

HTS 2101: Research Methods

Fall 2013
Tu/Thur, 12:05-1:25pm
Old CE Building, G-10
Office Hours: Wed 11-12, Th 2-3

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Course Overview:

This course is designed for, and restricted to, HTS Majors. The larger goal of this course is to provide you with the research skills you will need to excel in our program – skills you will use for the rest of your life, whatever path you take. An even more specific goal is to prepare you to write top-notch research papers in your senior seminar courses.

Doing research is literally creating knowledge, and everyone in HTS must learn to do this. You will address questions faced by all students of history and sociology. How do I choose a research topic? How do I review the scholarly literature on that topic? How can I find and use appropriate sources for my project? How do I turn my research notes into a research paper?

The course will be more of a "workshop" course than a lecture course. It will emphasize practical skills, not theory. Prepare to be busy with meaningful projects. In the process, you will get to know the Georgia Tech library like the back of your hand. There is a wealth of information waiting to be discovered there, and *not* just online! In this class, you will spend a substantial amount of time in the library.

In the end, research findings must be communicated -- usually in the form of a research paper. The final section of this course focuses on the basics of writing a research paper. We will cover the essential aspects of effective scholarly writing, including footnotes and in-text citations.

Requirements:

There will be several criteria for the grade in this course: class attendance and participation, workshop projects, four advanced research projects, and a brief research paper. In fulfilling these requirements, students are expected to adhere to the **Georgia Tech Honor Code** (see www.deanofstudents.gatech.edu/Honor/). We are happy to accommodate students requiring any special considerations due to a disability. You might also contact the **ADAPTS Office** (see www.adapts.gatech.edu/index2.htm).

Attendance and Participation (20%)

Student participation is essential because much of each class session will include discussion. Make sure you *do the reading before class and come prepared to discuss*. **Do not assume that these are automatic points. You must earn them by contributing in class.** Furthermore, disruptive behavior (e.g., socializing in class, texting, coming to class late, listening to earphones) will negatively affect your grade. If you have a question or comment or need something clarified, raise the issue in class.

Class attendance is important on three counts. First, you must be present in class to participate. Second, the lectures will contain information beyond what is in the readings. Third, regular attendance will raise borderline grades.

In-class Workshop Projects (20%)

Throughout the semester, you will complete a variety of relatively short in-class projects. One of these projects will be a group project/presentation on a particular aspect of oral history research. We will discuss these assignments in more detail as the semester develops.

Advanced Research Projects (60%)

You will also complete four advanced research projects that will further develop your skills as a researcher. Each of these projects will use a different kind of research: magazines and newspapers, U.S. census statistics, Congressional documents, and oral history interviews. We may add an additional project later in the semester.

These papers are intended to hone your writing skills and raise your awareness of writing style, the structure of a research paper, the logic of research and analysis, as well as the proper ways of citing sources.

Summary of grade breakdown:	Attendance.....	20%
	In-class Workshops.....	20%
	<u>Adv. Research Projects.....</u>	<u>60%</u>
	Total.....	100%

Readings:

All books are available at the **Engineer’s Bookstore** at 748 Marietta Street. Additional readings will be posted on T-Square.

Required Books:

Wayne Booth, et al., 2008, *The Craft of Research (3rd edition)*, University of Chicago Press.
Strunk and White, *Elements of Style*. (order online)

WEEKLY SCHEDULE

Aug. 20 *Why do we have to learn about research?*
Course Introduction

PART I: THINKING ABOUT RESEARCH

Aug. 22 *How do we start the research process? The library*
Booth, et al. Craft of Research. Prologue, pages 3-8.
Navigating the stacks

Aug. 27&29 *How do we start the research process? Newspapers and magazines*
Flamming, Douglas. 2005. Bound for Freedom. Chapter 5 (“Politics and
Patriotism”), pages 159-187.

Booth, et al. Craft of Research. Ch 1, pages 9-15.

Assignment Handed Out: Newspapers and Newspaper Indices

Sept. 3 *How do researchers use archives?*
Booth, et al. Craft of Research. “Ethics of Research,” pages 273-276.
Visit to the Georgia Tech Archives

- Sept. 5 *What's the difference between a primary and secondary source?*
 Winders, Bill. 2006. "Sowing the Seeds of Their Own Destruction": Southern Planters, State Policy and the Market, 1933–1975." Journal of Agrarian Change. 6(2):143-166.
 Booth, et al. Craft of Research. Ch 5, pages 68-82; Ch 9, pages 130-138.
- Sept. 10 *How do we start the research process? The library, part II*
 Booth, et al. Craft of Research. Ch 3, pages 35-50.
 Library tour with Bruce Henson
- Sept. 12 *How do we develop and answer research questions?*
 Henslin, James. "How Do Sociologists Do Research?"
 Booth, et al. Craft of Research. Ch 2, pages 16-27.
- Sept. 17 *How do we develop and answer research questions? Part II*
 Joel Best. Damned Lies and Statistics. Introduction and Ch 1, pages 1-29.
 Booth, et al. Craft of Research. Ch 4, pages 51-67.
- Sept. 19 *How do we define a research topic?: Introductions and Conclusions*
 Booth, et al. Craft of Research. Ch 12, pages 177-186; and Ch 16, pages 232-248.
- Sept. 24 *How do we cite sources?*
 Booth, et al. Craft of Research. Ch 6, pages 84-100; Ch 13, pages 187-202; and Appendix, pages 283-311.
- Sept. 26 *How do we define a research topic? Part II*
 Booth, et al. Craft of Research. Ch 14, pages 203-212.
DUE: Research Project using Newspapers

PART II: DOING RESEARCH

- Oct. 1 *How can we gather statistical information?*
 Booth, et al. Craft of Research. Ch 15, pages 213-231.
 Introduction to using census data.
Assignment Handed Out: Census Data
- Oct. 3 *How do we use and present statistical information?*
 Wright, Gavin. 1986. Old South, New South. Chapter 8, ("The New Economy of the Postwar South"), pages 239-264 only.
- Oct. 8 *How do we find census data?*
 Booth, et al. Craft of Research. Ch 7, pages 108-119.
 Resources in Georgia Tech's library
- Oct. 10 *More on Census data? Yes.*
 Booth, et al. Craft of Research. Ch 8, pages 120-129.

- Oct. 15 **NO CLASS: FALL BREAK**
- Oct. 17 *What did we find in the Census?*
Student Presentations
DUE: Research Project using Census Data
- Oct. 22 *What other kinds of government data are there?*
Winders, Bill. 2004. "Sliding Toward the Free Market: Shifting Political Coalitions and U.S. Agricultural Policy, 1945-1975." Rural Sociology. 69(4):467-489.
Assignment Handed Out: Congressional Hearings
- Oct. 24 *How do we find Congressional documents?*
Resources in Georgia Tech's library
- Oct. 29 *How do researchers use archives? Part II*
Visit to the National Archives in Morrow, GA
- Oct. 31 *How do we find Congressional documents? Part II*
Introduction to Congressional Universe in HTS computer lab
- Nov. 5 *More on Congressional documents? Yes.*
Katznelson, Ira. 2005. When Affirmative Action was White. Chapter 3 ("Rules for Work"), pages 53-79.
- Nov. 7 *What did we find in Congress?*
Student Presentations
DUE: Research Project using Congressional Hearings
- Nov. 12 *How do researchers do oral histories?*
Introduction to oral history interviews
Assignment Handed Out: Oral History
- Nov. 14 *How do researchers use oral histories?*
Hall, Jacquelyn Dowd. 1986. "Disorderly Women: Gender and Labor Militancy in the Appalachian South." Journal of American History. 73(2):354-382.
- Nov. 27 *What did we learn from our oral history interviews?*
Group Presentations on Oral History
- Nov. 29 *What did we learn from our oral history interviews? Part II*
Group Presentations on Oral History
DUE: Research Project using Oral History
- Nov. 26 **NO CLASS: WORK DAY (focus on oral history project)**
- Nov. 28 **NO CLASS: THANKSGIVING HOLIDAY**

- Dec. 3 *How can we use these research tools? Part I*
Winders, Bill. 2004. "Sliding Toward the Free Market: Shifting Political
Coalitions and U.S. Agricultural Policy, 1945-1975." *Rural Sociology*.
69(4):467-489.
- Dec. 5 *How can we use these research tools? Part II*
Thinking about HTS Seminars