

Fall 2024 L32 495: Research Design and Methods¹

Instructor: Dr. Stephanie N. Shady (she/her)

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Class Meetings: Mondays, Wednesdays, and Fridays, 9:00 - 9:50 AM

Classroom: Seigle 103

Office Hours: Tuesdays and Thursdays 1:30-3:30 PM

Office: Seigle 132

Course Description

This course provides an introduction to qualitative and quantitative research methods in political science. The topics in this course address issues related to defining and operationalizing research questions, theory building as well as theory testing (e.g., observational studies, surveys, and experiments). Technical issues related to these methods are not the focus of this course. Theoretical issues regarding the advantages and disadvantages of the different approaches are instead. Ultimately, the goal of this course is threefold: (1) to instruct students to critically analyze scholarly articles with particular attention to research design, (2) develop skills associated with practical applications of particular methods, and (3) to guide students in how to design an original research project, such as a senior thesis. Note: This course counts towards the undergraduate Political Methods subfield.

Prerequisites: L32 263 Data Science for Politics OR L32 363 Quantitative Political Methodology

Course Goals: Throughout this course, we will learn to:

- Formulate theoretically interesting and substantively important research questions.
- Synthesize literature on political science topics.
- Build sound theoretical arguments rooted in existing political science literature.
- Construct testable hypotheses.
- Assess the trade-offs of different research methodologies as relevant to a specific research question.

The above goals represent the steps towards the final product of this course, which is a strong research design proposal. If you are writing a senior thesis, this is the place to develop the proposal. Regardless of your reasons for taking the course, proposing a sound research design will teach you multiple skills that you can transfer to your professional goals.

Course Materials

You do not need to purchase a textbook for this course.

Canvas will be our primary resource center for the course. You will find folders with the following materials:

- PDFs or links for articles, book chapters, reports, and podcasts that are assigned on the calendar to prepare for the day's class. Please bring an electronic or paper copy of reading materials to class daily.
- Detailed guidelines for all assignments.
- Submission links for all assignments.

¹Last edited on August 22, 2024. I reserve the right to update any aspect of this syllabus as necessary.

- Information about campus resources.
- An “**Extensions and Questions**” folder. All of us are here to learn, including me. If you ask a question that I do not know the answer to, I will look into it and put related resources in this folder. I will also periodically add items of interest such as news articles or reports that you may peruse if you are interested in diving deeper in a particular topic. If you come across a resource you’d like to share, please e-mail it to me!

Classroom Norms

Your active engagement in the classroom will contribute to your learning and enrich class-wide and small-group collaboration on your research designs. Your presence in class is not only for your benefit, but for the benefit of our whole learning community. On a typical day, we will:

- Discuss the theoretical foundation of research design and methodological approaches.
- Hold small-group discussions on the trade-offs and ethics of research design choices.
- Apply research design and methodological concepts to political topics through conversational lectures, small-group and class-wide discussions, and other interactive activities.
- Collaborate on your semester-long research designs through peer and instructor feedback, workshops, and reminders of recommended steps towards progress.

Assessment

You will be assessed using the measures listed below with the following weights. Details about each assignment can be found in the syllabus and on Canvas and will be discussed in class:

IRB completion - CITI Training: 5%

Research skills exercises: 5%

Memos (research question, theoretical mechanism, research design): 30% (10% each)

Integrated theory with literature review: 20%

Final research design: 30%

Presentation of final research design: 10%

Letter Grade Distribution

≥ 93.00	A	$73.00 - 76.99$	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	≤ 59.99	F

The grading scale above represents the department standard. I will round up decimals at 0.49 or above. To maintain fairness to all of your classmates, I will not arbitrarily negotiate final grades at the end of the semester. Grades are a tool, albeit an imperfect one, for measuring understanding and application of course material. I am committed to assessing you fairly and providing feedback in order for you to learn, and negotiation is not a learning outcome of the course.

Important Notes on the Nature of the Course

Courses involving research and writing

Students come to this course with different comfort levels with writing, especially with extensive, research-based writing. That is okay! There is no such thing as perfect writing, and my goal for every student is to

help them improve from where they are at the beginning of the semester. We will break down the research and writing process into manageable steps, and I encourage you to ask questions or ask for help early and often. The Writing Center (<https://writingcenter.wustl.edu/>) is also an excellent resource that I encourage you to make use of no matter what your current research and writing experiences are.

The senior thesis Original research design is a different form of research than you are likely accustomed to in your previous coursework. It is more difficult, but you are in this class because you have built up the foundation to be prepared for it. There are two keys to success.

First, resilience. You will have ideas that are interesting but unfeasible. You will hit walls as you're searching for literature or trying to fill gaps in your theoretical argument or thinking through methodological challenges. That is a normal part of the research process, even for those of us who have been doing it for a long time. Good strategies are to take a break, work on a different part of the project, and talk through challenges with a peer and with me.

Second, ask for help early and often. The steps of this project build on one another. This type of research is new to most or all of you, and your questions will help everyone. Ask conceptual questions in class. When you're struggling with something specific to your own project, ask me in class during workshop times or come to office hours. I do want you to try to troubleshoot problems yourself first, because it will help you learn, but if you're spending more than 30 minutes on a problem without progress, that is a sign to ask for help.

Assignments

IRB Completion - CITI Training: 5%

Students will complete the CITI training course to demonstrate competence in ethics in research involving human subjects and use of the Institutional Review Board (IRB) to ensure ethics compliance (note: IRB approval is a necessary, but not sufficient, step in ensuring ethical treatment of human subjects). You will access the course via this page: <https://hrpo.wustl.edu/training/human-subjects-education-citi/>

Research Skills Exercises: 5%

Throughout the semester, we will do activities in and outside of class to review and build core research skills. This will include reading academic articles, written reflections to explore your project, coding in R, and other activities as I deem necessary. These will be assigned point values commiserate with the volume of work.

Research Design Memos: 30% (10% each)

Students will complete three (3) 1-page memos throughout the course to demonstrate progress towards the final research design. These memos represent a *summary* of the work you have done on each step of a project, but you will have much more than 1 page worth of background work to complete the summaries. **It is extremely important that you do not treat these steps as quick assignments to do the day they are due. The work that goes into each will take much longer than you think if they are done well, and putting your best into each step is essential for receiving useful feedback and progressing towards a high-quality final product.** The three memos are as follows:

1. **Memo 1: Research question and justification** - In one (1) page, articulate a clear research question and defend its importance. Your research question should be causal in nature (unless you are writing a theory or methods thesis, in which case, you should discuss with me). Your justification should discuss why your research question contributes to our theoretical understanding of politics

and/or a practical policy issue. Consider this a draft of your final paper's introduction, in which you situate your research question in what we know, what we do not know, and what is happening in a political context.

2. **Memo 2: Theoretical Mechanism** - In one (1) page, explain your theoretical mechanism in words (complete sentences, paragraph form). Your theory should articulate why your independent variable is causally related to your dependent variable, what steps link the two, and any moderator or mediator variables. You do not need to make a theoretical argument for everything, only for your main argument (this means you do not need to theorize control variables in this memo, though you will have a control variables section in your final design). Your theory should culminate in **specific, testable** hypotheses. **In addition to the written memo**, attach a diagram in which you DRAW the steps of your theory. The diagram and the written memo should be directly related to one another.
3. **Memo 3: Research Design** - In one (1) page, propose a design to test your hypotheses. This includes both data (existing data or a plan for collecting data) and method (what will you do with the data). How will you know based on this method that your hypotheses are supported or not? Your design can use qualitative, quantitative, or mixed methods, as long as you justify why your choice is appropriate for your research question. Please include your hypotheses at the top of the page, with revisions if necessary from Memo 2, so that we can ensure a match between hypotheses and research design.

Integrated Theory and Literature Review: 20%

Using your revisions of Memo 2 as a foundation, re-write your theoretical argument, but situated each step of the theory in existing literature. You will write approximately 4-6 pages. We will discuss strategies for this in detail in class. The literature review should do the following:

1. Group pieces of literature by findings and approaches relevant to pieces of your theory. Do NOT summarize individual articles one by one in whole paragraphs. Instead, write about how they are related to each other and to your argument.
2. Critique existing literature. What are the strengths and weaknesses of existing work? Note that engaging with existing literature should be critical but kind, and it is perfectly okay to identify when a piece does something well.
3. Maintain a focus on literature **as it is relevant to your theoretical argument.**

Final research design: 30%

Your final research design will be a draft proposed project with all components except carrying out the analysis. Using the memos and integrated literature review and theory as a basis - **WITH SUBSTANTIAL REVISIONS** - you will create a complete research design with the following sections:

1. Introduction
2. Several sections of integrated theory and literature review. These should be divided into the core sections of your theory and flow in a logical order to explain your argument. The headings of these sections should be substantive. **DO NOT** use "Literature Review" as a heading. As they become relevant in your argument, write your hypotheses. Separate these out on a new line with a label (e.g. H1: Your hypothesis).
3. Data and Method

- (a) Explain your data source (or how you will collect original data). What are the advantages of this data for your research question? What are the limitations of this data?
- (b) Explain how your dependent and main explanatory variables are operationalized.
- (c) Explain how your control variables are operationalized.
- (d) Explain how you will use this data (your method). Why is this method appropriate for your research question?

4. Conclusion - since you will not carry out analyses in this class, your conclusion should briefly summarize what you aim to do with the thesis project.

This is the document you will use to communicate with potential thesis advisors about your plans. It will be indicative of both your interests and your preparation. A faculty member agreeing to advise a project is the next bar you must meet in order to complete a senior thesis, so make this research design a reflection of your best efforts.

Formatting instructions

All written assignments should be double-spaced, with standard 12-pt font and 1-in margins. On the first page, include a header with your name, the assignment title, and the date (dates will help you with version control). Use page numbers if there is more than one page. Include a reference page with all sources alphabetized by author last name (this does not count towards the page requirement). Use parenthetical citations (do not use footnotes for citations). You may use the citation style of your choice as long as you are consistent; if you do not have a preference, I suggest APA. Even if you use the same source throughout the entire paragraph, you should be citing it multiple times. Do not use any subheadings or extra space between paragraphs to fill space.

Final research design presentation: 10%

During the last week of class, students will sign up for a time slot to present their research designs to the class. Present each step of process as we have worked on it throughout the semester. You should use slides with visualizations and MINIMAL amounts of text that facilitate your presentation. Your presentation should be 4-5 minutes long, and you should be prepared to answer questions as time allows.

Course Policies

• General

- Please bring a copy of the reading assignments and any other assigned work for the day to class, either paper or electronic.
- You will need your laptop in class sometimes, and you may use it to take notes. Laptops and other electronic devices are to be used exclusively for the work we are doing in class. You will not succeed in the course if you are checking email, working on other assignments, etc. during our class time.

• Grades

- Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.
- Grades will be maintained in Canvas. Students are responsible for tracking their progress by referring to the online gradebook.

- I do not arbitrarily negotiate grades at the end of the semester. Negotiation skills are not a learning outcome for the course, and I am only assessing your mastery of the learning outcomes for the course.

- **Assignments**

- Students are expected to work independently on all assignments. **Offering and accepting** solutions from others is an act of **plagiarism**, which is a serious offense and **all involved parties will be penalized according to the Academic Honesty Policy**. Discussion amongst students is encouraged, but all work produced should be your own.
- The unauthorized use of artificial intelligence software, including but not limited to ChatGPT, is plagiarism and will be penalized according to the Academic Honesty Policy. **For this class, no use of ChatGPT for any part of the coursework is permitted.**
- **Late assignments without prior communication and approval for an extension will not be accepted for full credit.** If you anticipate needing an extension for a large assignment (the final paper), you should make this request via email at least 48 hours before the deadline to be considered for approval. If you submit this work late without approval, you will have 5 percentage points deducted from your total grade for every day it is late, up to 5 days when the university is in session (excludes weekends and university holidays). After that period, late work without approval will not be accepted.
 - * **Late assignments leading up to the final paper are not eligible for extensions.** These assignments are cumulative and essential to your meaningful participation in in-class activities.
 - * In case of an emergency, please communicate with me as soon as you are able to and we will assess the next steps.
- It is your responsibility to organize, save, and back up all of your work (use an external hard drive and/or a cloud service such as DropBox, iCloud, Google Drive, or OneDrive, all of which have free versions). Losing your work because it is not backed up is NOT an acceptable reason for late submission.

- **Attendance and Absences**

- As adults, your education and other aspects of your life are your responsibility. As such, I do not grade attendance directly, but I will keep it in order to ensure that students are keeping up with course material and to grade participation in research workshop sessions.
- Learning research design requires navigating many new terms and concepts. It is therefore important that you attend class on a regular basis.
- This policy means that you *can* miss class, but you must accept the responsibility for the learning you have missed, regardless of the reason for absence. It is your responsibility to obtain all missing notes or materials. You should consult the syllabus, review the notes you obtain from a classmate, and then come to office hours to ask questions you have about the missed material.
- I am aware that life circumstances such as illness or family emergencies can prevent attendance. I am also mindful that there are cases where physical or mental illness may be undiagnosed or not require a doctor's visit. Please do not come to class if you are sick. You do not owe me personal details, but please communicate via email if you must miss class.
- If circumstances arise that require you to be absent longer than a week, please communicate with me as soon as you're able via email so that I can offer you flexibility as appropriate.

- **Participation:** You and your classmates will benefit from regular participation in class discussion and activities. If you do not understand a concept, or I mention a term without defining it and you need clarification, please ask early and often. That is why I am here! Other students will benefit from

your questions and insights as well. I encourage you to raise your hand and ask questions throughout the class period, whether in discussion or lecture periods. It is much more beneficial to you if you ask in the moment so that you can use that clarification when we continue working with the concept in class that day.

- **Office Hours:** Office hours are a resource that I encourage you to make use of in my class and in other classes. I encourage you to come to office hours early and often to ask questions about course material and assignments. Additionally, office hours are an opportunity to meet your professors, discuss your career and other intellectual interests, etc. Particularly as you begin to apply for study abroad, internships, jobs, and graduate school and will need recommendation letters, the more you have cultivated relationships with your instructors, the more they will be able to help you in future endeavors. I can write you a much better recommendation if I know something more than the grades you earned in my class for one semester. I especially encourage you to come talk to me about studying abroad! It was the best part of my university experience, and I really want you to find a program that fits your needs and interests, too. Finally, my office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community. Additionally, I am an Arab American who has lived in the Middle East, and I am aware of ongoing challenges that Arab and Muslim students are currently experiencing. If you need a safe space to talk or need additional resources, my door is open to you.

- **Contact Policy:**

- You do NOT need to make an appointment to come to regularly scheduled office hours. This time is always open to you.
- For non-urgent appointments outside office hours, I would appreciate an email 48 hours in advance. This is so that I can balance my week to prepare for yours and other classes.
- If something urgent comes up, please feel free to see if I'm in my office. If I am here, I will make time for you to the best of my ability.
- Emails should be used to make appointments or ask brief questions. If you have a longer question, please come to office hours so we can discuss it thoroughly.
- Please remember that university emails should be written in a professional manner, which means a subject line (could just be your course name), greeting, brief message, and closing. You may address me as Professor Shady or Dr. Shady, and I use she/her pronouns.
- I encourage you to set your own work-life balance boundaries, and I also set mine. I am committed to responding to emails within 48 hours (at the latest) on days when the university is in session. Typically I will not receive your email on weekends or late in the evenings. If you have not heard from me within 48 hours during business hours, please feel free to send me a reminder (this helps me find your message at the top of my inbox).

WashU Policies and Resources

COVID-19 Health and Safety Protocols

Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habif Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If instructed by Habif to quarantine or isolate, students should notify their instructor as soon as possible by forwarding the email they received from Habif. Any accommodation needs for COVID-related absence not covered in an instructor's standard course policies should be discussed between the student and instructor.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at <https://covid19.wustl.edu/health-safety/>. This includes:

- Strongly recommended masking in indoor spaces. Masking remains a valuable tool in the mitigation of COVID-19, particularly in light of new and emerging variants. Students and instructors are encouraged to treat requests to mask with care and consideration, keeping in mind that some individuals may be at a higher risk, caring for others at a higher risk, or feeling less comfortable in a mask-optional environment. Based on monitoring of regional and campus conditions, a mask requirement may be implemented as needed. For current masking policies, see the WashU Together website.
- Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources (www.disability.wustl.edu) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies should a requirement be in place.
- Maintaining physical distancing as needed. While distancing requirements have been removed for vaccinated students, those who are not fully vaccinated are strongly encouraged, for their own health, to maintain a distance of 6 ft from others in the classroom. If you are not able to be vaccinated or have conditions that may put you at increased risk of failed immunity and classroom activities would bring you in frequent proximity to other students, contact your instructor to discuss alternatives.
- Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.

Reporting Sexual Assault and Harassment

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Coordinator, at (314) 935-3411, cm-copeland@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX.

Disability Resources (DR)

WashU supports the right of all enrolled students to an equitable educational opportunity, and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Disabled students requiring adjustments to equitably complete expectations in this course should contact WashU's Disability Resources (DR), and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

Disability Resources: <http://www.disability.wustl.edu/>; 314-935-5970

Statement on Military Service Leave

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

Preferred Name and Personal Pronouns

Washington University in St. Louis recognizes that many students prefer to use names other than their legal ones to identify themselves. In addition, in order to affirm each person's gender identity and lived experiences, it is important that we use the pronouns that each person uses for themselves. This simple effort can make a profound difference in a person's experience of safety, respect, and support. My pronouns are she/her. If you feel safe and comfortable doing so, I encourage you to share your pronouns with me and/or your classmates so that I can address you correctly. I will never share information about your gender identity or sexual orientation with government or university officials. **My office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.** For WashU resources and information on administratively recognizing your preferred name and pronouns see: <https://students.wustl.edu/pronouns-information/>, <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>.

Emergency Preparedness

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the "Quick Guide for Emergencies" that is found near the door in many classrooms and main lobby areas of buildings for specific emergency information and instructions. For additional Information and EAP maps, visit <https://emergency.wustl.edu/>. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WashU Safe app and enable notifications.

To report an emergency:

Danforth Campus: (314) 935-5555

School of Medicine Campus: (314) 362-4357

North/West/South and Off Campus: 911 then (314) 935-5555

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential. In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis. For additional details on the university-wide Undergraduate Academic Integrity policy, please see: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>. In taking this course, students may be expected to submit papers and assignments through Turnitin for detection of potential plagiarism and other academic integrity concerns. If students do not have an account with Turnitin and/or do not utilize Turnitin when submitting their papers and assignments, the instructor may upload your paper or assignment to Turnitin for processing and review.

Calendar

- It is essential that you keep up with the assignments listed on the calendar. This is a workshop-style class with a cumulative project. It is your responsibility to come prepared with your best effort on each stage of the project so that our class time is used to your greatest advantage.
- I strongly encourage you to reach out to a potential thesis advisor once you have developed the theory/integrated literature review. Securing an advisor is **your** responsibility, but if you would like my help in doing so, please ask me **no later than October 31**. I can assist you with identifying a potential subject expert and crafting an elevator pitch.

Date	Topic	Assignments
Aug. 26	Introduction	Review the syllabus and come to class with any questions you have on it. Fill out student introduction survey by next class (Aug. 28)
Aug. 28	Posing a research question	
Aug. 30	Brainstorming research ideas – ASYNCHRONOUS	On Canvas, free write about two (2) topics you are interested in researching. See Canvas for detailed instructions.
Sept. 4	Narrowing a research question	
Sept. 6	Research skills day – R refresher with Amaan Charaniya	Memo 1 Due at 11:59 PM on Canvas Complete and submit R activities on Canvas.
Sept. 9	Research skills day – R refresher with Amaan Charaniya	Complete and submit R activities on Canvas.
Sept. 11	Writing theory	
Sept. 13	Writing theory	Bring a draft of your theory drawing to class
Sept. 16	Writing theory	Bring a revision of your theory drawing to class
Sept. 18	Writing theory	Bring a draft of Memo 2 to class
Sept. 20	Reading literature	Memo 2 due at 11:59 PM on Canvas

Sept. 27	Reading literature	Article reading assignment due at 11:59 PM on Canvas
Sept. 29	Strategic literature searches	Bring a list of core topics derived from your theory to class
Sept. 30	Literature review	Each day of the literature review section, I will be checking for progress on your nested bibliography. This will be a research skills grade.
Oct. 2	Literature review	
Oct. 4	Literature review	
Oct. 9	Literature review	
Oct. 11	Research skills day – R refresher with Jordan Wong	Complete and submit R activities on Canvas.
Oct. 14	Research skills day – R refresher with Jordan Wong	Complete and submit R activities on Canvas.
Oct. 16	Combining literature and theory	Bring your nested bibliography to class. At this point, it should be complete in order for you to make writing progress with it.
Oct. 18	Combining literature and theory	Each day of the combining literature and theory section, I will be checking your progress on the integrated literature review and theory draft. This will be a research skills grade.
Oct. 21	Combining literature and theory	
Oct. 23	Combining literature and theory	
Oct. 25	Combining literature and theory	
Oct. 28	Methods – quantitative	Integrated theory and literature review due on Canvas at 11:59 PM
Oct. 30	Methods – quantitative	Canvas reflection: What quantitative methods would be appropriate for helping answer your research question? Why? What limitations would these methods have for answering your research question? Due at 11:59 PM.

Nov. 1	Methods – qualitative	
Nov. 4	Methods – qualitative	Canvas reflection: What qualitative methods would be appropriate for helping answer your research question? Why? What limitations would these methods have for answering your research question? Due at 11:59 PM.
Nov. 6	Designing your methods	Each day of the designing your methods section, I will be checking your progress towards a draft of Memo 3. This will be a research skills grade.
Nov. 8	Designing your methods	
Nov. 11	Designing your methods	
Nov. 13	Designing your methods	
Nov. 15	Designing your methods	Complete CITI Human Subjects Training online: https://hrpo.wustl.edu/training/human-subjects-education-citi/ . Submit a copy of the completion certificate on Canvas by 11:59 PM.
Nov. 18	Research ethics	Memo 3 due at 11:59 PM on Canvas
Nov. 20	Presentations	Submit your presentation slides on Canvas NO LATER THAN 8 AM ON THE DAY OF YOUR PRESENTATION . The purpose of this is so I can load all presentations at the same time and ensure time for everyone's presentations.
Nov. 22	Presentations	Submit your presentation slides on Canvas NO LATER THAN 8 AM ON THE DAY OF YOUR PRESENTATION . The purpose of this is so I can load all presentations at the same time and ensure time for everyone's presentations.
Nov. 25	Presentations	Submit your presentation slides on Canvas NO LATER THAN 8 AM ON THE DAY OF YOUR PRESENTATION . The purpose of this is so I can load all presentations at the same time and ensure time for everyone's presentations.
Dec. 2	Workshopping your final proposal	Bring all of your memos and integrated theory and literature review to class. The more you have already revised and integrated these pieces, the more you will get out of the workshop.
Dec. 4	Last Day of Class Workshopping your final proposal	Bring all of your memos and integrated theory and literature review to class. The more you have already revised and integrated these pieces, the more you will get out of the workshop.
Dec. 13	Final Proposal Due at 11:59 PM on Canvas	I will have limited hours TBA during finals week to assist with final proposals. Use the in-class workshop times to your best advantage by coming prepared with progress at each stage.