

Санкт-Петербургский филиал федерального государственного  
автономного образовательного учреждения высшего образования  
"Национальный исследовательский университет  
"Высшая школа экономики"

Факультет Санкт-Петербургская школа социальных и гуманитарных наук Национального  
исследовательского университета «Высшая школа экономики»

Департамент социологии

**Рабочая программа дисциплины**  
**Методология и методы социологического исследования**  
**(преподается на английском языке)**

для образовательной программы «Социология и социальная информатика»  
направления подготовки 39.03.01 «Социология»  
уровень бакалавриат

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Согласована методистом ОСУП

«30» августа 2017 г.

Т.Г. Ефимова \_\_\_\_\_

Утверждена Академическим советом образовательной программы

«30» августа 2017 г., № протокола \_\_1\_\_

Академический руководитель образовательной программы

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Санкт-Петербург, 2017

*Настоящая программа не может быть использована другими подразделениями университета и  
другими вузами без разрешения кафедры-разработчика программы*

## Аннотация

Название дисциплины	<b>Методология и методы социологического исследования (преподается на английском языке)</b>		
Образовательная программа	Социология и социальная информатика		
Тип дисциплины	обязательный		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	Социологическая теория		
Объем з.е.	8 (3 на 1 курсе + 3 на 2 курсе + 2 на 3 курсе)		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	120	184	304
Краткое описание курса	<p>Курс знакомит студентов с основами методологии исследования в социальных науках и дает краткий обзор наиболее актуальных методов исследования. Курс охватывает следующие общие темы:</p> <ul style="list-style-type: none"> <li>- Дизайн исследования</li> <li>- Количественная методология</li> <li>- Качественная методология</li> <li>- Интернет исследования</li> <li>- Исследовательская этика</li> </ul> <p>Чтение и обсуждение некоторых широко известных исследований сочетается с практическими упражнениями по разработке дизайна исследования и специальных инструментов.</p>		
Образовательные результаты по дисциплине	<ul style="list-style-type: none"> <li>• знать основные этапы исследования</li> <li>• Уметь сформулировать вопрос исследования и выбрать подходящую методологию.</li> <li>• Понять основную идею и различия между основными методами исследования: опрос, антропологическое / биографическое исследование, онлайн-исследование и т. Д.</li> <li>• Знать этические требования и ограничения для различных методов исследования</li> </ul>		
Краткое содержание дисциплины	<p>1 курс:</p> <p>Основные этапы и особенности социологического исследования  Планирование и дизайн социологического исследования  Выбор метода социологического исследования  Этика социологического исследования  Количественные методы в социологии  Качественные методы социологии  Анализ Интернет-данных  Всего часов за год</p> <p>2 курс:</p> <p>Планирование и проектирование социологических исследований</p>		

	<p>Этические проблемы в социальном исследовании Интервью и дизайн анкеты Контент-анализ</p> <p>3 курс: Наблюдение Опрос в качественном исследовании Метод фокус-группы Вторичный анализ данных</p>
Образовательные технологии	Групповая работа в малых группах, решение проблем и анализ кейсов.
Формы контроля	<p>Оценка студентов за 1 курс рассчитывается на основе активности учащихся в классе (30% от накопленной оценки), домашними заданиям (20% от накопленной оценки), тестам (50% от накопленной оценки) и итоговому экзамену (40% итоговой оценки). Накопленная оценка составляет 60% от итоговой оценки.</p> <p>Оценка студентов за 2 курс рассчитывается на основе активности учащихся в классе (40% от накопленной оценки), индивидуальным проектам (60% от накопленной оценки, 2 проекта) и итоговому экзамену (40% от итоговой оценки). Накопленная оценка составляет 60% от итоговой оценки.</p> <p>Оценка студентов за 3 курс рассчитывается на основе активности учащихся в классе (50% от накопленной оценки) и оценки за домашнее задание (50% от накопленной оценки), и итоговому экзамену (40% от итоговой оценки). Накопленная оценка составляет 60% от итоговой оценки.</p> <p>Итоговая оценка за весь курс рассчитывается как средняя оценка за 3 года обучения.</p>
Литература	<p>Основная: Hegde, Dinesh S. 2015. <i>Essays on Research Methodology</i>. Online Access with Purchase: Springer (T). New Delhi: Springer. <a href="https://link.springer.com/book/10.1007%2F978-81-322-2214-9">https://link.springer.com/book/10.1007%2F978-81-322-2214-9</a></p> <p>Maruyama, Geoffrey, and Carey S. Ryan. <i>Research Methods in Social Relations</i>, John Wiley &amp; Sons, Incorporated, 2014. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1712221">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1712221</a></p> <p>Дополнительная: Rugg, Gordon, and Marian Petre. <i>Gentle Guide To Research Methods</i>, McGraw-Hill Education, 2006. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=316319">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=316319</a>.</p> <p>Kothari, C.R.. <i>Research Methodology : Methods and Techniques</i>, New Age International, 2004. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=431524">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=431524</a>.</p>
Преподаватель	Немировская Анна Валентиновна Тенишева Ксения Алексеевна Волченко Олеся Викторовна

## Course Syllabus

Title of the course	<b>Methodology and Methods for Sociological Research (offered in English)</b>				
Title of the Academic Programme	Sociology and Social Informatics				
Type of the course	elective				
Prerequisites	Sociological theory				
ECTS workload	8 3 (1 <sup>st</sup> year) + 3 (2 <sup>nd</sup> year) + 2 (3 <sup>rd</sup> year)				
Total indicative study hours	Directed Study	Self-directed study	Total		
	120	184	304		
Course Overview	<p>The course introduces students to the basics of research methodology in social sciences, and gives a brief overview of the most relevant research methods. The course covers the following general topics:</p> <ul style="list-style-type: none"> <li>- Research design</li> <li>- Quantitative methodology</li> <li>- Qualitative methodology</li> <li>- Online studies</li> <li>- Research ethics</li> </ul> <p>Reading and discussion of some widely known studies is combined with practical exercises on development of research design and specific tools.</p>				
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Know the main stages of a research</li> <li>• Be able to formulate research question and choose appropriate methodology</li> <li>• Understand the basic idea and the differences between main research methods: survey, anthropological/ biographical study, online research etc.</li> <li>• Know the ethical requirements and limitations for different research methods</li> </ul>				
Teaching and Learning Methods	Group work in small groups, problems solving and case analysis.				
<b>Content and Structure of the Course</b>					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
<b>1<sup>st</sup> year</b>					
1	Introduction in social research	18	2	4	12
2	Planning and design	16	2	4	10
3	Deciding on the methods	18	2	6	10
4	Ethical issues in social research	16	2	4	10
5	Quantitative research methods	16	2	4	10
6	Qualitative research methods	14	0	4	10
7	E-research	16	0	6	10

2nd year					
1	Planning and Designing Social research	28	2	8	18
2	Ethical issues in social Research	26	4	6	16
3	Interviewing and Questionnaire design	32	4	10	18
4	Content Analysis	28	4	8	16
3 <sup>rd</sup> year					
5	Observation	20	2	4	14
6	Interviewing in qualitative research	16	2	4	10
7	Focus groups	20	2	8	10
8	Secondary data analysis	20	2	8	10
<b>Total study hours</b>		<b>304</b>	<b>32</b>	<b>88</b>	<b>184</b>
<b>Indicative Assessment Methods and Strategy</b>		<p>Students' progress during the 1<sup>st</sup> year will be measured by students' activities in class (30% of the cumulative grade), home tasks (20% of the cumulative grade), tests (50% of the cumulative grade) and a final exam (40% of the final grade). Cumulative grade weights 60% of the final grade.</p> <p>Students' progress during the 2<sup>nd</sup> year will be measured by students' activities in class (40% of the cumulative grade), individual projects (60% of the cumulative grade, 2 projects), and a final exam (40% of the final grade). Cumulative grade weights 60% of the final grade.</p> <p>Students' progress during the 3<sup>rd</sup> year will be measured by students' activities in class (50% of the cumulative grade), home tasks (50% of the cumulative grade) and a final exam (40% of the final grade). Cumulative grade weights 60% of the final grade.</p> <p>The final grade for the whole course is calculated as an average score for 3 years of study.</p>			
<b>Readings / Indicative Learning Resources</b>		<p><b>Mandatory</b></p> <p>Hegde, Dinesh S. 2015. <i>Essays on Research Methodology</i>. Online Access with Purchase: Springer (T). New Delhi: Springer. <a href="https://link.springer.com/book/10.1007%2F978-81-322-2214-9">https://link.springer.com/book/10.1007%2F978-81-322-2214-9</a></p> <p>Maruyama, Geoffrey, and Carey S. Ryan. <i>Research Methods in Social Relations</i>, John Wiley &amp; Sons, Incorporated, 2014. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/hselibrary-">https://ebookcentral.proquest.com/lib/hselibrary-</a></p>			

	<p><a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1712221">ebooks/detail.action?docID=1712221</a>.</p> <p><b>Optional</b></p> <p>Rugg, Gordon, and Marian Petre. Gentle Guide To Research Methods, McGraw-Hill Education, 2006. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=316319">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=316319</a>.</p> <p>Kothari, C.R.. Research Methodology : Methods and Techniques, New Age International, 2004. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=431524">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=431524</a>.</p>		
Indicative Self- Study Strategies	<b>Type</b>	<b>+/-</b>	<b>Hours</b>
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	50
	Assignments for seminars / tutorials / labs	+	50
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	+	50
	Other (please specify)	-	
	Preparation for the exam	+	38
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	A computer/laptop and a projector		
Course Instructor	Anna Nemirovskaya, Ksenia Tenisheva, Olesya Volchenko		

## 1<sup>st</sup> year

### **Section 1: The main stages and features of sociological research**

The topic reveals the general logic and tasks of sociological research, the main stereotypes of "non-sociologists" about the procedure of sociological research.

Lecture: The main stages and features of sociological research

Seminars and practical sessions: Generalized scheme of sociological research

### **Section 2: Planning and Design of a Case Study**

The topic is devoted to the study of possible sequences of actions in organizing a sociological research.

Lecture: Planning and Design of a Case Study

Seminars and practical sessions: Variety of study designs

### **Section 3: Choosing a Method of Sociological Research**

The topic is devoted to the possibilities and limitations of the main methods used in sociological research.

Lecture: Choosing a Method of Sociological Research

Seminars and practical sessions: Qualitative and quantitative methods of sociological research; Overview of Basic Methods

### **Section 4: Sociological Research Ethics**

The topic discusses the basic principles of ethics, the rights of research participants, the concepts of anonymity and confidentiality. An overview of the main provisions of ethical codes.

Lecture: Ethics of Sociological Research

Seminars and practical sessions: General ethical principles and ethics of sociological research; Round table devoted to the discussion of the problematic aspects of the ethics of social research

### **Section 5: Quantitative Methods in Sociology**

The topic highlights the main features of the quantitative approach in sociology.

Lecture: Quantitative methods in sociology.

Seminars and practical sessions: Features of quantitative methodology.

### **Section 6: Qualitative Methods of Sociology**

The topic highlights the main features of a qualitative approach in sociology.

Seminars and practical sessions: Features of qualitative methodology; The main methods of qualitative research

### **Section 7: Internet Data Analysis**

The topic discusses the main features of working with big data, the possibilities of working with Internet data sources, typical research questions solved using data from the Internet.

Seminars and practical sessions: The main sources of Internet data; Research issues solved with data from the Internet.

## 2<sup>nd</sup> year

### **Section 1: Planning and designing case studies**

The topic highlights the main stages of sociological research, the preparation of a sociological research, estimates, schedule of work.

### **Section 2: Ethical Issues in a Case Study**

The general idea of ethics of scientific research, ethical problems in sociological research.

**Section 3: Interview and Questionnaire Design**

The topic discusses the objectives and features of the method, the general implementation procedure, advantages and disadvantages.

**Section 4: Content Analysis**

The topic discusses the objectives and features of the method, the general implementation procedure, advantages and disadvantages.

**3<sup>rd</sup> year****Section 1: Observation**

The topic discusses the objectives and features of the method, the general implementation procedure, advantages and disadvantages. Typology of observations. Included and not included observation.

**Section 2: Survey in a qualitative study**

The topic discusses the objectives and features of the method, the general implementation procedure, advantages and disadvantages.

**Section 3: Focus Group Method**

The topic discusses the objectives and features of the method, the general implementation procedure, advantages and disadvantages.

**Section 4: Secondary Data Analysis**

The topic considers data sources for secondary analysis, advantages and disadvantages of secondary data analysis.



## Assessment Methods and Criteria

## Assessment Methods

Types of Assessment	Forms of Assessment	Years and Modules											
		1				2				3			
		1	2	3	4	1	2	3	4	1	2	3	4
Formative Assessment	Test			*	*								*
	Homework			*	*								
	In-class Participation			*	*	*	*						*
	Project					*	*						
Interim Assessment	Exam				*		*						
Summative Assessment	Exam												*

## In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

## Project Work

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds

	to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### **In-class assignments, hometasks**

<b>Grades</b>	<b>Assessment Criteria</b>
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### **Final exam**

<b>Grades</b>	<b>Assessment Criteria</b>
«Excellent» (8-10)	75-100% of correct answers
«Good» (6-7)	55-74% of correct answers
«Satisfactory» (4-5)	35-54% of correct answers
«Fail» (0-3)	0-34% of correct answers

## **Recommendations for students**

- When reading an article first skim through it to understand the general idea, then read carefully all over again from the beginning to the end.
- Work with the articles using pen and paper: highlight, draw graphs, make lists.
- Make sure that all the information shown with plots and tables is clear. Most probably it will be discussed during the next seminar.
- If something is not clear, prepare a list of questions that you can address either to your fellow students or to the course instructors.

## **Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.