3-4pm OR Wednesday 4-5pm (Williamson\_3.59. Please check which group you are in)

N.B. In addition to the 1 hour live lecture on Wednesday, each week involves watching recorded short video lectures in your own time prior to the live lecture.

#### **Assessment and submission dates:**

The course is formally assessed through completion of a two part Assignment. Both parts involve the write up of a secondary analysis of survey data in SPSS (each part uses a different dataset and different techniques of analysis).

Submission deadline:

Coursework (part 1) **2pm Thursday December 1<sup>st</sup> 2022**

Coursework (part 2) **2pm Tuesday January 24<sup>th</sup> 2023**

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### **Welcome to the course!**

This 15 credit course aims to equip graduate students with a basic grounding in the theory and methods of quantitative data analysis, with a focus on the social survey. The course gives emphasis to the practical application of data analysis techniques to real world datasets, incorporating training in using the statistical software package SPSS. The course is taken by Masters and PhD students drawn from programmes across the social sciences and beyond. It is a compulsory component of a number of ESRC approved Research Training programmes (under the 1+3 PhD training model).

It is recognised that our graduate students come from diverse disciplinary backgrounds, and that some will have very little experience or confidence working with quantitative data. But this is an introductory courses and so designed to be accessible to those new to the subject. Even for those who may be specialising more in qualitative methodologies, the course is an opportunity to acquire some valuable quantitative research skills.

I hope it's an enjoyable as well as useful experience.

Mark Brown (course convenor)

[mark.brown@manchester.ac.uk](mailto:mark.brown@manchester.ac.uk)

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### **Module Aims and Objectives**

The module aims to equip students with a basic grounding in the theory and methods of quantitative data analysis, focussing on the social survey. It is an introductory level course aimed at graduate students who have no or limited background in quantitative methods.

#### **The module aims to:**

- Introduce you to the social survey as a key quantitative resource for Social Science research.
- Introduce you to survey data, with consideration of the process by which variables in a dataset are derived from the survey questionnaire.

- Introduce you to the role of random sampling in survey research – this will cover the theory that allows us to generalise findings from sample data to the wider population
- Provide an introduction to different sampling designs, including their strengths and weaknesses
- Provide basic training in the data analysis software package, SPSS
- Provide basic training in the techniques of exploratory data analysis using SPSS to analyse ‘real’ social survey data.
- Provide the skills required to carry out, interpret and report a secondary data analysis

**Outcomes:** *On completion of this unit successful students should be able to demonstrate:*

- Understanding of the way surveys are used in social research
- Understanding of the derivation and attributes of survey data, including levels of measurement
- Knowledge and awareness of sources of secondary datasets and how to access and evaluate them for use in research
- Understanding of the role of sampling in survey research and the underlying theory that enables generalisation from random samples
- Knowledge of different sample designs and how these can be applied in a practical context.
- Basic familiarity with a range of techniques for exploratory data analysis using SPSS
- An ability to interpret the output of secondary analysis accurately and critically

## Course Structure and Teaching Methods

The course contains a mixture of independent study, live lectures, and practical exercises.

### A typical week will involve the following 3 elements

1. Watch lecture videos that introduce that week’s topic and material, and dip into the recommendations for reading. This is done in independent study time as preparation for the live lecture on Wednesday,
2. Attend the live lecture. We’ll start each lecture with a revisit of the PREVIOUS weeks work to highlight and discuss key learning points from the practical exercise, and to answer any questions. We will then move on to discuss the current weeks topic drawing on the preparatory material of pre-recorded and lectures and readings (those studying remotely will be able to join the session on line)
3. Attend the practical workshop – a chance to get hands-on, applying the techniques covered using real survey data, which we analysis in the software package SPSS (SPSS training is provided as part of the course) . The practical classes build up your skills week by week to the point where you will have had a chance to learn and apply all the techniques required for your data analysis for the main assignment.

**DISCUSSION BOARD:** a regularly monitored Blackboard Discussion Forum is there to ask questions and get support with exercises and related learning throughout the duration of the course

## Navigating the course in Blackboard

The **Blackboard site** sets out the course week by week.

As we progress through the course clicking on the Blackboard Folders for each week will open up the resources and activities for that week, which include

### 1. Material for Independent study in your own time:

Watch the **video lecture(s)** covering that weeks topic (these may include a series of shorter video lectures to break content into coherent blocks) undertake **recommended reading**

**2. The live lecture 11-12 each Wednesday:** there will be a link for online users to live stream this and a recording of the session will be posted on Blackboard after the event

**3. Materials for the practical workshop:** These include a written tutorial guide for each workshop and the relevant datasets.

Please note: Undertaking the weekly practical exercises forms a key part of the course. They are not formerly assessed but designed to help with the learning process, enabling you to develop and practice skills that are required for the course assignment. Answers to the exercises will be posted online for self-checking - with students encouraged to ask for help with any aspect of the exercise that wasn't clear.

## **Communication on the course**

### **Course Announcements**

As well as the live 11am Wednesday lecture, we use the **Announcements page** on Blackboard to communicate information to the class over the duration of the course (copies of announcements are also sent out in class emails)

### **Help and Support (Including Office Hours)**

There is more than one way to get help and support on the course

#### **1. You can contact the teaching team**

##### **Mark Brown**

mark.brown@manchester.ac.uk (please note i work part time and while i always reply to emails there may be a delay in replying depending on when they are sent) .

##### **Office Hours**

**On campus:** Normally Wednesday 1-2pm Room HBS:G45 just drop by and I see people in the order they arrive

**On-line:** Normally Thursday 10-11am. On zoom. This is an open 'drop in' (just use the link in Blackboard to join a session (you'll enter a waiting room and I see people in the order they arrive)).

Individual meetings can be arranged at other times by arrangement – just email me to arrange a mutually convenient time to meet

**Nan Zhang** (who teaches the last section of the course from week 9)

Nan.zhang@manchester.ac.uk

#### **Teaching Assistant TBC**

#### **2. Post a query to the Discussion Board**

For course related queries that you are happy to share please use the **discussion board**. The benefit of this method over email is that all the class benefit from seeing the question and answer. We often get emails on the same points, especially in relation to the course assignment, so posting a query on the forum ensures we don't get duplication and the class receives the same considered answer - which is fairer all round.

#### **3. Talk to us at the weekly Lecture and Workshop:**



There is an opportunity to raise any course related questions in class. The lectures always start with a recap and an opportunity to ask questions, and workshop provide an opportunity to get one to one help especially with the practical work

## Course Content

In summary, the course moves sequentially through the following themes:

- We introduce the sample survey and its role in social research (week 1). We then consider the basic characteristics of a survey dataset and the techniques for getting to know survey data (week 2), whether data is collected yourself or from a large existing study (week 3). We then discuss the role of sampling in surveys (week 4), including the way sample data can be used to make inferences about the populations from which it is drawn.
- The course then turns to consider the approaches and techniques for data analysis. We start with methods for looking at relationships between *categorical* variables (week 5, 7 and 8 – note week 6 is a reading week), which covers the techniques needed for completing **Part 1** of the **formal assignment** before moving to look at techniques where data is measured on an *continuous* scale including correlation, and simple linear regression (weeks 9 and 10), which form the basis of **Part 2** of the **formal assignment**.
- A concluding lecture (week 11) brings things together with an overview of key concepts and methods taught

**The practical exercises throughout** provide an opportunity to apply and practice the methods taught including training in how to conduct survey data analysis using the software package SPSS

## Week by Week: A Summary

Week	Lecture and workshop	Topic for the week
1	28 <sup>th</sup> Sep	Researching the Social World: a quantitative perspective (NO WORKSHOP THIS WEEK)
2	5 <sup>th</sup> Oct	The nature of Survey data
3	12 <sup>th</sup> Oct	Working with secondary data
4	19 <sup>th</sup> Oct	Samples and populations
5	26 <sup>th</sup> Oct	Exploring relationships (1): when your variables are categorical
6	2 <sup>nd</sup> Nov	READING WEEK – NO CLASSES THIS WEEK
7	9 <sup>th</sup> Nov	Refining your analysis: the importance of data manipulation
8	16 <sup>th</sup> Nov	Can I generalise my findings?: testing for significance
9	23 <sup>rd</sup> Nov	Exploring relationships (2) when you have continuous level variables
10	30 <sup>th</sup> Nov	Modelling relationships with regression
11	7 <sup>th</sup> Dec	Bringing it together: Course Overview

### WEEK 1 (28<sup>th</sup> Sep)

#### **Lectures (pre-recorded and live): Researching the Social World: a quantitative perspective.**

After providing an overview of the aims, learning objectives and practical arrangements for the module, we take a first look at the nature of quantitative social surveys and identify some of their key strengths as an evidence base for social research.

#### **Workshop Practical: There is NO WORKSHOP in Week 1:**

### WEEK 2 (5<sup>th</sup> Oct)

#### **Lectures (pre-recorded and live): Introduction to a survey dataset: the nature of survey data**

We consider the building blocks of a survey dataset, cases and variables, and their derivation from the survey questionnaire. One of the first tasks in exploring any survey dataset is to identify and describe the key variables of interest for the research. After introducing the key concept of level of measurement, we consider the various techniques for looking at variable distributions, including tables, graphics and summary statistics.

#### **Workshop Practical (in the lab): Introduction to SPSS**

*N.B. THIS EXERCISE IS ESSENTIAL FOR ALL NEW USERS OF SPSS*

We provide an introduction to the software SPSS which will be used in subsequent practical exercises and for the course assignment. For this exercise we use a small and simple dataset (based on your answers to a class survey) to illustrate the basics of how to view data in SPSS and carry out simple descriptions of variables.

### WEEK 3 (12<sup>th</sup> Oct)

#### **Lectures (pre-recorded and live): Which dataset? Working with secondary data**

Your research question is suited to the survey method, but should you carry out your own survey?. Secondary analysis of existing surveys carries many advantages, and with huge improvements in user access to high quality social surveys, is an increasingly viable option. We look at ways of searching for existing surveys on your topic of interest and evaluating them for suitability.

**Workshop Practical (in the lab): A goldmine of data: the UK Data Service**

This practical gives you a taster of how to search and evaluate secondary datasets from one of the major gateways to social data: The UK Data Service

**WEEK 4 (19<sup>th</sup> Oct)****Lectures (pre-recorded and live): Populations and Samples**

Most surveys are carried out on just a sample of the target population. The ability to generalise the findings from the analysis of sample data (assuming it is selected using random methods) to the wider population (inference) can be a key strength of survey research. This session introduces the basic theory that underlies inference from a sample and shows how we can calculate confidence intervals around sample estimates from a survey. We also look at the way samples are designed focusing on probability samples that support inference.

**Workshop Practical (in the lab): Introduction to a large scale survey dataset (in SPSS)**

This exercise covers the first steps in exploring a large scale survey, including how to find the original questions on which variables are based and apply appropriate techniques for summarising the distributions of categorical and continuous level variables

**WEEK 5 (26<sup>th</sup> Oct)****Lectures (pre-recorded and live): 24**

The objective of most research questions is not only to describe patterns of difference but to investigate these in relation to theorised explanations. As a result a key aim of most data analysis is to explore the relationships between theorised explanatory variables and a dependent measure of interest. The techniques used depend on the type of variables we are looking at. This session introduces the technique of cross-tabulation for looking at the relationship between two categorical variables. The importance of thinking theoretically when formulating crosstabs is discussed.

**Workshop Practical (in the lab): Crosstabulation** Crosstabs are easy to run in SPSS but without careful thought given to their design, it is easy to produce confusing or even misleading tables. This session covers the basics of formulating good tables

**WEEK 6 READING WEEK: NO CLASSES THIS WEEK****WEEK 7 (9<sup>th</sup> Nov)****Lectures (pre-recorded and live): Refining your analysis: the importance of data manipulation**

Most secondary analysis requires the researcher to undertake some manipulation of the dataset before carrying out even basic analysis. We consider the procedures of selecting sub-groups in a dataset (filtering) and recoding existing variables. The importance of these techniques are discussed and illustrated with worked examples.

**Workshop Practical (in the lab): Using Filters and recoding in data analysis**

The practical covers the use of filtering and recoding as key tools in secondary data analysis.

## **WEEK 8 (16<sup>th</sup> Nov)**

### **Lectures (pre-recorded and live): Can I generalise my findings?: testing for statistical significance**

Recalling that our analysis is being carried out on sample data and so subject to sampling error, this session introduces the Chi Square test as a way of testing our tables for statistical significance (can we infer a relationship found in sample data to the wider population?). The session also considers aspects of table interpretation including the need for a cautious approach to causality. The case for introducing additional 'control' variables in cross-tabulation is discussed with examples.

### **Workshop Practical (in the lab): Testing for statistical significance**

Test the statistical significance of tables run in SPSS using a simple Chi Square test (use of the Cramers V test is also included as a measure of the strength of association between two variables). The exercise also covers the inclusion of control variables when running crosstabulations.

At this point you will have covered everything required to undertake formal **ASSIGNMENT PART 1** (submission deadline **December 1<sup>st</sup>**, see below and Blackboard for details)

## **WEEK 9 (23<sup>rd</sup> Nov)**

### **Lectures (pre-recorded and live): Exploring relationships (2) when you have continuous level variables**

We introduce simple techniques for looking at the relationship between continuous level variables. This starts with a look at graphical approaches using simple scatterplots, moving on to look at measures of correlation and associated statistical tests and how to interpret them

### **Workshop Practical (in the lab): Comparing means and Correlation**

The exercise first covers how to show the relationship between two continuous level variables graphically using a scatterplot, before moving on to the running and interpretation of two statistical tests of correlation.

## **WEEK 10 (30<sup>th</sup> Nov)**

### **Lectures (pre-recorded and live): Modelling relationships with regression**

We conclude our introductory tour of methods of data analysis with an introduction to one of the most important statistical concepts and techniques, regression. In this course we focus on simple regression, used to look at the relationship between two continuous level variables. The components of a simple regression model are described and explained before looking at how to interpret the output. Finally we consider the potential of more advanced multiple regression techniques that can be used to include a number of explanatory variables simultaneously.

### **Workshop Practical (in the lab): Simple regression**

The final exercise involves the formulation, running and interpretation of a simple regression model.

At this point you will have covered everything required to undertake formal **ASSIGNMENT part 2** (submission deadline **January 24<sup>th</sup>**, see below and Blackboard for details)

## **WEEK 11 (7<sup>th</sup> Dec)**

### **Live Lecture: Bringing it together: Course Overview and a final look at the Assignment**

Using the Course Assignment as a framework, this final session brings things together with an overview of key concepts and methods covered in the course.

This week has no workshop but is a chance to work on analysis for the Assignment Part 2 .

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## Assessment

### Formal Assessment

The course is formally assessed through completion of a **two part Assignment**. Both parts (each a maximum of 1,500 words) involve the write up of a short piece of secondary analysis of survey data in SPSS (each part uses a different dataset and different techniques of analysis).

Submission deadline:

Coursework (part 1) **2pm Thursday December 1<sup>st</sup> 2022**

Coursework (part 2) **2pm Tuesday January 24<sup>th</sup> 2023**

A detailed description of the requirements for Assignment part 1 and part 2 will be provided in separate documents and released on Blackboard during the course.

### Weekly exercises

Although not part of formal assessment these exercises cover all the techniques required for the main assignment and so should be considered as essential preparation for this work. Work can be checked against model answers and any aspects needing further clarification can be followed up in the practical class, or by using the discussion board, and/or office hour consultations. As such they provide an opportunity for ongoing formative self-assessment and feedback on progress

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## READING

While lectures and workshops cover the key concepts and techniques needed for the course, your understanding and confidence in applying these will be improved with some background reading. Please note that most methods text books include material that goes beyond the level required for this introductory module. However, we are aware that many students taking IQM may be going on to more advanced courses in quantitative methods, or using quantitative methods in their dissertations or PhD research, so the aim here is to highlight resources to meet the different current and future needs of all those taking the course. Further recommendations including a range of on-line resources will also be highlighted as we progress through the course.

Some Recommendations ....

Blaikie, N. (2003) *Analyzing Quantitative Data: From Description to Explanation*

Bryman, A (2015) *Social Research Methods* Oxford 5<sup>th</sup> edition (or earlier editions) University Press, Oxford

De Vaus, David A. (2014) *Surveys in Social Research*, 6th edition (or earlier editions), London: Routledge

Diamond, I. and Jefferies J. (2001) *Beginning statistics: an introduction for social scientists*, London: Sage

Dilnot A and Blastland M (2008) *The Tiger That Isn't: Seeing Through a World of Numbers*

Elliott, J. and Marsh C. (2008) *Exploring Data* (2<sup>nd</sup> Edition) Polity Press

Field, A. (2017) *Discovering statistics using SPSS for Windows*, 5th edition (or earlier eds): London: Sage

Fielding J. and Gilbert N. (2006) *Understanding Social Statistics* (2nd edition), London: Sage.

Macinnes, J (2016) *An introduction to secondary Data Analysis with IBM SPSS*

Morgan, George A. (2013) *IBM SPSS for introductory statistics: use and interpretation* 4th ed.