

The University of Southern Mississippi
International Development Ph.D. Program
Department of Political Science, International Development and
International Affairs

IDV 725
Field Research I:
International Development
Syllabus
Spring 2007
3 Credit hours

David L. Butler-Professor

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Meeting Schedule

Online Synchronous

Section 001 Wednesdays 6-8pm CST.

Online Asynchronous

As instructed throughout term

In person

Face to face meetings at first and last in person sessions during the term on the University of Southern Mississippi.

Course

Goals

This course is designed with the following goals:

- To teach the process of field research examining methodologies
- To teach the dynamic process of collecting field research data and the challenges it provides
- To examine the process of collecting as clean and unbiased data possible in a setting that is not always conducive to collecting clean and unbiased data

- To construct a list of best-practices for field research techniques for each student in the class where a clear and effective means of collecting the best data possible is emphasized
- To statistically analyze the field data collected
- To design a tight and effective multimedia presentation of the research within the manuscript(s) for dissemination to a group of peers within a 15-20 minute format
- To have students complete papers/reports from the field data collected.

Learning Outcomes

Students will achieve the following outcomes by the end of the term:

- Learn how to distinguish between good, solid and rigorous data collection techniques and unacceptable techniques by academic standards
- Learn how to make good decisions in the field when faced with a data collection problem to ensure that the research project continues forward with as little disruption as possible
- Learn the dynamics of anticipating problems faced in field research data collection
- Learn the differences of collecting field data alone and collecting data as a team and/or as a team leader
- Learn how to complete a quantitative analysis on primary field data collected.

Texts

Designing and Conducting Mixed Methods Research (Paperback)

by John W. Creswell, Vicki L. Plano Clark

Paperback: 296 pages

Publisher: Sage Publications, Inc; Bk&Acces edition (August 18, 2006)

Language: English

ISBN: 1412927927

The Survey Kit, 2nd edition (Paperback)

by Arlene Fink

Paperback: 1434 pages

Publisher: Sage Publications, Inc; 2nd edition (November 12, 2002)

Language: English

ISBN: 0761925104

A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods (Hardcover)

by Ellen Perelman (Editor), Sara R. Curran (Editor)

Hardcover: 280 pages

Publisher: Sage Publications, Inc (January 30, 2006)

Language: English

ISBN: 1412916801.

Class

- Presentation**
- A presentation of a dissertation methodology chapter. Will prepare you for your prospectus review, comprehensive exam orals and dissertation defense.

Seminar

- Design**
- Student-led seminar discussion
 - Pilot testing of online chat voice software

Course Delivery Model

This course is a hybrid one. It includes (1) traditional face-to-face meetings conducted at two three-day in-person sessions at the beginning and end of the semester and (2) interaction in an online format during the remainder of the semester. However, overall, more than 50 percent of the material for this course is presented online and it is thus classified as a fully online course.

Evaluation

- 25% Self-Service Project and Paper
- 25% Call Center Project and Paper
- 25% Google Alert Project and Paper
- 15% Participation in leading seminar discussion
- 10% Final Presentation
- 100%

A=90-100%	Excellent work	Exceeded high expectations
B=80-89%	Good work	Met high expectations
C=70-79%	Average work	Met basic expectations
F=69% or less	Unacceptable work	Did not meet basic expectations

ASSESSMENT RUBRIC

Product	Assessment Criterion
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Self Service Project, Call Center Project, Google Alert Project

A
 The paper contained very few errors, was well written, formatted and argued. The figures and tables support the text. The content of the paper was interesting, relevant, and clearly articulated the methodology used and strategies for addressing potential field related data collection problems. The report included a detailed analysis of the statistics involved and the conclusions found. The student incorporated student and instructor reviewed comments successfully. The paper reflects a solid example of field research methodology and quantitative analysis.

B

The paper contained some errors, was well written, formatted and argued. The figures and tables supported the text. The content of the paper was interesting, relevant, and articulated the methodology used and strategies for addressing potential field related data collection problems. The report included analysis of the statistics involved and the conclusions. The student incorporated most student and instructor reviewed comments successfully. The paper reflects an example of field research methodology and quantitative analysis.

C

The paper contained a fair number of errors. The paper contained figures and tables. The content of the paper existing and addressed some of the methodology used and strategies for addressing potential field related data collection problems. The report attempted to include analysis of the statistics involved. The student incorporated few student and instructor reviewed comments successfully.

F

The paper contained numerous errors, was poorly written, formatted and argued. The figures and tables did not exist or did not support the text. The content of the paper was neither interesting, relevant, nor articulated the methodology used and strategies for addressing potential field related data collection problems. The report did not include analysis of the statistics involved and the conclusions. The student did not incorporate student and instructor reviewed comments. The paper does not reflect an example of field research methodology and quantitative analysis.

Professional Presentation

A

The presentation was almost flawless in content and delivery. The presenter(s) held the audience throughout and effectively incorporated multimedia into the presentation. The voice level and pitch were correct for the environment of the presentation.

B

The presentation was solid in content and delivery. The speaker(s) held most of the audience's attention and

used multimedia as part of the presentation. The voice level and pitch of the presenter(s) were correct for the environment of the presentation.

C

The presentation was average in content and delivery. The speaker(s) held the attention of most of the audience for most of the presentation. The presentation used some visuals to convey the message. The presenters could be heard by the majority of the audience.

F

The presentation was poor in content and delivery. The speaker(s) could not hold the attention of the audience during the presentation. The presentation failed to make use of visuals or multimedia devices. The audience had difficulty hearing and following the speaker(s).

Student-Led Seminar

A

The student excelled in leading class discussion creating a solid environment of learning. The student's goals for their seminar were clear, clean, precise, and articulated in advance. The student ensured that there was full participation from all and was fair in balancing the time and effort of each student. The class ended on time with all objectives being met. The seminar added much value to the overall class.

B

The student effectively led class discussion creating a solid environment of learning. The student's goals for their class were clear and articulated in advance. The student ensured that there all students contributed and attempted to balancing the time and effort of each student. The class ended on time with most of the objectives being met. The seminar added value to the overall class.

C

The student led class discussion. The student's goals for their class were articulated. The encouraged students to contribute. The class ended with part of the objectives being met. The seminar added partial value to the overall class.

F

The student led class discussion. The student did not have goals for their class. They did not encourage students to contribute. The class ended too late or too early without objectives being met. The seminar added no value to the overall class.

WEEKLY SCHEDULE

Week	Topic
Week 1 January 12th In person	Introduction to class goals, learning objectives, projects and evaluation
Week 2 Online January 17th	Introduction to WebCT and new Horizon Wimba technology Begin Self-Service Project and Data Collection Begin Obtaining Interviews and Surveys in Call Centers
Week 3 Online January 24th	Readings: Perelman and Curran Intro, Chapters 1-2 Butler Lead
Week 4 Online January 31st	Readings: Perelman and Curran Chapters 3-4 Student Lead:
Week 5 Online February 7th	Readings: Perelman and Curran Chapters 5-6 Student Lead:
Week 6 Online February 14th	Readings: Perelman and Curran Chapters 7-8 Self-Service Paper Due Student Lead:
Week 7 Online February 21st	Readings: Perelman and Curran Chapters 9-10 Student Lead:
Week 8 Online February 28th	Readings: Perelman and Curran Chapters 11-12 Student Lead:
Week 9 Online March 7th	Readings: Creswell and Plano Clark Intro and Chapters 1-2 Student Lead:
Week 10 Online March 14th	Readings: Creswell and Plano Clark Chapters 3-4 Student Lead:
Week 11 Online March 21st	Readings: Creswell and Plano Clark Chapters 5-6 Student Lead:
Week 12 Online	Readings: Creswell and Plano Clark Chapters 7-8 Call Center Paper Due (surveys and interviews)

March 28th Student Lead:
Week 13 Readings: Creswell and Plano Clark Chapters 9-10
 Online Student Lead:
 April 4th
Week 14 Readings Fink: Books 1-3
 Online Student Lead:
 April 11th
Week 15 Readings Fink: Books 4-6
 Online Student Lead:
 April 18th
Week 16 Readings Fink: Books 7-10
 Online Google Alerts Paper Due
 April 25th Student Lead:
Week 17 Presentations-In person Gulfport, Mississippi, USA
 In person
 May 4-6th

ADA

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi on the Gulf Coast
 Office for Disability Accommodations
 730 East Beach Blvd
 Long Beach, MS 39560

Voice Telephone: (228) 214-3232 or (601) 266-5024 Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay*

Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.