THE UNIVERSITY OF MANCHESTER
Postgraduate Programme Specification

1. GENERAL INFORMATION

Award	Programme Title	Duration	Mode of study
MSc	MSc in Social Change	12 months	FT
MSc	MSc in Social Change	24 months	PT
PGDipl	PG Diploma in Social Change	9 months	FT
PGDipl	PG Diploma in Social Change	21 months	PT

School	Social Sciences
Faculty	Humanities
Awarding Institution	The University of Manchester
Programme Accreditation	Nil
Relevant QAA benchmark(s)	None currently available

2. AIMS OF THE PROGRAMME

The programme aims:

01.	To produce social scientists who can study social change using both qualitative and quantitative research methods
02.	To produce social scientists who can discuss and analyse social change along several dimensions, using competing points of view
03.	To produce social scientists who have skills in at least two methods of statistical data analysis and in a broad spectrum of qualitative data analysis
04.	To produce social scientists who write research reviews and fresh results using a combination of theory, originality, critique of data, and substantive evidence
	MSc only
05.	To provide instruction and practice in planning, conducting and writing up an independent piece of research

3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

A. Knowledge & Understanding	
Students should be able to:	
A1.	Interpret research findings relating to social change over time and across cultures
A2.	Apply advanced methods of quantitative statistical analysis to social data
A3.	Communicate the results of quantitative and qualitative data analysis effectively
A4.	**MSc only**: Plan, conduct and report on a piece of independent research, employing the skills learned in the taught elements of the programme

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Learning & Teaching Processes (to allow students to achieve intended learning outcomes)	**Assessment** (of intended learning outcomes)
Taught courses are delivered in the following ways: Weekly lecture courses (usually 11-week courses) with some including hands-on computing experience. Tutorials are given for some courses, and for several courses students are encouraged to attempt non-assessed exercises to be discussed in the next lecture. Seminar discussions of students' reading are conducted in most of the substantive courses. The weekly lecture courses are timetabled in the first/second semester so that students can progress from one course to another. In terms of the quantitative component to the course there are two ways to undertake these: either using Advanced Quantitative Methods, for those with some background in quantitative methods, or using Introduction to Quantitative Methods (instead of ADA) for those who need to obtain a considerable amount of methods training from a low base during the MSc course. The latter route is specifically aimed at students who enter with a more limited background in quantitative methods. Short Courses are also available as an alternative way to obtain the required number of statistical credits to complete the programme.	Written coursework for all the 15 credit and 5 credit courses. Exam in IQM or essays in ADA. Presentation in at least one course. Dissertation for MSc, including making a presentation. Qualitative Research Methods operates as a series of Workshops spread throughout the year. These involve student participation and project work, and conclude with written essays about the students' findings. There is a more hands-on and participatory component in several of the QRM workshops, notably elite interviewing and participatory research methods. Further hands-on practice is offered through data confrontation workshops linked to at least two substantive core units. These workshops involve the use of related data in an informal setting where a critique of operationalisation can be developed. The workshop activity strengthens each student's written essay, but is not assessed directly.

B. Intellectual Skills	
Students should be able to:	
B1.	Formulate and critically assess a research question related to social change.
B2.	Identify relevant literature on social change, cultural values, attitudes, and/or civic engagement using a variety of literature sources.
B3.	Use available secondary data to develop an argument related to social change.
B4.	Use hermeneutic sophistication to develop research ideas that are appropriate and adapted for cross-cultural research.
B5.	Choose appropriate quantitative analysis methods for questions related to cross-cultural value change.
B6.	Interpret the results of such analysis in a form suitable for publication or communication to others, e.g. by presentation in a public setting.

Learning & Teaching Processes	Assessment
See above L&T	See above Assessment

C. Practical Skills

Students should be able to:

C1.	Use library resources e.g. E-journals etc.
C2.	Show awareness of data sources e.g. Economic And Social Data Service web resources, Multinational Time Use Data (harmonised data), ESRC Qualitative Data Archive
C3.	Use appropriate software for analysis: e.g. SPSS, STATA, qualitative computer-based software NVIVO, and basic manipulation and graphing software Excel.
C4.	Demonstrate the capacity to download data from the internet and utilise it, along with relevant documentation

Learning & Teaching Processes	Assessment
See L&T above	See above Assessment

D. Transferable Skills and Personal Qualities

Students should be able to:

D1.	Formulate research questions and hypotheses in a focused way.
D2.	Write concise research reports.
D3.	Present results in a clear and coherent manner.
D4.	Apply a computer-based approach where appropriate to the research question.
D5.	Present tables in a coherent, well documented, concise and impressive manner.

Learning & Teaching Processes	Assessment
See L&T above	See above Assessment

4. THE STRUCTURE OF THE PROGRAMME

Programme structure and credits	Credits
MSc in Social Change (Standard Route): **Students on this route must take at least 2 substantive units from a set list, in addition to the compulsory core units.** **Compulsory Core Units:** Social Capital and Social Change Methodology and Research Design Qualitative Research Methods (of which 5 credits must be Qualitative Comparative Analysis) Introduction to Quantitative Methods and/or Advanced Data Analysis Either Race, Ethnicity and Community, or Comparative Citizen Politics	 **15** **15** **15** **15** **15**
And 3 from the following Options (each 15 credits), including 2 from the substantive units marked 'S': Race, Ethnicity and Community **'S'**(unless selected above) Comparative Citizen Politics **'S'** **(unless selected above)** Social Network Analysis **'S'** Social Theory And Cultural Identity **'S'** Social Movements **'S'** Democracy: Theory And Practice **'S'** Governance and the Welfare State **'S'** Understanding Governance: Beyond Bureaucracy **'S'** The Sociology Of Consumption **'S'** Gender, Time And Change **'S'** Advanced Data Analysis (unless selected above) SOCS7032 Design and Analysis of Complex Surveys SOCS7O22 Longitudinal Data Analysis SOCS60422 Survey Research SOCS70680 Further Statistical Design and Analysis Making Sense of Large Scale Datasets With written permission, students may take one optional course unit outside the above list from those available in the School of Social Sciences. Some options will be offered only in selected years due to staff sabbaticals. Optional Software Courses	**3 x 15 credits = 45 credits**
SR8200 SPSS for Social Scientists SR8170 Introduction to STATA	**0** **0**
Dissertation	**60 credits**
	Total 180 credits

Route 2: MSc in Social Change (Methods Route):	
Core Compulsory Units:	
Social Capital and Social Change	**15**
Methodology and Research Design	**15**
Qualitative Research Methods (of which 5 credits must be Qualitative Comparative Analysis)	**15**
Introduction to Quantitative Methods and/or Advanced Data Analysis	**15**
Either Race, Ethnicity and Community or Comparative Citizen Politics	**15**
And 1 or 2 from the following options:	
Social Network Analysis	**Each 15 credits**
SOCS60422 Survey Research	
SOCS70680 Further Statistical Design and Analysis	
Making Sense of Large Scale Datasets	
SOCS7032 Design and Analysis of Complex Surveys	
SOCS7O22 Longitudinal Data Analysis	
Advanced Data Analysis (unless selected above)	
	Each 15 credits
And 1 or 2 from the following list of substantive options:	
Race, Ethnicity and Community (if not selected above)	
Comparative Citizen Politics (if not selected above)	
Social Theory And Cultural Identity	
Social Movements	
Democracy: Theory And Practice	
Governance and the Welfare State	
Understanding Governance: Beyond Bureaucracy	
The Sociology Of Consumption	
Gender, Time And Change	
With written permission, students may take one optional course unit outside the above list from those available in the School of Social Sciences.	
Some options will be offered only in selected years due to staff sabbaticals.	
Optional Software Courses	
SR8200 SPSS for Social Scientists	**0**
SR8170 Introduction to STATA	**0**
Dissertation	**60 credits**
	Total 180 credits

Timing of Typical Routes through Semesters 1 and 2

Semester 1	Semester 2
Social Capital and Social Change	Comparative Citizen Politics OR Race, Ethnicity and Community
Introduction to Quantitative Methods*	*Advanced Data Analysis@**
Methodology and Research Design	Qualitative Research Methods
	Race, Ethnicity and Community~
Options for the Two Routes – Choose one of the two options below	
METHODS ROUTE: Social Network Analysis or another statistical unit	
STANDARD ROUTE: An option in another Discipline such as Sociology or Politics~	
ALL STUDENTS IN MSc DEGREE: Research Dissertation of 12,000 Words Length	

@or another unit from a list of statistical options
~Or another unit from a broad list of substantive options

Note that those who do not require a basic introduction to statistics may take the Methods Route with ADA in Semester 1 and another statistical option in Semester 2.

5. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT (in order to deliver the intended learning outcomes, including dissertation support and guidance)

At the beginning of the academic year we organise an induction meeting of all Social Change students and the core teaching staff. We provide for a general induction and overview of the Masters Programme. We encourage students to prepare for upgrading from Diploma to MSc, or from MSc to PhD applications, as the year progresses. We also clarify the exit routes and the approach used for those who require part-time study. (This is basically that the timing of face-to-face contact must be on the normal University 9-5 schedule, but that other arrangements such as email and phone contact can be provided.).

Programme handbooks are given to all new students.

During the first semester, the MSc students are allocated a dissertation supervisor for supervision for the teaching. This member of staff also usually acts as advisor for the next step from the MSc, e.g. providing a reference. The MSc Dissertation preparation is conducted in a series of stages before the second half of Semester 2. All Dissertation supervision is completed by the last week of Semester 2, leaving the summer for independent research and writing up.

In the unit Methodology and Research Design, students have an opportunity to present an outline of their chosen research question and research design.

A student representative is chosen at the beginning of the academic year and invited to the relevant programme meetings during un-restricted business. Comments on the course are invited and responses are provided. The Director of the MSc takes responsibility for organising this interaction.

All teaching staff offer to meet students informally during set meeting times during the Semester when they are teaching to enable students to get extra guidance. The minimum number of hours of one-to-one Dissertation supervision per student is four.

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6. CURRICULUM MAP OF COURSE UNITS AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME

Code	Course Unit title	C/O	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
	CONTENT OF ITEM		Interpret	Stats	Comms	Research		RQ	Lit	Data	Meanings	Methods	Present	Data	Data	Software	Data		Focus RQ	Write	Present	Use PC	Tables
New	Social Capital and Social Change	C	DA		DA			D		DA	DA						D			DA	DA		DA
New	Race, Ethnicity and Community	C*	DA		DA			D		DA	DA						D			DA	DA		DA
New	Comparative Citizen Politics	C*	DA		DA			D		DA	DA						D			DA	DA		DA
New	Social Network Analysis	C/O	DA	DA		DA		DA	DA	DA	DA	D		DA	DA	D			D			DA	DA
SOCS70062 etc.	Qualitative Research Methods	C	DA	DA	DA	DA		DA	D	D	D	DA			DA	DA			DA	DA	DA	DA	DA
SR8521	Methodology & Research Design	C	DA	DA	DA	DA		DA	DA	DA		DA		DA	DA		DA		DA	DA		DA	
SR8011	Advanced Data Analysis (Semester 1)	C		DA	DA	DA		DA	DA	DA	DA	DA		DA	DA	DA	DA		DA	DA	DA	DA	
SR8511	Introduction to Quantitative Methods	O			DA	DA		DA	DA	DA		DA				DA			DA	DA	DA	DA	
SR8032	Design and Analysis of Complex Surveys	O		DA		DA		DA		DA	DA					DA	D		DA	DA	DA	DA	
SR7960	Advanced Data Analysis (by short courses in Semester 2)	O		DA	DA	DA		DA	DA	DA	DA	DA		DA	DA	DA			DA	DA	DA	DA	
SR8022	Longitudinal Data Analysis	O		DA				DA		DA	DA					DA			DA	DA	DA	DA	
SR6422	Survey Research	O	DA			DA		DA	DA	DA	DA	DA		DA	DA	DA	DA		DA	DA	DA	DA	
SR8042	Making Sense of Large-Scale Datasets	O	DA			DA			DA	DA				DA	DA		DA					DA	

Code	Course Unit	C/O																						
SR8072	Introduction to Longitudinal Data Analysis	O	DA			DA		DA	DA	DA	DA	DA			DA				DA	DA	DA	DA	
SR8200	SPSS for Social Scientists	C				DA		DA							DA	DA					DA	DA	
SR8170	Introduction to STATA	O				DA		DA							DA						DA	DA	
-	Qualitative Comparative Analysis Workshop	C	D		D			D	D	D	D				D				D	D	D	D	D
-	Dissertation	C/O	DA	DA	DA	DA		DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA
	* One of these two options can be replaced by another substantive option in the Methods Route.																						

Legend for cells

D = intended learning outcomes of the programme are taught or developed by students within this course unit

A = intended learning outcomes of the programme are assessed within this course unit

C = compulsory course unit

O = optional course unit

7. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions criteria of the University and of the School in at least one of the following ways:

(for direct entry on to MSc)

Degree qualification equivalent to a 2(i) in a social science subject

(for entry on to postgraduate diploma)

Degree qualification in a social science subject

(for MSc and Postgraduate diploma)

A basic level of statistical knowledge

All applicants must also meet the School's English language requirements

Diploma Upgrade: Students registered on the Diploma programme may upgrade to the MSc subject to satisfactory performance on the taught courses and formal approval of the Social Change Programme Committee.

8. PROGRESSION AND ASSESSMENT REGULATIONS

Ordinances and Regulations for the degree of Master and Postgraduate Diploma apply to this programme and can be found online at:

http://www.campus.manchester.ac.uk/medialibrary/tlao/pgt-regulations-june2007.doc

Please also consult the School of Social Science Postgraduate Taught Student Handbook for further information.

Date of original production:	Nov. 2006
Date of current version:	3rd Aug. 2007

Appendices

A1: New Unit Outlines

1) Social Capital and Social Change
2) Race, Ethnicity and Community
3) Comparative Citizen Politics
4) Social Network Analysis (A Social Statistics Unit)
5) Qualitative Comparative Analysis (A Required Semester 1 Workshop)

A2: Unit Outlines for the Existing Curriculum

A1: New Unit Outlines
COURSE UNIT OUTLINE

Unit Title:	Social Capital and Social Change
Credit Rating:	15 credits
Level: *(UG 1/2/3 or PG)*	PG
Which semester : *(semester 1, 2 or both etc)*	1
Tutor(s):	To be arranged
Is this a Mandatory course unit (if so, please provide the the code and title of the unit to be closed and the effective end date)	Yes
JACS CODE (THE RELEVANT 4 DIGIT CODE MUST BE PROVIDED). It can be found at http://www.hesa.ac.uk/jacs/completeclassification.htm	L310 Applied Sociology

Aims:

- To theorise the role of social capital in social change
- To empirically measure different aspects of social and cultural capital
- To see the history of western political systems in terms of changing modes of civic engagement and to compare this approach with existing theories
- To examine governance, civil society, decentralisation, and local agencies in a comparative context both within and between countries

Learning Outcomes:

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

- Critically assess the measurement of social capital through survey data
- Provide a theoretical grounding for different conceptions of social capital
- Analyse the state in modern society including issues of governance beyond government
- Compare and contrast different geographical and national regions in terms of civic engagement

Content:

History of western political systems
The social capital debate I: definitions and disputes
The social capital debate II: aspects and measurements of social and cultural capital

Theorising the social system
-functionalism and modernisation series
-structure and agency
-the Bourdieuvian approach
-the growth of individualism
The state in modern society I: governance versus civil society
The state in modern society II: decentralised governance and charities
Case studies of agency: local regeneration in USA/UK
Case studies: integration of ethnic groups in Europe
Case studies: urban resistance in France
Government and human well-being (objective and subjective)

Teaching and learning methods:

8   2-hour lecturers
5   1-hour seminars
Two data confrontation workshops (2 hours each)

Preliminary reading:

Body-Gendrot, S. and M. Gittell (2003). Social capital and social citizenship. Lanham, Md.; Oxford, Lexington Books.

McLean, S. L., D. A. Schultz, et al. (2002). Social capital: critical perspectives on community and "Bowling alone". New York; London, New York University Press.

Putnam, R. D. (2000). Bowling alone : the collapse and revival of American community. London : Touchstone

Warde, A., G Tampubolon, M Tomlinson, K Ray, B Longhurst and M Savage, 'Trends in social capital: membership of associations in England and Wales', British Journal of Political Science , 33(2) (2003) 515-25

Learning hours:

Activity	Hours allocated
Staff/student contact	25 hours
Tutorials	Nil
Private study	125 hours
Directed reading	n.a.
Total hours	150 hours
Other activities *eg Practical/laboratory work*	Nil

Assessment:

Assessment activity	Length required	Weighting within unit
Formative Assessment (Unassessed) – Essay on	1000	0% - not formally

Measurement of Social Capital	words	assessed. Feedback will be provided to improve performance later on
Essay of 3000 words	3000 words	100%

Resources		
	i. Teaching Provision	
	25 hours	
	ii. Technical Provision	
	nil	
	iii. Library provision, equipment, computer, etc	
	No new provision	

Where individual Course Units are being submitted for approval please complete the following:

Programme(s) to which this unit contributes:	MSc in Social Change
Home Discipline Area:	Institute for Social Change
Start date of unit:	Oct. 2007
Date and Title of Discipline Area meeting* at which Course Unit was approved:	
Signature of relevant PGT/PG Director in Discipline Area:	
Signature of relevant Head of Discipline Area :	
Signature of Quality Assurance and Enhancement Officer (QAEO):	
Course Unit Code: *(to be allocated following approval)*	

*__*The__ Discipline Area __meeting should be either the Programme Committee or relevant Curriculum Development Team, or other__ Discipline Area __meeting as appropriate.__*

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COURSE UNIT OUTLINE

Unit Title:	Race, Ethnicity and Community
Credit Rating:	15 credits
Level: *(UG 1/2/3 or PG)*	M
Which semester : *(semester 1, 2 or both etc)*	2
Tutor(s):	t.b.a.
Is this a Mandatory course unit (if so, please provide the the code and title of the unit to be closed and the effective end date)	No
JACS CODE (THE RELEVANT 4 DIGIT CODE MUST BE PROVIDED). It can be found at http://www.hesa.ac.uk/jacs/completeclassification.htm	L330 Ethnic Studies

Aims:

The main aim of this unit is to introduce students to issues of ethnic diversity in the context of debates about policy effectiveness, measurement of outcomes, and peoples' well-being.
Secondary aims include:
- **Study particular waves of migration in their social contexts**
- **Examine issues like housing in connection with migration, race, and diversity**
- **Explore issues of comparative research methodology in connection with ethnicity**

Learning Outcomes:

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

Define and critically assess concepts that are used in the discussion of race, racism, and ethnicity
Place migration, housing, and segregation issues in their social context
Explain and use methods of quantification of the measurement of segregation
Access various data sources on the presence and movement of people, describing their strengths and weaknesses
Make connections between government and non-governmental actions and the quality of life in conditions of multiculturalism and inequality

Content:

Race and Racism
Migration in Social Context

Comparison of Migrant Waves
Housing and Segregation
Comparative Research on Minorities
Ethnic Diversity in a Qualitative Light
Quantification of Ethnicity, Segregation, and Integration
Government and International Migration
Migrants Inside National and European Borderers
Censuses, Travel Data and Other Data Sources
Non-governmental Agencies and the Wider State Affecting Quality of Life

Teaching and learning methods:

10 2-hour lectures with discussion
4 hours of individual student presentations
Students are not assessed on their presentations *per se*
Student involvement in the 4 tutorials is assessed and counts for 10% of the overall course mark. The criteria for this involvement include active participation in discussion and individual engagement in the preparation of the individual presentation.

Preliminary reading:

Aspinall, P. (2000) The challenges Of Measuring The Ethno-Cultural Diversity Of Britain In The New Millennium, Policy and Politics, 1, pp. 109–118.
Nobles, M. (2000) Shades of Citizenship: Race and the Census in Modern Politics. Stanford, CA: Stanford University Press.
Pozzetta, G. E. (1991). Immigrant family patterns: demography, fertility, housing, kinship, and urban life. New York; London, Garland Pub.
Rath, J. (2000). Immigrant businesses: the economic, political and social environment. Basingstoke, Palgrave Macmillan: in association with Centre for Research in Ethnic Relations University of Warwick.
Reinsch, P., et al. (2001). Measuring immigrant integration: diversity in a European city. Aldershot, Ashgate.

Learning hours:

Activity	Hours allocated
Staff/student contact	20
Tutorials	4
Private study	126
Directed reading	n.a.
Total hours	150
Other activities *eg Practical/laboratory work*	Students make oral presentations which are not assessed. The lecturer listens and comments on the presentation clarity, structure and coverage.

Assessment:

Assessment activity	Length required	Weighting within unit
Attendance at Tutorials (the student's absence must be accounted for; students need to prepare for tutorials but the quality of their engagement is not what is being assessed)	4 tutorials	10%
Presentation by Students	Not assessed	0%
Essay	3000	90%

Resources	
i. Teaching Provision	
ii. Technical Provision	
iii. Library provision, equipment, computer, etc	

Where individual Course Units are being submitted for approval please complete the following:

Programme(s) to which this unit contributes:	
Home Discipline Area:	
Start date of unit:	
Date and Title of Discipline Area meeting* at which Course Unit was approved:	
Signature of relevant PGT/PG Director in Discipline Area:	
Signature of relevant Head of Discipline Area :	
Signature of Quality Assurance and Enhancement Officer (QAEO):	
Course Unit Code: *(to be allocated following approval)*	

The Discipline Area **meeting should be either the Programme Committee or relevant Curriculum Development Team, or other Discipline Area **meeting as appropriate.***

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COURSE UNIT OUTLINE

Unit Title:	Comparative Citizen Politics
Credit Rating:	15 credits
Level: *(UG 1/2/3 or PG)*	M
Which semester : *(semester 1, 2 or both etc)*	2
Tutor(s):	t.b.a. with Ed Fieldhouse
Is this a Mandatory course unit (if so, please provide the the code and title of the unit to be closed and the effective end date)	No.
JACS CODE (THE RELEVANT 4 DIGIT CODE MUST BE PROVIDED). It can be found at http://www.hesa.ac.uk/jacs/completeclassification.htm	L260 Comparative Politics

Aims:

To address recent modifications of the concept of civic engagement
To measure and compare political values in different OECD societies
To approach national and transnational formations from a comparative perspective
To examine alternative ways of predicting voting patterns in Europe and the USA
To examine changing political attitudes

Learning Outcomes:

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

Define civic engagement and give insights about it in different country contexts
Theorise, operationalise and measure competing theories of change in voter attitudes
Critically assess measures of adult political values in industrial countries
Read, interpret, and plan statistical studies of comparative political systems

Content:

Comparative Political Systems
Transnational Formations (Europe and the UN)
Approaches to Studying Civic Engagement
Voting: An International Comparative Review
Constitutional Rights-Based Approaches to Elections

Political parties I: Institutional Development and Leadership
Political parties II: Members, Activists, and Donors
Measuring Political Attitudes
The Case Study Method in Citizen Politics
Latent Factor Models of Civic Engagement

Teaching and learning methods:

10 1-hour lectures
3 debates in which students make presentations and then discuss
(1) operationalisation (2) democracy (3) civic engagement
2 data confrontation workshops

Preliminary reading:

Beetham, D. (2005). Democracy : a beginner's guide. Oxford : Oneworld.
Dahl, R. A. (1998). On democracy. New Haven, Conn.; London : Yale University Press.
Dalton, R.J. (2005) Citizen Politics: Public Opinion and Political Parties in Advanced Industrial
        Democracies , CQ Press, USA.
Dworkin, R. (2006) Is Democracy Possible Here?: Principles for a New Political Debate, Princeton:
        Princeton University Press.
Milner, H. (2002). Civic literacy : how informed citizens make democracy work. Hanover, N.H.;
        London : University Press of New England.
Norris, P. (2005) Radical Right: Voters and Parties in the Electoral Market, Cambridge: Cambridge
        University Press.
Shapiro, I. (2003). The state of democratic theory. Princeton, N.J.; Oxford : Princeton University
        Press.

Learning hours:

Activity	Hours allocated
Staff/student contact	20
Tutorials	0
Private study	130
Directed reading	n.a.
Total hours	150
Other activities
eg Practical/laboratory work	Nil

Assessment:

Assessment activity	Length required	Weighting within unit
Essay	3000	100%

Resources		
	i. Teaching Provision	
	20 hours	
	ii. Technical Provision	
	nil	
	iii. Library provision, equipment, computer, etc	
	No new resources	

Where individual Course Units are being submitted for approval please complete the following:

Programme(s) to which this unit contributes:	MSc in Social Change
Home Discipline Area:	Institute of Social Change
Start date of unit:	Oct. 2007
Date and Title of Discipline Area meeting* at which Course Unit was approved:	
Signature of relevant PGT/PG Director in Discipline Area:	
Signature of relevant Head of Discipline Area :	
Signature of Quality Assurance and Enhancement Officer (QAEO):	
Course Unit Code: *(to be allocated following approval)*	

***The** Discipline Area **meeting should be either the Programme Committee or relevant Curriculum Development Team, or other** Discipline Area **meeting as appropriate.**

COURSE UNIT OUTLINE

Unit Title:	Social Network Analysis
Credit Rating:	15 credits
Level: *(UG 1/2/3 or PG)*	M
Which semester : *(semester 1, 2 or both etc)*	1
Tutor(s):	Mark Tranmer or to be arranged
Is this a Mandatory course unit (if so, please provide the the code and title of the unit to be closed and the effective end date)	No
JACS CODE (THE RELEVANT 4 DIGIT CODE MUST BE PROVIDED). It can be found at http://www.hesa.ac.uk/jacs/completeclassification.htm	G310 Applied Statistics

Aims:

To examine literature about social networks as real social objects
To study mathematical representations of social networks
To critically assess social network analysis and compare it with actor-network analysis
To review the empirical evidence about social networks in both local and national contexts

Learning Outcomes:

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

Discuss the nature of social networks
Give examples of social networks in modern societies
To present and interpret empirical evidence about particular social networks
Compare different mathematical models which represent social networks
Critically assess evidence about social networks and their measurement

Content:

Introduction to social network analysis
Social network analysis in statistical perspective
Social network analysis in sociological perspective

Social networks, social mobility, and the interpretation of network relations
Measuring social network activity

Teaching and learning methods:

    10 1½ hour lectures
    5 seminar discussions

Preliminary reading:

Breiger, R. L., K. M. Carley, et al. (2003). <u>Dynamic Social Network Modeling and Analysis:</u>
    <u>workshop summary and papers</u>. Washington, D.C., National Research Council of the
    National Academies c2003.
Carrington, P. J., J. Scott, et al. (2005). <u>Models and methods in social network analysis</u>. Cambridge,
    Cambridge University Press.
Holland, P. W., S. Leinhardt, et al. (1979). <u>Perspectives on social network research</u>. New York;
    London [etc.], Academic Press.
Ray, K., M.Savage, G.Tampubolon, A.Warde, B.Longhurst & M.Tomlinson, 'The exclusiveness of
    the political field: networks and political mobilisation, <u>Social Movement Studies</u> , 2(1),
    (2003), 37-60.
Scott, J. (1991). <u>Social network analysis: a handbook</u>. London, Sage.
Wasserman, S. and K. Faust (1994). <u>Social network analysis: methods and applications</u>. Cambridge;
    New York, Cambridge University Press 1994.

Learning hours:

Activity	Hours allocated
Staff/student contact	15 hours
Tutorials	10 hours
Private study	125 hours
Directed reading	n.a.
Total hours	150 hours
Other activities *eg Practical/laboratory work*	Nil

Assessment:

Assessment activity	Length required	Weighting within unit
One report	3000 words	100%
Student engagement in seminars including preparation and a brief verbal presentations –required	-	Not assessed

Resources	
	i. Teaching Provision
	25 contact hours
	ii. Technical Provision
	No resources
	iii. Library provision, equipment, computer, etc
	No additional resources

Where individual Course Units are being submitted for approval please complete the following:

Programme(s) to which this unit contributes:	MSc in Social Change
Home Discipline Area:	Cathie Marsh Centre / Social Statisics and Demography
Start date of unit:	To be arranged by Cathie Marsh Centre at a later date
Date and Title of Discipline Area meeting* at which Course Unit was approved:	*This is a provisional course descriptor pending CCSR meetings in Winter 2007*
Signature of relevant PGT/PG Director in Discipline Area:	
Signature of relevant Head of Discipline Area :	
Signature of Quality Assurance and Enhancement Officer (QAEO):	
Course Unit Code: *(to be allocated following approval)*	

*The *Discipline Area* **meeting should be either the Programme Committee or relevant Curriculum Development Team, or other** *Discipline Area* **meeting as appropriate.**

WORKSHOP OUTLINE

Unit Title:	Qualitative Comparative Analysis
Credit Rating:	5 credits (An option inside the 15 credit course unit Qualitative Research Methods)
Level: *(UG 1/2/3 or PG)*	PG
Which semester : *(semester 1, 2 or both etc)*	1
Tutor(s):	W. Olsen
Is this a Mandatory course unit (if so, please provide the the code and title of the unit to be closed and the effective end date)	This course unit is an option inside the 15 credit course unit Qualitative Research Methods. QCA is a mandatory part of the MSc in Social Change. QCA is also offered on a separate days as a workshop for external participants in the Cathie March Centre.
JACS CODE (THE RELEVANT 4 DIGIT CODE MUST BE PROVIDED). It can be found at http://www.hesa.ac.uk/jacs/completeclassification.htm	L260 Comparative Politics

Aims:

To introduce the comparative method
To define configurations as conjunctures of events and characteristics
To compare cluster analysis with the study of small numbers of cases
To introduce qualitative computer software
To explore and critically assess studies using the case-study method

The Workshop is offered as a standalone one-day workshop twice a year due to external and internal staff demand. MSc in Social Change students are guaranteed places on it.

Learning Outcomes:

On completion of this workshop, successful students will be able to:

Recognise and apply the comparative historical method
Define configurations and the configurational logic
Theorise causality and use concepts of necessary and sufficient causality
Critically assess qualitative software used for annotating case-study data
Use qualitative software to organise data on small to medium sized samples
Read and interpret studies that use either crisp-set or fuzzy-set logic of causality

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Critically assess studies that use the case-study method of comparison

Content:

Introduction to the Comparative Method
	History; The Case-Study Method in Ontological Focus; Nested vs. Non-Nested Cases
Cluster Analysis and Configurations
NVIVO Software to Record the Attributes of Cases
Linking NVIVO with SPSS; qualitative and quantitative data on cases
Describing Configurations Using Models and Calibrated Measurement
Necessary and Sufficient Causality Using Truth Tables

Teaching and learning methods:

4 1-hour lectures
2 hours of data confrontation and software demonstration using NVIVO
Four new textbooks are forthcoming with Sage Publications during 2007 (authors De Meur, Ragin, Kent, Byrne, and Rihoux), and one of these will form a core text for this workshop.

Preliminary reading:

Bazeley, P. and L. Richards (2000). The NVivo qualitative project book. Thousand Oaks, Calif.; London, SAGE Publications.
Gibbs, G. (2002). Qualitative data analysis: explorations with NVivo. Buckingham; Philadelphia, Open University Press.
Ragin, C. C. (1987). The comparative method: moving beyond qualitative and quantitative strategies. Berkeley; Los Angeles; London, University of California Press.
Berg-Schlosser, D. (1998). "Conditions of Authoritarianism, Fascism and Democracy in Inter-War Europe - A Cross-Sectional and Longitudinal Analysis." International Journal of Comparative Sociology **39**(4): 335-377.
Snow, D. and D. Cress (2000). "The Outcome of Homeless Mobilization: the Influence of Organization, Disruption, Political Mediation, and Framing." American Journal of Sociology **105**(4): 1063-1104.
.

Learning hours:

Activity	Hours allocated
Staff/student contact	6
Tutorials	0
Private study	44
Directed reading	n.a.

Total hours	50
Other activities *eg Practical/laboratory work*	Nil

Assessment:

None		

Resources

	i. Teaching Provision	
	6 hours	
	ii. Technical Provision	
	nil	
	iii. Library provision, equipment, computer, etc	
	No new resources	

A2: UNIT OUTLINES FOR EXISTING COURSE UNITS

Title:	Methodology and Research Design
Credit Rating:	15
Level: *(UG 1/2/3 or PG)*	PG
Delivery: *(semester 1, 2 or both etc)*	Semester 1
Tutor(s):	Wendy Olsen

Aims:

To provide an understanding of the principles of research design and strategy, including an appreciation of alternative research methodologies and their underpinnings in epistemology. The course provides a gateway to other methods courses taught as part of the Social Change and Social Research Methods and Statistics programmes.

Learning Outcomes:

On completion of this unit successful students will be able to:
Define and formulate researchable problems using appropriate research designs.
Understand key philosophical approaches to social scientific research and scholarship
Perceive that the nature of a specific research question may imply a particular research design because of the existence of different types of social object.
Appreciate strengths and weaknesses of qualitative and quantitative methods based upon an analysis of the epistemology traditionally associated with each.
Understand how to operationalise a research design in an ethical way.

Content:

Students will understand the debate over 'paradigms'; show knowledge of the elements of discourse; understand that 'knowledge' is socially constructed; place themselves as social actors in the scene that is being described; operationalise a theory; recognise triangulation and its underlying epistemological assumptions; argue for and against the traditional tenets of empiricism; use elements of philosophical realism; and explicitly describe the involvement of social norms (compared with notions of objectivity) in the conduct of post-structuralist social science.

Furthermore, each student will be able to formulate research questions in a social science subject area using appropriate research strategies, conduct a literature review, present an appropriate research design, and perceive that the nature of a specific research question may imply a particular research design because of the existence of different types of social object.

Teaching and learning methods:

Eleven one-hour lectures accompanied by eleven one-hour practicals involving group work and presentations.

Preliminary reading:

Blaikie, Norman (2000) *Designing Social Research*, Cambridge: Polity.
Hakim, Catherine. (2000) *Research Design: Successful Designs For Social and Economic Research,* 2nd ed. London: Routledge.

Assessment:

Assessment activity	Length required	Weighting within unit
Written essay on research methodology	1000	50%
Written essay on a research design topic	2000	50%
One presentation (either by group or individual)	verbal	required but not marked

Course Unit Outline for
QUALITATIVE RESEARCH METHODS
2006/2007

The School of Social Sciences co-ordinates a suite of 5 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. The aim is to offer a comprehensive and thorough training in qualitative research methodologies that will prepare students for PhD and/or later non-PhD research work inside or outside a University environment.

Entrants seeking 15 credits will take x2 two-hour introductory classes at the beginning of the first semester followed by three course units of their choice and a concluding two-hour review session at the end of the second semester.

Single course units, or further course units beyond 15 credits are also available, and research students with a background in qualitative methods but an interest in further specialised training may request exemption from the introductory classes.

At the end of the course, students will have:

- A solid and advanced understanding of the philosophies underpinning qualitative research.
- Hands-on knowledge and experience of at least three methods of qualitative data gathering and analysis.
- Hands-on knowledge and experience of the manner in which qualitative research findings are presented and discussed.
- A solid and practically-attuned understanding of the ethical issues arising in qualitative research.
- A good understanding of the qualitative research process as a whole.

The course units listed below are preceded by a common **compulsory** two week introduction offered by Mr Darren Nixon.

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. Each consists of two sessions lasting around 4-6 hours in total, separated by a period of 2 to 6 weeks, depending on the nature of the practical assignment to be carried out between meetings.

Workshops that are divided into groups will be arranged after students have registered their choices. Students will complete a short form detailing the course units chosen and a brief rationale for this choice, related to their training needs and/or the nature of their research project. For research students and taught students funded via the ESRC (1+3), supervisors are required to sign this form.

QRM Workshop Outlines

QRM in SEMESTER 1

Archival Research (GEOG60231)
Tutor: Kevin Morgan (Politics)

Introduces practical and methodological issues for researchers using archival sources. Types of source discussed include public records; institutional archives; diaries and personal papers; oral archives; printed documentation and newspapers. Issues considered include access and location of archives; legal and ethical issues; the construction of archives and 'primary' sources; interpretation, including the reading against the grain; and the role of archives in formulating research proposals. Examples are drawn from research on the 'age of extremes' – fascism and Stalinism – and British political movements, including the Labour and Communist parties, whose records are held in Manchester at the Labour History Archive and Study Centre. Students' assignments will include the opportunity to work on these collections.

Preliminary reading:
Inga Glendinnen, Reading the Holocaust (1999)
R.W. Davies, Soviet History in the Yeltsin Era (1997), part 2: 'The battle for the archives'
Sarah Davies, Popular Opinion in Stalin's Russia. Terror, propaganda and dissent, 1934-1941 (1997)
Ian Kershaw, Popular Opinion and Political Dissent in the Third Reich (1983)
Brigitte Studer and Berthold Unfried, 'At the beginning of history. Visions of the Comintern after the opening of the archives', International review of Social History, vol. 42
(1997)

Doing Interviews (SOCY60201)
Tutor: Jennifer Mason (Sociology)

Introduces interviews as a means of generating research material, explores the different ways they can be used in the research process, considers the epistemological underpinnings of the interview method and provides experience in arranging, performing and transcribing interviews.

Preliminary reading:

Andersen M (1999) 73: Studying across difference: race, class and gender in qualitative research. In Bryman A and Burgess R G (eds.) Qualitative research volume IV. Sage: London.

Beynon H (1988) Regulating research: politics and decision-making in industrial organisations. In A Bryman (ed) Doing research in organisations. Routledge: London

Black J and Champion D J (1976) Methods and issues in social research. John Wiley and Sons: London (see Chapter 10).

Bryman A (2001) Social research methods. Oxford University Press: Oxford (see Part 3 & sections 13, 15 & 19).

Buchanan D, Boddy M and McCalman J (1988) Getting in, getting on, getting out and getting back. In Bryman A (ed) Doing research in organisations. Routledge: London

Clark G L (1998) Stylised facts and close dialogue: methodology in economic geography. Annals of association American geographers 88 73-88

Cochrane A (1998) Illusions of power: interviewing local elites. Environment and Planning A 30 2121-2132

England K (1994) Getting personal: reflexivity, positionality, and feminist research. Professional Geographer 46 80-89

Herod A (1999) Reflections on interviewing foreign elites: praxis, positionality, validity, and the cult of the insider. Geoforum 30 313-327

McDowell L (1998) Elites in the City of London: some methodological considerations. Environment and Planning A 30 2133-2146 Oakley A (1999) 69: Interviewing women: a contradiction in terms. In Bryman A and Burgess R G (eds.) Qualitative research volume IV. Sage: London.Robinson, G.M. (1998) Methods and techniques in human geography, Chichester: John Wiley.

Rose G (1997) Situated knowledges: positionality, reflexivity and other tactics. Progress in Human Geography 21 305-320

Schoenberger E (1994) Corporate strategy and corporate strategists: power, identity and knowledge inside the firm. Environment and Planning A 26 435-451Song M and Parker D (1999) Commonality, difference and the dynamics of disclosure in in-depth interviews. In Bryman A and Burgess R G (eds.) Qualitative research volume IV. Sage: London.

Ward K G and Jones M (1999) Researching local elites: reflexivity, 'situatedness' and political-temporal contingency. Geoforum 30 301-312

Participatory Action and Learning (IDPM70461)
Tutor: Joanne Tippett (IDPM)

Introduces the techniques of 'rapid' and 'participatory' appraisal in the context of development policy; examines and assesses the strengths and weaknesses of the approaches and the critiques to which they have been subjected; and concludes with a practical exercise.

Preliminary reading:
Copestake, James, and J. Moris (1993), Qualitative Enquiry for Rural Development, London: IT Publications

Laws S and Marcus R (2003) Research for Development: A Practical Guide. Save the Children Fund, London.

Woodhouse P (1998) People as Informants in: Thomas A, Chataway J, and Wuyts M (eds) Finding Out Fast: Investigative Skills for Policy and Development. Sage, London

Practising Participant Observation (SOAN60892)
Tutor: Gillian Evans (Social Anthropology)

Introduces participant-observation as an approach, working with a few extended examples of ethnographies in which it was a central technique; develops awareness of the type of knowledge and data that is can generate, and gives practical experience of the technique.

Preliminary reading:
Steward, Alex 1998. The Ethnographer's Method. London: Sage.
Salmen, LawrenceF. 1987: Listen to the People: Participant-Observation Evaluation of Development Projects. Oxford: Oxford University Press.
Bernard, H. Russell 1998: Handbook of Methods in Cultural Anthropology. London: AltaMira Press.
Whyte, William Foote 1997: Creative Problem Solving in the Field: Reflections on a Career. London: AltaMira Press.
Burawoy, Michael 1991: Ethnography Unbound: Power and Resistance in the Modern Metropolis. Berkeley: University of California Press.

QRM in SEMESTER 2

Content Analysis (SOCY60602)
Tutor: Nick Crossley (Sociology)

Introduces content analysis as a data collection technique and applies the technique to a social scientific problem; explores issues in the analysis and interpretation of content analysis data, and the ways in which it might be used as part of a research design.

Preliminary reading:
Krippendorff, K, (1980) Content Analysis, London, Sage

Computerised Data Analysis (SOCS70062)
Tutor: Wendy Olsen (CCSR)

This workshop is aimed at Masters level researchers and Doctoral researchers as well as those who commission or manage research in various contexts – e.g. local government; evaluation research; qualitative research to supplement local data sets, etc.

The workshop covers the computerised annotation and coding of qualitative data. The workshop uses Atlas TI and NVIVO qualitative coding software. Certain workshops use Atlas and others use NVIVO for the practical component. Both Atlas TI and NVIVO are standard packages for non-numerical un-structured analysis of texts and other data objects. The notion of qualitative data that we use is multi-media: digital audio, photos, and texts are all included.

We aim to integrate your existing knowledge of qualitative interpretation techniques with a growing awareness of the possibilities for computerised manipulation and annotation of data. Sample data sets and coded output are provided. Participants in the workshop are urged to construct graphical images ('iconic models') to represent the findings. About half of the workshop time is spent in lecture/discussion, and half of the time is spent in practical activities using one personal computer for each participant. You may continue the practical activity after the workshop.

The assignment will be marked at Masters level. In the assignment you will code and annotate a qualitative data set; explain the rationale behind the coding scheme ; appreciate strengths and weaknesses of computerised coding; 'parse' a document, ie do word frequency tables; and produce results from your coded data set including summary evidence and an iconic model.

Preliminary reading:
Alvesson, M., and Kaj Skoldberg (2000a). Reflexive Methodology: New Vistas for Qualitative Research. London: Sage.
Bauer, M. W., and George Gaskell (2000). Qualitative Researching With Text, Image and Sound. London: Sage.
Bazeley, P. and L. Richards (2000). The NVivo qualitative project book. Thousand Oaks, Calif.; London, SAGE Publications.

Buston, K. (1997). NU*Dist In Action: Its Use and its Usefulness in a Study of Chronic Illness in Young People. Sociological Research Online, 2, www.socresonline.org.uk/socresonline/2/3/6.html.   Available to anyone using the Internet.
Carroll, W. K. (2004). Critical Strategies for Social Research. Toronto, Canadian Scholars' Press.
Flick, U. (2002). An introduction to qualitative research. London: SAGE Publications.
Gibbs, G. (2002). Qualitative data analysis: explorations with NVivo. Buckingham; Philadelphia, Open University Press.
Richards, L. (2002). Using NVivo in qualitative research. [Doncaster, Victoria], QSR International.
Seale, C. (2004). Social research methods : a reader. London, Routledge.

Elite Interviewing (POLI70022)
Tutor: Nick Turnbull (Politics)

Introduces practical and organisational issues relating to elite interviewing, defined here as interviews with individuals with privileged access to sources of information and decision-making within the context of the particular research project. These might be relatively informal elites (e.g. within social movements and networks) as well as more obvious examples including politicians and political functionaries, business and trade union leaders etc. Issues to be discussed will include the identification of interviewees; interview format; the conduct of the interview and relations between the interviewer and interviewee; and the use of interview data including issues of confidentiality. The unit will provide an opportunity to plan, arrange, carry out interviews, reflect upon the use of them and to write-up and report on findings.

Preliminary reading:
Darren G. Lilleker, 'Interviewing the Political Elite: Navigating a Potential Minefield, *Politics*, 23 (3), 2003, pp. 207-14.
Jennifer Mason, *Qualitative Research*, 2004, ch. 4: 'Qualitative interviewing'.
David Richards, 'Elite Interviewing: Approaches and Pitfalls', *Politics*, 19 (3), 1996, pp. 199-204.
Anthony Seldon, 'Elite interviews' in Brian Brivati et al, eds, *The Contemporary History Handbook*, 1996, pp. 353-65.

Memory, History and Narrative (SOAN70132)
Tutor: Ian Fairweather (Social Anthropology)

The course aims to introduce students to the cross-cultural study of memory and historical consciousness through narrative. It will highlight the intimate connections between memory, history and narrative, as well as the problems associated with the production, recording and analysis of narratives.

On completion of this unit students will be able to appreciate the social importance of biographical and historical narrative as well as the range of cultural variation in the way that the past is remembered and narrated. They will have had practical experience in the recording, transcription and analysis of narratives; they will recognize and understand the social significance of genre, narrative conventions and performance in recounting the past and the implications these have for the production of memory and historical consciousness.

The unit will be divided into two half-day (4 hour) sessions. In session 1 I will use theoretical texts and practical examples to introduce the notion that memory and historical consciousness are shaped by the way that the past (individual or collective) is narrated. I will introduce notions of genre, narrative conventions and performance and illustrate through the use of specific ethnographic examples, how they reflect social context. I will look at some of the problems encountered by ethnographers in attempting to recognise, record and analyse narrative, and how they have been overcome.

The theoretical points will be explored through short practical exercises. In session 2 students will have the opportunity to analyse a variety of narratives narratives from film and video recordings, and their findings will be used to generate discussion of the place of narrative in students' research projects.

Preliminary Reading:
It would be useful if students could look at one or more of the following texts before the course commences.
Antze, P. & Lambek, M. (eds) 1996 Tense Past. London and New York: Routledge
Cole, Jennifer 2001 Forget colonialism?: sacrifice and the art of memory in Madagascar. University of California Press
Feldman, Allen 1991 Formations of Violence. University of Chicago Press
Steedley, M. 1993, Hanging Without a Rope. Princeton, Princeton University Press
Werbner, R.P. 1991, Tears of the Dead. Washington: Smithsonian Institute Press

Further Reading:
Halbwachs, Maurice 1950 (reprinted 1980, 1992) On Collective Memory. University of Chicago Press
Hamilton, Carolyn 1998 Terrific majesty: the powers of Shaka Zulu and the limits of historical invention. Harvard University press
Katriel, T. 1997, Performing the Past. London: Lawrence Erlbuam
McEwan, Cheryl 2003 "Building a postcolonial archive? Gender, collective memory and citizenship in post-apartheid South Africa" in Journal of Southern African Studies Vol 29 no 3 (2003).(available on the web)
Rasool, Ciraj and Leslie Witz "The 1952 Jan Van Riebeeck Tercentenary Festival:Constructing and Contesting Public National History in south Africa." In The Journal of African History no 34 (1993)
Rosaldo, R. 1980, Ilongot Headhunting. Stanford: Stanford University Press
Ross, F.C. 2001. Speech and Silence: Women's testimonies in the first five weeks of public hearings of the South African truth an reconciliation commission in Veena Das et al (Eds) Remaking a world : violence, social suffering, and recovery. University of California Press
Sahlins, Marshall 1985 Islands of History. University of Chicago Press
Stewart, Michael 2004. 'Remembering without Commemoration: The mnemonics and politics of holocaust memories among European Roma'. In Journal of the Royal Anthropological Institute Vol. 10 No.3, pp561-582.(Available on the web)

Focus Groups for Social Research (SOCY60422)
Tutor: Mr Darren Nixon (Sociology)

This course introduces the benefits and constraints of using the Focus Group method in social research. The unit outlines the increasing use of focus groups in a wide variety of research settings and addresses key issues such as group construction/composition, facilitation, data analysis, informed consent and over-disclosure. As part of the course assignment, students will have the opportunity to plan, carry-out and analyse a focus group and reflect on the appropriateness of the method for their own research interests.

Preliminary reading:
Albrecht, T. et al. (1993) "Understanding Communication processes in Focus Groups" in D. L. Morgan (ed.) Successful Focus Groups: Advancing the State of the Art. London: Sage; pp. 51-64.
Barbour and Kitzinger (1999) Foucs Groups in Social Research
Berg (2001) Qualitative research methods for the social sciences
Bloor, M. et al (2001), Focus Groups in Social Research. London: Sage.
Fielding (1993) 'Qualitative Interviewing' in Gilbert (1993) Researching Social Life
Glesne and Peshkin (1992) Becoming Qualitative Researchers
Kitzinger, J. (1994), "The Methodology of Focus Groups: The Importance of Interaction Between Research Participants", Sociology of Health & Illness, Vol. 16, No. 1; pp. 103-21
Krueger, R and Morgan, D. L. (1998), Focus Group Kit (1-6). London: Sage.
Seale (2004) Researching Society and Culture

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COURSE UNIT OUTLINE

Title:	Introduction to Quantitative Methods
Credit Rating:	15
Level: *(UG 1/2/3 or PG)*	PG
Delivery: *(semester 1, 2 or both etc)*	1
Tutor(s):	Mark Elliot, Mark Brown, Ed Fieldhouse, Paul Norman

Aims:

The course will:
1. Introduce students to the concept of sampling and how it is used to make population inferences
2. Provide and Understanding of the basic mechanics of drawing a random sample.
3. Introduce students to survey data including the meaning and derivation of variables.
4. Provide grounding in basic data analysis using SPSS.
5. Provide the practical skills needed to conduct, interpret and report simple analyses using survey data.

Learning Outcomes:

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

1. Understand the role of sampling in the process of carrying out a survey.
2. Show an understanding of different sample designs and how these can be applied in a practical context.
3. Conduct, interpret and report basic analyses of sample data.

Content:

Part 1 SPSS for Social Scientists: This component which is non-compulsory for students who are already familiar with SPSS will be run as a one day course. The students learn through practical exercises to use SPSS to carry out basic analyses. The idea is to enable students to reach a level of familiarity with and confidence using SPSS to enable them to use the package for the exercises in Part 3 and 4 of the course and for the assignment.

Part 2: Surveys and sampling: This component introduces the basic elements of sampling theory. Methods for calculating sample size are explained; different sampling methods are discussed and compared. Practical exercises focus on applying these concepts to a particular research question.

Part 3. Data Analysis I: This component covers the basic approaches to exploratory data analyses using the Samples of Anonymised Records from the 1991 Census. Topics covered include: levels of measurement, exploring distributions using tables and charts, the use of cross-tabulations and control variables, techniques for recoding and deriving new variables, the use of weighting, the normal distribution, hypothesis testing, tests of association for tables.

Part 4: Data Analysis II: This component builds on the Data Analysis I, by looking in more depth at the relationship between levels of measurement and moving onto more sophisticated techniques such as correlation, standardisation, simple and multiple regression. Practical exercises are conducted using the 1998 General Household Survey.

Teaching and learning methods:

The course consists of the following:
1. An intensive one day course teaching the basics of the statistics software SPSS, which will be used throughout the course. (voluntary)
2. A series of ten lectures covering the background to the material and underlying concepts.
3. A series of supervised lab classes in which students will try out the techniques covered in the lectures through directed exercises.

SOCS71961 Advanced Data Analysis

Lecturer: Dr Mark Tranmer

Four one-day courses that must all be taken. All run on Mondays in November 2006. CCSR Training Suite, 2nd Floor Crawford House

Aim
To give students the necessary understanding and skills to conduct relatively sophisticated multivariate analysis of socio-economic data and to understand and interpret the results.

Four one-day courses must all be attended. These are:

Multiple Regression
Logistic Regression
Data reduction and classification
Multilevel Modelling

Attendance of each of these four short courses is compulsory

In each of the courses both theoretical and practical aspects are covered. The theoretical aspects include details of the algebra and notation used. The practical aspects include hands on experience of using statistical software to carry out analyses of socio economic datasets. Software used on this course is SPSS, with MLwin for the multilevel modelling analyses.

Assessment
The course is assessed via coursework. Students are required to write a report of about 3500 and no more than 4000 words on the analysis of UK census data, using techniques covered on the course.

Reading list
Dale,A.,Fieldhouse,E.,Holdsworth,C (2000) Analysing census microdata. Edward Arnold, London.
Field A (2005) Discovering Statistics Using SPSS (Second Edition). Sage.
Plewis, I (1997) Statistics in Education. Edward Arnold

Snijders, T and Bosker, R (1999) An introduction to basic and advanced multilevel modelling (chapters 1-3). Sage

UNIT OUTLINES FOR SUBSTANTIVE AREAS

SOCY60331 (SY6331) : Social Theory & Cultural Identity

Code	SOCY60331 (SY6331)
Department	SOSS – Sociology
Tutor(s)	McMylor, Dr Peter
Semester	1
Credits	15
Teaching Methods	Weekly lectures and tutorials.
Assessment	3,000 word assessed essay.
Aims	The course aims to appeal to graduate students thinking about the nature and purpose of contemporary social theory. It will seek to explore issues in relation to the contested nature of the concepts of tradition and detraditionalization, community and individual.
Objectives	The course will examine the way these concepts have been thematised in classical social thought and in recent discussions around self-identity, communitarianism, modern forms of collective representation and ideologies. A particular focus of the course will be the role of ethical/moral categories in social explanation and understanding.
Course Content	The course aims to appeal to graduate students thinking about the nature and purpose of contemporary social theory. It will seek to explore issues in relation to the contested nature of the concepts of tradition and detraditionalization, community and individual. This will be done by examining the way these concepts have been thematised in classical social thought and in recent discussions around self?identity, communitarianism, modern forms of collective representation and ideologies. A particular focus of the course will be the role of ethical/moral categories in social explanation and understanding.Writers discussed will include such figures as Alasdair MacIntyre, Zygmunt Bauman, Charles Taylor. The course is to focus on a limited number of texts and to proceed with a detailed analysis of each. Close readings of some selected texts and open discussions will thus serve as the format for the majority of the seminars.
Preliminary reading	P.Heelas ed Detraditionalisation A. MacIntyre, After Virtue Z.Bauman , Postmodern Ethics C.Taylor, The Ethics of Authenticity A. Seligman, Modernity's Wager

SOCY60372 (SY6372) : Social Movements

Code	SOCY60372 (SY6372)
Department	SOSS - Sociology
Tutor(s)	Crossley, Dr Nick
Credits	15
Teaching Methods	Weekly lectures/seminars
Assessment	A 3000 word essay. All students are also expected, either individually or in small groups, to compile case study materials on a movement or protest event of their choice, which they will use as a resource in their course assessment. Students may be asked to give a brief presentation (with a handout) on 'their' movement, during the course.
Course url	http://www.socialsciences.man.ac.uk/sociology/course_materials/courses/SOCY60732
Aims	This course aims to introduce students to the key theories and debates this interest has generated as well as the main movements and protest events that have been analysed. Pulling together the disparate trends of movement scholarship from Europe and the States, it offers a state of the art review of movement analysis. More than this, however, it encourages students to use these ideas and debates to make sense of the sweeping current of movement activity within their own social world.
Course Content	Social movements are networks of individuals and groups, often connected by shared ideologies and identities, who aim to either bring about or resist changes in the societies to which they belong. The labour movement is one example, and feminism, animal rights and the ecology movement are others. There have been many high profile movements in the history of Modern societies and there is hardly a week goes by these days when some form of high profile movement activism isn't reported in the press: e.g. a hunger strike by an animal rights protester, a demonstration involving thousands, a bomb threat from far right extremists, a 'carnival against capitalism', an angry 'mob' hunting down paedophiles. Sociologists have always attributed importance to these movements, not least because of their role in stimulating social change and their capacity to challenge political legitimacy, making or breaking social order. This course aims to introduce students to the key theories and debates this interest has generated as well as the main movements and protest events that have been analysed. Pulling together the disparate trends of movement scholarship from Europe and the States, it offers a state of the art review of movement analysis. More than this, however, it encourages students to use these ideas and debates to make sense of the sweeping current of movement activity within their own social world.

POLI70892 (GV9891) : Governance and Welfare state

Code	POLI70892 (GV9891)
Department	SOSS – Politics
Tutor(s)	Rummery, Dr Kirstein
Semester	2
Credits	15
Timetable	Friday 13.00-15.00, Room BS1, Dover Street Building
Teaching Methods	Weekly seminars (2 hours), guided reading for student-led discussion in seminars, private study and group presentations.
Information	
Assessment	One essay of 3,500 words (75%), paper and presentation (15%), participation/attendance (10%)
Course url	http://www.socialsciences.manchester.ac.uk/politics/postgraduate/units/gv9892/
Aims	To enable students to acquire a critical knowledge of developments in theoretical approaches to governance as it applies to public policy in the context of the British welfare state, to enable students to understand and critically evaluate changes in the governance and delivery of welfare services in the UK, to facilitate students' comprehension of the organisation of welfare services in the context of a mixed economy of welfare and role of the state, private sector and voluntary sector, to help students critically analyse the relationship between citizens and the State in the context of public policy and to encourage students to think critically about the governance and organisation of contemporary welfare services in the UK as a response to public need.
Objectives	On completion of this unit successful students will be able to understand the ideological, social and economic developments that have influenced the way in which welfare services have been organised and delivered in the UK, understand the organisation of welfare services and the role of the public, private and voluntary sectors in the context of a mixed economy of care, apply contemporary theoretical debates regarding governance to a range of examples in public policy and work collaboratively to research a topic and present material to support relevant arguments in a chosen topic relating to the contemporary welfare state in the UK.
Course Content	1. From Beveridge to Blair: theoretical and empirical developments in welfare policy in the UK 2. Governance and the Welfare State: an introduction to theoretical debates about the role of the state 3. Developing a Mixed Economy: 4. Rationing, Citizenship and Access to Services: 5. Family or the State? analysis of the role of family and informal carers 6. Professions, Management and Governance: a discussion of the governance arrangement in the NHS 7. Partnerships and the Governance of Health and Social Care: looking at public/private and public/public partnerships 8. Cash or Services: using the example of Direct Payments to disabled people 9. Networks, Partnerships and the Delivery of Welfare: 10. Citizens, Welfare and Governance: analysing the evidence

THE UNIVERSITY OF MANCHESTER
Postgraduate Programme Specification

POLI70271 (GV9272) : Understanding Governance : Beyond Bureaucracy

Code	POLI70271 (GV9272)
Department	SOSS – Politics
Tutor(s)	Harriett Churchill
Credits	15
Teaching Methods	The course will offer an introductory lecture followed by weekly two hour seminars. These seminars will utilise a mix of teaching methods involving a workshop format, small group work, presentations and case study analysis. Each seminar will be led by a student presentation. There are no pre-requisites for this course.
Assessment	75% of the final course mark will derive from a 3,500 word assessed essay. The remaining marks will be derived from presentation (15%) and participation/attendance (10%).
Course url	http://www.socialsciences.manchester.ac.uk/politics/postgraduate/units/gv9271/
Aims	The course aims to introduce students to theories and concepts associated with the analysis of contemporary governance in a range of settings both in the UK and elsewhere. It will explore the meaning of governance, and the impact of new public management, consumerism, joint up government and partnerships on the public sector and examine examples of unbundled government such as agencies and partnership working. It will draw on public policy analyses to examine the effect of change for example bureau shaping, policy networks, new institutionalism and policy transfer. Finally it will explore normative issues of how states can steer the policy process and how accountability can be maintained. The course will provide students with the opportunity to develop skills in applying theoretical concepts to empirical work and vice versa; in the assembly and presentation of primary empirical material and in small group work.
Objectives	By the end of this course unit and demonstrated by means of written assessed work and oral presentations students will: have a greater awareness of the concept of governance; and be better able to: utilise theories and concepts associated with contemporary public policy analysis; relate these theories and concepts to empirical material; work in small groups, use primary materials and preci and present arguments.
Course Content	1. Introductory Lecture: Overview the governance debate – moving beyond bureaucracy, NPM, the enabling state, hollowing out, normative problems of accountability and control (steering), the turn to joined up government. 2. Managerialism and Marketisation 1: New Public Management, unbundling, agencies and modernisation as a narrative. 3. Managerialism and Marketisation 2: New Public Management, unbundling, agencies and modernisation as a narrative 4. Joint-Up Governance and networks 1 – models, practices and analysis. 5. Joint-Up Governance and networks 2 – models, practices and analysis. 6. Governance Issues 1: Steering: the principal agent problem 7. Governance Issues 2: Implementation. 8. Governance issues 3: Accountability and course review
Preliminary reading	- Bevir, M and Rhodes, R.A.W (2003) Interpreting British Governance, London: Routledge. - Bouckaert, G and Pollitt, C (2nd Edition) (2004), Public Management Reform: A Comparative Analysis, Basingstoke: Palgrave. - Pierre J and Peters, G (2000) Governance Politics and the State, London: MacMillan. - Pierre, J (ed) (2000) Debating Governance: Authority, Steering and Democracy, Buckingham: Open University Press. - Rhodes, R.A.W (1997) Understanding Governance: Policy Networks, Governance, Accountability and Reflexivity, London: Routledge.

SOCY60381 (SY6381) : Gender, Time and Change

Code	SOCY60381 (SY6381)
Department	SOSS - Sociology
Tutor(s)	Tinkler, Dr Penny
Semester	1
Credits	15
Timetable	Mondays 10 - 1 Roscoe 2.5
Teaching Methods	Weekly lectures and workshops and an oral history interview workshop.
Assessment	3,000 word assessed essay
Aims	To introduce students to sociological perspectives on time and change; to explore the gender dimensions in which time and change are (a) socially constructed, organised and experienced and (b) reserached, conceptualised and theorised; to equip students to recognise the multiplicity of ways in which time and change are featured in social life and sociological inquiry.
Objectives	At the end of this unit students will: be familiar with sociological perspectives on time and change; be able to outline some of the ways in which time and change enter into social life and the manner in which these are gendered; be able to identify the gender dimensions of oral history research practice; be able to conduct an oral history interview.
Course Content	The unit introduces students to sociological perspectives on time and change addressing theoretical and methodological issues. Students will address time and change in a number of inter-related and intersecting contexts including: the every-day organisation and understanding of time and change; age, the life course, biography and generation; historical time, social change and periodization; science and social theory. Students will participate in an oral history interview workshop.
Preliminary reading	Recommended reading: Barbara Adam, Timewatch, London, Sage 1994. .
Keywords	gender social theory Time Change oral history

THE UNIVERSITY OF MANCHESTER
Postgraduate Programme Specification

SOCY60552 (SY6551) : Sociology of Consumption

Code	SOCY60552 (SY6551)
Department	SOSS - Sociology
Tutor(s)	Southerton, Dr Dale
Credits	15
Teaching Methods	weekly lecture/seminars
Information	To survey the emergence and development of a new sub-discipline within sociology, the sociology of consumption. The course will involve examining key theoretical texts and recent research in the field.
Assessment	Students are required to write a 3,000 word assessed essay related to one of the unit topics, to be submitted mid-January 2007 (date will be confirmed on course unit outline). Some titles will be supplied after the course has begun (and will be negotiable).
Course url	http://www.socialsciences.man.ac.uk/sociology/course_materials/courses/SOCY60551
Aims	* to provide a unit of study which furthers to the aims of the MA programme. * to cultivate a capacity for critical thinking at an advanced level. * to introduce students to a rapidly developing field of study which has relevance to contemporary social and economic life. * to offer a thorough overview of developments in the sociology of consumption and encourage a critical attitude towards theoretical and empirical work in the field.
Objectives	* to impart an understanding of the development of the sub-discipline. * to foster a capacity for critical evaluation of key theoretical texts and recent empirical research. * to identify the strengths and weaknesses of current work in the field. * to encourage a capacity to write analytically about topics in the field.
Course Content	Students will survey the emergence and development of a new sub-discipline within sociology, the sociology of consumption. The course will involve examining key theoretical texts and recent research in the field. The course will cover the following topics: * A definition and mapping of the field of consumption studies * themes in the sociology of consumption * The Frankfurt School and the culture industries * Pierre Bourdieu's analysis of distinction * consumption, welfare and well-being *cultural studies and the meaning of signs * material culture and the meaning of goods * an interim review of the field *revival of political economy of consumption *recent developments in the cultural sociology of consumption
Preliminary reading	Aldridge A (2004) Consumption, Polity Gabriel Y & Lang T (1995) The Unmanageable Consumer, Sage Slater, D (1997) Consumer Culture and Modernity, Polity Miller, D. ed (1995) Acknowledging Consumption: a review of new studies, Routledge

SOCY60552 (SY6551) : Sociology of Consumption

THE UNIVERSITY OF MANCHESTER
Postgraduate Programme Specification

Making Sense of Large Scale DataSets

Lecturer: Dr Jo Wathan

Aims:
This unit aims to provide students with a framework for selecting appropriate data sources for particular research purposes and the tools with which to conduct these analyses. The course will be of particular use to students who are interested in undertaking their dissertations or a PhD using secondary analysis.

Learning Outcomes:
By the end of the unit students will be able to:
1.Critically evaluate secondary data sources and to assess their appropriateness for a given research topic.
2.Demonstrate an awareness of the appropriate use of secondary data.
3.Demonstrate an ability to undertake a small scale secondary analysis project involving appropriate exploratory techniques.
4.Produce necessary derived variables from raw data in a research use dataset.
5.Communicate these competences in a written research report.

Content:
Britain is fortunate in having a rich resource of high quality surveys that are available to the secondary analyst primarily through the Economic and Social Data Service. These provide an important basis for cost-effective but high quality research across a wide range of topics. This course provides students with the necessary tools for analysing these data sources.   There is a strong emphasis on achieving a critical understanding of the origins and meaning of secondary data.
Topics will include:
What is secondary analysis, what are its strengths and weaknesses
How are data accessed in the UK?
Locating and assessing the suitability of data for a research project, including complex surveys
Using documentation
Data manipulation and working with hierarchy
Ethics, Licenses and Good Practice

Teaching and learning methods:
The course combines lectures, practical work using teaching datasets and examples drawn from current and recent research projects. There is a major focus on large-scale datasets, for example the British Social Attitudes Survey, General Household Survey and the Samples of Anonymised Records. It will be assumed that students are familiar with Windows and SPSS, and have demonstrated competence in straightforward exploratory analysis through taking Introduction to Quantitative Methods, or equivalent.

Preliminary reading:
Dale, A; Fieldhouse, E and Holdsworth, C. (2000) 'Analysing Census Microdata' Arnold (London)
Good on the Samples of Anonymised Records
Gilbert, N. (ed.) (2001) 'Researching Social Life' (2nd ed.) Sage (London)
Good general context, but focus on chapters 15-17 on survey analysis and secondary analysis

Assessment: Report of a short piece of secondary analysis of a major UK Survey c. 3000 words 100%

SOCS70022 Longitudinal Data Analysis

compulsory for ESRC students on Social Statistics Route

Lecturer: Dr Mark Tranmer

Teaching Methods
The course will comprise 3-consecutive days of teaching. The three days of intensive training will be made up of interleaved lectures and computer-lab examples and exercises implemented in appropriate statistical software.

Aim
* To provide students with the skills needed to design longitudinal research and conduct appropriate analyses using longitudinal data

Objectives
* To gain facility in the concepts, designs and terms of longitudinal research
* To be able to carry out a range of different methods of analysis
* To have a general understanding of how each method is representing longitudinal processes
* To be able to choose a design, appropriate method of analysis and plausible model for a range of common research questions.

Course
The importance of longitudinal analysis is becoming increasingly recognized across the social and medical sciences. However, Britain has surprisingly few analysts with the methodological skills to make appropriate use of longitudinal data. This course is intended to meet this need.

Assessment
This unit will be assessed by coursework.

Information   PRE-BOOKING is essential for this course. Use the on-line form available, http://www.ccsr.ac.uk/courses.html, or contact margaret.martin@man.ac.uk.

This course assumes a relatively advanced level of statistical knowledge. Requirements include some basic familiarity with STATA and knowledge of multivariate and logistic regression equivalent to a good performance in SR8011 Advanced Data Analysis

Preliminary Reading
Hamilton, L.C. (1998) Statistics with Stata 5. Duxbury Press.

SOCS70032 Design and Analysis of Complex Surveys

compulsory for ESRC students on Social Statistics Route

Lecturer: Dr Mark Tranmer

Teaching Methods
The course has a two-part structure. It begins with a ½ to 1-day problem based introduction and the first part of a project. The second part consists of an intensive 3-day computer-lab based training workshop made up of interleaved lectures and examples implemented in STATA.

Aim
* To link analysis with survey design to provide students with the basis for understanding appropriate methods of analysis for complex survey designs.

Objectives
To enable students to:
* assess a range of survey designs and corresponding data analysis requirements
* analyse a substantial proportion of surveys likely to be encountered in practice
* understand the principles behind design based and model based inference

Course
Survey design and analysis are crucial aspects of social research. Most methods of statistical analysis assume that data are drawn from a simple random sample. This course provides a more sophisticated approach to issues of survey design and the implications that it has for analysis.

Assessment
This unit will be assessed by coursework.

Information
PRE-BOOKING is essential for this course. Use the on-line form available, http://www.ccsr.ac.uk/courses.html, or contact margaret.martin@man.ac.uk.

This course assumes a relatively advanced level of statistical knowledge. Students should be confident with material covered in SR 8011 Advanced Data Analysis

Preliminary Reading
Lehtonen, R. and Pahkinen, E. (1995) Practical methods for design and analysis of complex surveys. John Wiley.

SOCS70170 Introduction to Stata (non-credit bearing)

(Note Stata is required for **SOCS70032)**

Lecturer: Dr Jo Wathan

Teaching Methods
The course combines presentations, demonstrations and practical exercises. The emphasis is on hands-on experience and students are encouraged to ask questions and seek help from the course leader and the teaching assistant.

Aim
This course will cover basic techniques in data exploration and data analysis using Stata. It is hoped that after attending the course, the students will be able to perform basic exploration and analysis of their own data.

Course
Setting memory; data entry; importing data of other formats; opening and saving data files; working interactively in stata; writing and executing syntax (do) files; logging outputs and viewing logs; looking at the variable information; searching for data information and checking data consistency; getting help for commands or topics; selecting subpopulations for analysis; generating, replacing, renaming and recoding variables; variable amd value labels; treatment of missing data; sorting data; exploratory analysis with tabulations; summarizing data in two-way tables; and using Stata graphing systems.

Assessment
None

Preliminary Reading
None - but familiarity with windows environment is required and some basic knowledge of social statistics is assumed. Experience in data analysis would be an advantage, especially for those who have used SPSS before.

Making Sense of Large Scale Data Sets

Lecturer: Dr Jo Wathan
Aims:

This unit aims to provide students with a framework for selecting appropriate data sources for particular research purposes and the tools with which to conduct these analyses. The course will be of particular use to students who are interested in undertaking their dissertations or a PhD using secondary analysis.

Learning Outcomes:
By the end of the unit students will be able to:
1. Critically evaluate secondary data sources and to assess their appropriateness for a given research topic.
2. Demonstrate an awareness of the appropriate use of secondary data.
3. Demonstrate an ability to undertake a small scale secondary analysis project involving appropriate exploratory techniques.
4. Produce necessary derived variables from raw data in a research use dataset.
5. Communicate these competences in a written research report.

Content: This course provides students with the necessary tools for analysing primary anonymised data sources. There is a strong emphasis on achieving a critical understanding of the origins and meaning of secondary data.

Topics will include:
• What is secondary analysis, what are its strengths and weaknesses
• How are data accessed in the UK?
• Locating and assessing the suitability of data for a research project, including complex surveys; Using documentation
• Data manipulation and working with hierarchy
• Ethics, Licenses and Good Practice

Teaching and learning methods:
The course combines lectures, practical work using teaching datasets and examples drawn from current and recent research projects. There is a major focus on large-scale datasets, for example the British Social Attitudes Survey, General Household Survey and the Samples of Anonymised Records. It will be assumed that students are familiar with Windows and SPSS, and have demonstrated competence in straightforward exploratory analysis through taking Introduction to Quantitative Methods, or equivalent.

Preliminary reading:
Dale, A; Fieldhouse, E and Holdsworth, C. (2000) 'Analysing Census Microdata' Arnold (London)
Gilbert, N. (ed.) (2001) 'Researching Social Life' (2nd ed.) Sage (London)

THE UNIVERSITY OF MANCHESTER
Postgraduate Programme Specification

SOCS70680 Further Survey Design and Analysis (FSDA)

Lecturer: Dr Ludi Simpson / Dr Mark Tranmer

Timetable (delivered by 3 one-day courses)
 Wednesday, 21st February 2007– Aspects of Statistical Modelling
 Monday, 5th March 2007– Conceptualising Longitudinal Analysis
 Wednesday, 14th March 2007– Introduction to Longitudinal Analysis

Aim

This course aims to extend the student's repertoire of statistical designs and analytical models, both conceptually and with practical skills.

Teaching
The course is largely lecture based, with some practical work using calculators. In addition, some practical computing sessions are given using SPSS. Some brief comments will be made about other software packages, for example STATA. The course will be given as a series of 3 one-day sessions. Students must attend all three days.

Learning Outcomes

The course should enable students to:

1. Understand some commonly used sample designs and to get a good grounding in sampling theory. Understand why sample design is important in social research. Find out about other aspects of sampling theory and get some practical experience of using sampling theory

2. Understand the concepts behind different longitudinal designs and be able to justify choices between them.

3. Get some insight into longitudinal data analysis, including regression analyses of change and loglinear models (and obtain some experience of using software to carry out these methods).

4. Decide which modelling approach is appropriate given the research question(s) and the available data.

5. Interpret output from a statistical modelling analysis and understand the rationale behind statistical model building.

Course content

This course covers further topics in design and analysis and assumes that students will have already some experience of data analysis for example they may have done the Advanced Data Analysis (ADA) course SR8011 or alternatively should have prior experience of statistical modelling including multiple regression and/or logistic regression. For those people who have not previously done ADA (SR8011), experience of SPSS for statistical modelling is essential. The FSDA course includes sampling theory, introductory longitudinal analysis and aspects of statistical modelling. Whilst this course provides

additional self-contained training in issues of statistical design and analysis, it can also be seen as a useful course to take for those people who have done ADA and complementary to courses such as Longitudinal Data Analysis (SR 8022) and Design and Analysis of Complex surveys (SR 8032).

FSDA covers these four topics, over a series of three one-day courses:

Day 1: Aspects of Statistical Modelling

- What type of model is appropriate given the research question and the available data?

This will include a discussion of multiple regression, logistic regression, multi-level modelling, log-linear models as well as cross-sectional and longitudinal data.

- Interpreting model coefficients and output from statistical software – some examples based on the social science literature.

- Some examples of statistical modelling from the social research literature

Day 2: Conceptualising Longitudinal Data

This course is intended to help students think about the story they want to quantify, before they choose a longitudinal study design that is appropriate to the story. The course defines and exemplifies periodic cross-sections, retrospective surveys, prospective surveys, panel Surveys with a single panel or rotating membership, cohort studies, and record linkage. Issues of causality, inference, and design are discussed. Choice of response or dependent variable, and independent variables, using examples of both continuous and categorical variables, affect both the design and the analysis which is the subject of day 4.

Day 3: Introduction to Longitudinal Data Analysis

- Recap on designs for longitudinal data.
- Modelling a continuous dependent variable from a longitudinal data set.
- What is the reponse variable from repeated measures: final response, or change over time? Practical
- Categorical data. Theory and practice of loglinear models.
- Review and other issues including random effects and mixed models. Discuss assignment.

Assessment is via coursework of length not more than 4000 words.

Reading list

Agresti, A (1996) Introduction to Categorical Data Analysis (Wiley   Series in Probability & Statistics).   John Wiley & Sons Inc
Davies, R (1994) From cross-sectional to longitudinal analysis in Dale, A and Davies 'Analysing social and political change'. Sage.
Lohr, S (1997) Sampling: design & analysis. Duxbury Press.
Plewis, I (1985) Analysing change: measurement and explanation using longitudinal data. Wiley.