This course is ultimately meant to serve as a foundation and springboard for your dissertation research. It is also intended to further the development of a skill set that enables the competent asking and answering of research questions. To do this in the complex transdisciplinary landscape of leadership studies the course must address at least two very different perspectives on research.

- From the traditional, pragmatic, and mostly “post-positivist” perspective we will read, discuss, and model rational and logical approaches to the exploration, description, and explaining of phenomena.
- From a more post-structural (we’ll talk about this idea!) and post-modern perspective we will critique and question the very foundations of how we come to engage with phenomena in the first place and how history, power, and privilege come to define the landscape of knowing anything.

However, what is critical to understand is that in order to critique traditional research and scientific methodologies we have to become competent in that general domain. The development of this competence is largely what the coursework part of the course is about. A large part of our classroom conversation and dialogue (particularly in the latter half of the course) will be in beginning the critique of the general post-positivist paradigm.

The post-positivist perspective is about continuing the conversation you have likely had about research methods and design in your Masters work from a more or less traditional perspective. The Babbie text is an excellent expositor of this tradition and much of its contents will be familiar to many of you. We will be elaborating many of the design and methods elements covered by Babbie in our work with specific research designs related to leadership studies. It is my intention that this perspective will serve as the foundation and nucleus of the course. At the very minimum doctoral students in the DPLS should have mastered the core knowledge of traditional research methods as outlined in Babbie’s text.

The second approach is looking at research methods and practices from a more frankly philosophical perspective and discussing methodologies that have emerged from late modern and postmodern scientific/theoretical breakthroughs around the problems of human knowledge and human knowing. Crotty’s book will get us deep into this perspective. We will use readings from the Somekh & Lewin text and from other selected readings to bridge these two approaches.

What brings the two strategies together is the fundamental nature of questions. Research is about asking purposeful questions. Where our exploration will become problematic is in the realization that who is asking questions is as important as what it is we are asking. The
identities, assumptions, and histories of researchers is as important to scientific practice as the “answers” or solutions to problems that we find. (And, by the way, this insight is not unrelated to the DPLS approach to leadership in general – a leader must understand as much about her or himself as about followers, strategies, and purposes.)

Another related complexity to this is the necessity for students to learn a new language – the language of research design and research methodology. Both of these practices are lifelong endeavors which we are only beginning (or perhaps have already begun) and will take us long past our dissertation research. The most important criteria for navigating this course is that you do all the readings, worksheets, and exercises assigned. This will also be a primary mode of study in both your qualitative and quantitative research courses.

So this course is about these ‘two’ things being understood as necessary aspects of human experience and part of the general conversation around social justice, human rights, post-humanist values (including ecological sustainability), and the purposes of human activity. We will be doing a lot of talking about perception, belief, meaning, and reality. These are ‘heady’ concepts but ones I trust will make increasing sense as we navigate the literature and work on the problems we encounter. This course is also prerequisite to DPLS 722 Quantitative Data Analysis and DPLS 723 Qualitative Research-Theory and Design which are also intensive problem-set based courses requiring ample time for focused concentration.

This class includes a discussion of basic premises regarding how we learn (are transformed) and how this learning process influences and is influenced by research. The framework of Ignatian pedagogy will be used to clarify this thesis. Different ways of knowing become apparent through analyzing multiple social science research paradigms. These research paradigms provide a framework for reviewing various research methods and related theory development. However it is also the case that doctoral level work in research requires that all participants in the course master the basics of research design theory and logic. A critically important component of this course are your reflections about concepts presented in class discussions, assignments, and readings, and the "meanings" you assign to these concepts. These reflections will become apparent in your worksheets, class dialogue, and in your final projects.

**Statement on Intercultural and Diversity Awareness**

This course will be conducted such that all perspectives, beliefs, world views, lifestyles, genders, ethnicities, sexual preferences, differing abilities, religious views, etc. will be welcomed, respected, and engaged. It is my firm belief that plurality and openness to others is an ultimate value and both an ethical and moral imperative. Please consult the Gonzaga Website at: [http://www.gonzaga.edu/About/fed-state-regulatory-compliance.asp](http://www.gonzaga.edu/About/fed-state-regulatory-compliance.asp) for a more complete expression of the University’s position and commitment to these values. You may also consult the University Mission at: [http://www.gonzaga.edu/About/Mission/MissionStatement.asp](http://www.gonzaga.edu/About/Mission/MissionStatement.asp)

**Intended objectives for the course:**

- Explore and understand social science research paradigms, their underlying assumptions, and how they impact what we learn from research;
- Understand and practice sampling and the sampling procedures used for positivist, interpretivist, critical, etc., research designs;
• Discuss and demonstrate general principles of making positivist, interpretivist, critical, etc. observations in research;
• Think and write about the purpose and procedures of various research methods: survey, quantitative, experimental, qualitative, and unobtrusive;
• Develop and extend a coherent research design using the vocabulary and logic of contemporary post-positivist research methodology;
• Survey and talk about the general methods of analyzing data for positivist, interpretivist, critical, etc., research designs; and
• Explore and discuss ethical issues associated with positivist, interpretivist, critical, etc., research designs.

Expectations and Assessment

Assessment & grading in this course will be based on participation, completed assignments, and your final project.

The central expectation for this course is that everyone do all the reading, worksheets and final project. I also think it is critical that everyone show up for class and be fully present in your group work and conversations about research. If you miss more than two classes for any reason you will have to take the course over. It is also important that you complete assignments in a timely manner and interact with your workgroup in a mutually beneficial way.

Assessment of doctoral work in leadership studies is challenging. Interdisciplinary work dealing with complex and sometimes contested theories and concepts requires (from my perspective) a tolerance for uncertainty, ambiguity, and contingency. I am also struck by the need for a high degree of self-directed behavior on the part of doctoral students and candidates. I would like my teaching style, assessment policy, and rubrics to support and facilitate self-direction. The DPLS is an interdisciplinary program and students come with a variety of experiences, different types of expertise, and different professional and scholarly needs. It is my intention to honor, help cultivate, and support these differences.

However, behind my philosophical questions about assessment and uncertainty in evaluating anyone in an absolute manner there does reside (in my view) a set of skills that serve to hold and shape work with language in a complex world. I believe we need a grammar, syntax, and semantics of clarity, coherence, depth, and breadth. My assumption at the beginning of the term is that all of the students in this class possess the requisite skills, talents, and propensities needed to be clear, cogent, and complete. I admit that the standards I refer to are objectively stated and subjectively enacted. My assessment will be based on the quality and content of expressed thought as exhibited in both written assignments and classroom presentations and participation.

Grading Criteria for Written Work (adapted from the DPLS Academic papers rubric)

Content Criteria:
The content of your worksheets and final project should reflect both the minimal criteria laid out in the assignment documents as well appropriate cited literature that is both accurate and appropriate to your topic.
Thought and Expression Criteria

The organization and logic of your proposal is critical. The expectation is for well focused, well organized, and well-reasoned sentences, paragraphs, and sections. The writing should flow with the reader not getting lost or having to work to determine what you are saying.

Technical Criteria

Your writing should be clear and demonstrate a high level of vocabulary through careful word choice. Sentences should be constructed skillfully and purposefully. Transitions between paragraphs and sections are important and will be evaluated for their efficacy in weaving your concepts, themes, and purposes together. Summaries and conclusions are also vital elements of good writing and will be evaluated based on their appropriateness and effectiveness.

Of course grammar, punctuation, and spelling are expected to be flawless. Careful proof reading of your paper is a basic expectation.

Papers, unless otherwise noted are to be completed in APA style. References should be cited properly within the text and a complete reference list must be provided. Appropriate use of headings will also be noted. All papers to be sent via email to francovich@gonzaga.edu

Point/Grade correspondence:

95-100% = A
90-94.99% = A-
85-90% = B
80-84.99% = B-

Course Assignments

Participation - your presence in the course, completion of self-check quizzes (See Blackboard > Assignments), your conceptual and substantive contributions to discussions, and your willingness to learn all comprise your participation. (20% of Grade)

Research Worksheets (6) – See Blackboard > Assignments Worksheets (~ 40% of Grade)

Final Project – At the end of the course you will have considered and reflected on numerous models serving as project templates. You are expected to integrate relevant elements if these models from the texts, and/or from outside resources to complete a research proposal based on one of the research designs. Please see Blackboard for specific criteria. (~ 40% of Grade)

Due Wednesday December 11, 2013

Required Texts

Foundations of Social Research
Author: Crotty
Publisher: SAGE

Theory & Methods in Social Research 2nd edition
Authors: Somekh & Lewin
The Practice of Social Research
Author: Babbie
ISBN: 9781133049791
Publisher: Wadsworth Publishing; Edition: 13th

Other Readings will be assigned

Meeting structure & readings schedule:

Pre-Class Reading:
Dialogue Paper (on Blackboard)
Crotty: Chapter 1-2
Babbie: Chapters 1-3
Complete Self Check Quizzes – See Blackboard

First Meeting: Research and the foundations of science
Class Covenant
Dialogue & the DPLS
Overview of Readings
Group Work
Complete Self Check – See Blackboard
Readings for 2nd Meeting
Babbie: Chapters 4-5
Somekh & Lewin Chapters 1 & 2

Second Meeting: Research Design
Check in
Group Work
Discussion
Complete Self Check – See Blackboard
Worksheet #1 Due
Readings for 3rd Meeting
Crotty: Chapter 3-5
Babbie: Chapters 6-7

Third Meeting: Design Continued
Check in
Group Work
Discussion
Complete Self Check – See Blackboard
Worksheet #2 Due
Readings for 4th Meeting
Babbie: Chapters 8-9
Crotty Chapters 6-7
Fourth Meeting: Research Methods
Check in
Group Work
Discussion
Complete Self Check – See Blackboard
Worksheet #3 Due
Readings for 5th Meeting
Babbie: Chapters 10-11
Crotty: Chapters 8-9
Blackboard Readings TBA
Somekh & Lewin Chapters TBA

Fifth Meeting: More on Methods
Check in
Group Work
Discussion
Complete Self Check – See Blackboard
Worksheet #4 Due
Readings for 6th Meeting
Babbie: Chapters 12-13
Blackboard Readings TBA
Somekh & Lewin TBA

Sixth Meeting: Deepening the Discussion
Check in
Group Work
Discussion
Worksheet #5 Due
Readings for 7th Meeting
Babbie: Chapters 14-15
Blackboard Readings TBA
Somekh & Lewin TBA

Seventh Meeting: Widening the Research Frame
Check in
Group Work
Discussion
Complete Self Check – See Blackboard
Worksheet #6 Due
Readings for 8th Meeting
Babbie: Chapters 16-17
Blackboard Readings TBA
Somekh & Lewin TBA
Eighth Meeting: Getting Ready for a Dissertation
Check in
Group Work
Discussion
Course Paper/Project Due: Wednesday December 11, 2013