

Development Studies

Sample

(Subject to Changes)

Instructor Hu Anning

Course Code SOCI130065.01

Credit 2

Credit Hours Per Week 3

Total credit hours 40

Language of Instruction English

1. Overview and Objectives of the Course

This course will guide students in developing social research skills in real-life topics. By taking this course, students will learn different procedures of social research methods. Also, by applying one or several research methods in studying a substantive question, students are expected to accumulate first-hand experience in social science studies. In this process, they also garner a better understanding of Chinese society.

2. Course Schedule

Week1: Course Introduction and Orientation

TA should send the reading stuff to students after class.

Week2: Lecture on How to Do Social Research

- Every student is expected to read the selected chapters of Babbie (2007).
- Each student should prepare at least one question to discuss in class.

Week3: Grouping and Introduction to Sample Research Topics

After this class, each group should send group member information to the TA.

Week4: Lecture on Proposal Writing; Discussion of Sample Articles

- Each group should read the sample articles beforehand; please pay attention to the framing of research questions, article structure, organization, etc. The substantive conclusions are of no particular interest to this class.
- Each group should prepare one question related to the sample articles, which will be discussed in class.

Week5: National Holiday (no class)

Week6: Proposal Writing (No Class Lectures, Open Office Hour)

Week7: Presentation of Research Collaboration (Practice of Presentation)

- Prepare a PowerPoint (ppt)
- Keep the presentation to around 5 minutes.
- In the presentation, you should address the following three questions
 - (a) Why is this topic important? Try to hook the attention of the audience
 - (b) Why do you think this research question is practically doable?
 - (c) Why is your research interesting? Try to show the innovative aspect of your research.

Week8: Proposal Presentation I

- Prepare a PowerPoint
- Keep the presentation to around 15 minutes.

TA determines the presentation order randomly and keeps all students posted before the class.

Week9: (official change of schedule): Proposal Presentation II

Proposal Due (hardcopy)

Week10: Final Report Writing (No Classroom Lectures, Open Office Hour)

Week11: TA-led Discussions

Communicate with the other groups regarding research design, practical difficulties, potential inter-group collaborations, etc.

Week12: Help Session

- Problem-solving;
- Each group can give a short report about the progress.
- Sample Report for your reference

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nreportpdf.pdf)

Week13: Final Presentation I

- Prepare a PowerPoint
- Keep the presentation within 15 minutes.

TA determines the presentation order randomly and keeps all students posted before the class.

Week14: Final Presentation II

- **Final Report Due (hard copy required).**
Reading Assignment Due.

3.Grading & Evaluation

Final marks will be based on an assessment of the following assignments:

1) Proposal (15%)

Each group is expected to prepare a proposal for the field research before formally starting it. The proposal includes at least the following information:

1. Research question
2. Background of the research question
3. Some necessary literature review
4. Subjects of the study
5. Measurement
6. Data-collection method
7. Analysis
8. Schedule

9. Budget
10. References (if any)
11. Appendices (if any)

2) Collaboration (10%)

Each group should keep evidence of effective collaboration between group members.

This evidence could be online chat records or brief memos of group meetings.

3) Experiential Learning (20%)

- Following the experiential learning model's gist, each student should maintain written journals throughout the project. The journal contains the necessary details of the field research that you view to be helpful for the final report writing. Also, reflections on the substantive project, social science research in general, or the skills learned from field research should be included. No journal is required before the project starts.
- For international students, some extra assignments might be required by your home university.

4) Reading Assignment (10%)

Each student should read the following book and finish one report in which each student should briefly summarize the contents and discuss its current relevance. The report is ideally less than 1000 words.

Yan Yunxiang. 2003. *Private Life under Socialism. Love, Intimacy, and Family Change in a Chinese Village 1949-1999*. CA: Stanford University Press.

5) Questions related to the Reading Stuff (10%)

Students should prepare questions related to the reading stuff. More details can be found in the schedule below.

6) Final Presentation (15%)

Each group is required to give a 15-minute final presentation. The presentations should not merely recount the research details but bring into focus the connection between broader development issues and the student's personal experience.

7) Final Report (20%)

The final report should be a well-written report/research essay in which students are required to present their unique findings in a broader research context. The structure of the final report is as follows:

1. Title Page with information on authors
2. Abstract
3. Background
4. Research question(s)
5. The contributions of your research
6. Literature review
7. Research design (your research subject, measurement, data-collection method, and your analytical strategies)
8. Presentation of your findings
9. Conclusion and discussion
10. References

Final grades will include +/- designations when applicable. Late work will be penalized.

4. Readings

Main Textbook

Babbie, Earl. 2007. *The Practice of Social Research*. Qinghua University Press.

Sample Articles to Illustrate Different Methods

- Online Experiment: Bansak, Kirk, Jens Hainmueller, and Dominik Hangartner. 2016. How economic, humanitarian, and religious concerns shape European attitudes toward asylum seekers. *Science* 354, no. 6309: 217-222.
- Survey: Hu, Anning and Xiaogang Wu. 2019. "Parental Education and College Students' Attitudes toward Love: Survey Evidence from China." *Journal of Marriage and Family* 81(3): 584-600.

- Content Analysis: Xu, Xiaohong. 2013. Belonging before Believing: Group Ethos and Bloc Recruitment in the Making of Chinese Communism. *American Sociological Review* 78(5): 773–796.
- Interview: Rivera, Lauren A. 2012. Hiring as Cultural Matching: The Case of Elite Professional Service Firms. *American Sociological Review* 77(6): 999–1022.

Course Director's Academic Background:

Dr. Hu Anning is Professor of Sociology at Fudan University. His research interests include social inequality, education, religion, trust, culture, and social research methods. Dr. Hu has published over 100 academic articles and three monographs, with research appearing in major sociological outlets, such as the *British Journal of Sociology*, *Sociology*, *Social Science Research*, *Journal of Marriage and Family*, *Poetics*, *Research in Social Stratification and Mobility*, *Demographic Research*, *Journal for the Scientific Study of Religion*, *Sociological Quarterly*, *Journal of Mathematical Sociology*, and *The China Quarterly*, to name a few.

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