# HPSC0126 Social Research Methods and Data Analysis in STS

# Course Syllabus

2021-2022 session | Convenors: Dr Carina Fearnley and Dr Michel Wahome | e-mail c.fearnley@ucl.ac.uk and m.wahome@ucl.ac.uk

## Course Information

This course introduces students to the theory and practice of research methods in STS and social science more generally, comprising both qualitative and quantitative methods. It will cover research design; qualitative and quantitative methods; research management and ethics; and the epistemology of social research. The course is strongly recommended for any students wanting to undertake empirical social science research for their dissertation, and for students who want to familiarise themselves with how social scientists (particularly within STS) undertake research. In addition, for those wishing to apply for ESRC +3 PhD funding, it is designed to cover the core training requirements specified within the *ESRC Postgraduate Training and Development Guidelines (2015)*.

## Basic course information

| | |
|---|---|
| Course website: | See Moodle |
| Moodle Web site: | HPSC0126 |
| Assessment: | See Moodle |
| Timetable: | See UCL on-line timetable |
| Prerequisites: | None |
| Required texts: | See Moodle |
| Course tutor(s): | Dr Carina Fearnley and Dr Michel Wahome with Ramota Adelakun as PGTA |
| Contact: | c.fearnley@ucl.ac.uk and m.wahome@ucl.ac.uk |
| Web: | |
| Office location: | 22 Gordon Square, Room 1.2a |
| Office hours: | TBC |

## Schedule

| Week | UCL Week | Date | Topic | Activity / Guest Lecture |
|---|---|---|---|---|
| 1 | 6 | 7/10 | Introduction. What is Social Research: (including what is "methodology"?) | *Dr Carina Fearnley* and *Dr Michel Wahome* |
| 2 | 7 | 14/10 | Decolonizing Methodologies in STS and unpacking a research paper (preparing for your first assignment) | *Dr Michel Wahome* |
| 3 | 8 | 21/10 | Methods: Surveys and Sampling | *Dr Amy Unsworth* |
| 4 | 9 | 28/10 | Methods: Documents and Archives | *Dr Noemi Tousignant* |
| 5 | 10 | 4/11 | Methods: Interviews and Focus Groups | *Prof Joe Cain* |
| | 11 | 11/11 | **Reading Week** | |
| 6 | 12 | 18/11 | Methods: Ethnography and Observation | *Dr Noemi Tousignant* |
| 7 | 13 | 25/11 | Methods: Visual Methods | *Dr Jean Baptiste Gouyon* |
| 8 | 14 | 02/12 | Methods: Case Studies | *Dr Carina Fearnley* |
| 9 | 15 | 9/12 | What is "analysis"? | *Dr Michel Wahome* |
| 10 | 16 | 16/12 | Research Design | *Dr Carina Fearnley and Dr Michel Wahome* |

# Assessments

**Summary**

| | Description | Deadline | Word limit |
|---|---|---|---|
| **Group Work** | See below & on Moodle | 11th November 2021, 5pm | 2,000 words per person (30%) |
| **Research Methods Essay** | See below & on Moodle | 20th December 2021, 5pm | 3,000 words (70%) |

# Assignments

## Assessment 1 (20%): Group Work Report

This assessment is about learning from research critiques and controversies. In your groups, select one of the research projects below and write a report that is no longer than 2,000 words that evaluates the critique and/or controversy around the methodological approaches used in the project. The projects are all real and there is a lot of information and analysis both academic and otherwise, that is available online to build your analysis. For each project we have provided an initial link, but further research into the topic will introduce other elements of the discussion around the projects.

The projects (choose one):

1. The Millennium Development Villages Project.
https://www.un.org/esa/coordination/Alliance/Earth%20Institute%20-%20The%20Millennium%20Villages%20Project.htm

2. Sama (formerly Samasource).
https://www.sama.com/blog/rct-results-mit

3. The Mead-Freeman Samoa controversy:
https://www.loc.gov/exhibits/mead/field-samoa.html

**Please read the following instructions:**
In the essay you should use desk-based research to support the analysis of the issues around your chosen topic.

**Your report should be formatted to contain the following steps. Use subheadings to guide the reader.**

A. An introduction to the project and the controversy around the methodology—it might be an issue with feasibility, ethics and validity of evidence (or all of the above).

B. Discuss the various positions on the issue(s), citing your sources.

C. An analysis of the issue, whether you agree with any of the positions and why. Potential recommendations on approaches that might resolve the criticisms.

D. Conclude by summarising A – C.

**Key Assessment criteria – full criteria is available on the marking rubric.**

1. Instructions have been followed.
2. The report is structured according to the steps laid out above and/or a standard research proposal format.
3. The critique reflects substantive desk-based research as evidenced by the referencing.
4. The report is written in a clear and accessible way.

## Assessment 2 (80%): Essay

Write an individual essay proposal no longer than 3,000 words that outlines how you would undertake research on one of the projects listed below, outlining the methods and analysis you would adopt, and evaluating methodological alternatives for the research.

For each project we have provided a link to more information about the research topics. The projects are all real & you are welcome to use information well beyond that on the linked project pages below in your assessment (i.e. individual websites, documents you might be able to download etc). But, you are *not allowed to generate or collect new data for this assessment!* So please stick to what's already available online.

The projects (choose one):

- **Funding for a specific project 'Using data to improve public health: COVID-19 secondment':** Apply for funding to work for a year with experts in the analysis and interpretation of 1) national anonymised linked electronic health records, 2) multiple population longitudinal studies. https://www.ukri.org/opportunity/using-data-to-improve-public-health-covid-19-secondment/

- **Funding for a Policy Fellowship 2021 funded by the Economic and Social Research Council (ESRC), Arts and Humanities Research Council (AHRC):** Apply to spend up to 18 months collaborating with a UK or devolved government host organisation: https://www.ukri.org/opportunity/esrc-policy-fellowships-2021/

- **Funding for a PhD:** The UCL, Bloomsbury and East London Doctoral Training Partnership (DTP) is an ESRC-funded organisation which brings together five leading Social Science institutions: UCL, SOAS, LSHTM, Birkbeck and UEL. https://ubel-dtp.ac.uk/esrc-studentships-draft-full-application-round/

- **Funding for interdisciplinary research funding via the APEX Funding Scheme**: In partnership with the British Academy, the Royal Academy of Engineering and the Royal Society ('the Academies') and with generous support from the Leverhulme Trust, the APEX award (Academies Partnership in Supporting Excellence in Cross-disciplinary research award) scheme offers established independent researchers, with a strong track record in their respective area, an exciting opportunity to pursue genuine *interdisciplinary* and curiosity-driven research to benefit wider society: https://royalsociety.org/grants-schemes-awards/grants/apex-awards/

**Please read the following instructions:**
In the essay you should aim to use 3 methods and a mix of quantitative and qualitative approaches, however this can vary and the over-riding criteria for assessment here will be that you have fully justified your choice, recognising the strengths and limitations of your approach within the context of the research proposed.

The methods can be chosen from the range covered in the course or you may want to bring in other social science methods. All work should contain references to methods textbooks and other literature.

**Your essay should be formatted to contain the following steps (please use subheadings):**

A. Problem statement and background literature review: what is the key problem, rationale for it, relevance, what can STS bring to the topic.

B. Formulate a set of research questions and, only if appropriate, a hypothesis,

C. Explore possible ways to interrogate the problem, which should state specific research questions.

D. Either pick one of the research questions posed, or follow through several questions, for each question outlining comparative methods:

   - Discuss what kind of evidence each approach would offer, e.g. which methods would (or would not) help you to evaluate a programme of grants?
   - Ask what must be considered to operationalise these methods in the field. Be explicit about feasibility and ethics (check your budget).
   - How would you analyse the data? What issues or limitation would you have to account for?

E. Discuss the drawbacks and advantages of each approach; you must articulate what criteria would be most relevant for such comparisons. Be careful not to simply list all the advantages/disadvantages of your chosen methods straight out of a methods textbook. This might be a starting point – but you need to link them to your proposed research & argue for them (e.g. don't say one advantage of method X is that its inexpensive and leave it at that if your research is actually going to be costly).

F. Conclude: What is your best advice on how to approach the research problem, with feasibility, ethical and evidential robustness, this implies also clarity on what is the most interesting facet of the topic/problem.

**Key Assessment criteria – full criteria is available on the marking rubric.**

1. The student follows the instructions, and to structure the essay according to the steps laid out above and/or a standard research proposal format.
2. The student can formulate research questions.
3. The research proposed in the essay demonstrates a good understanding of the relationship between research question and methodological approach.
4. Each choice of research method is convincingly argued.
5. The document demonstrates engagement with the relevant literature and class materials.
6. The essay is written in a clear and accessible way.

**Submitting Assessments:**
You **MUST** submit your assessments using the submission points below.

- Check your work is referenced properly using Turnitin.
- Do not put your name anywhere on the work that you upload - **only use your UCL student number/candidate number.**
- Do not put your name in the filename of any work you upload (we see the filename!).
- Put the essay number or a brief essay title in the filename of what you upload.
- Get help using Turnitin:
- check your work for plagiairism
- submit your assessment
- read your feedback.

In order to be deemed 'complete' on this module students must attempt both the assignments.

**Criteria for assessment**
The departmental marking guidelines for individual items of assessment can be found in the STS Student Handbook. Further specific guidance is given on Moodle.

## Aims & objectives

This course introduces students to the theory and practice of research methods in STS and social science more generally, comprising both qualitative and quantitative methods. It will cover research design; qualitative and quantitative methods; research management and ethics; and the epistemology of social research. The course is strongly recommended for any students wanting to undertake empirical social science research for their dissertation, and for students who want to familiarise themselves with how social scientists (particularly within STS) undertake research. In addition, for those wishing to apply for ESRC +3 PhD funding, it is designed to cover the core training requirements specified within Annex I of the *ESRC Postgraduate Training and Development Guidelines (2009)*.

By the end of this course you will:

- Be introduced to a range of qualitative and quantitative social research methods used in STS and understand their strengths and weaknesses.
- Be introduced to underlying epistemological, ontological, ethical and axiological issues underpinning social research
- Know how to formulate research questions.
- Understand the relationship between research questions and methodological approach.
- Have engaged with the relevant academic literature on research methods.

**Reading list**

We have a weekly reading list for this module, but here are a few key texts you could usefully read all of (& they also appear on the week by week lists below). The Sage Handbook covers pretty much every method you can think of, as well as analytic techniques & theories of knowledge. Decolonizing methodologies presents a comprehensive view of all the aspects of carrying out research, but from a very clear stance about the power of research.

- Norman. K. Denzin & Yvonne. S. Lincoln (Eds.) (2018), *The Sage handbook of qualitative research* (Fifth ed) Sage: London, Thousand Oaks & New Delhi
- Linda Tuhiwai Smith (2012). *Decolonizing methodologies: research and indigenous peoples* (Second Edition ed.). London: Zed Books. Introduction
- Alan Bryman (2016 or 2012), Social Research Methods. Oxford: Oxford University Press.
- Matthew B. Miles, A.M. Huberman and Johnny Saldaña (2020). Qualitative data analysis: a methods sourcebook. 4th Edition. Sage: Los Angeles

Please look at the **UCL Online Reading List** for links to the key readings.

# Weekly Overviews

**Week 1: Introduction. What is Social Research: including what is "methodology"! (Dr Carina Fearnley and Dr Michel Wahome)**

This session provides an overview of the module and associated assignments, what social research methods and methodology are, qualitative and quantitative approaches, primary and secondary data, what strategies are used when doing research, and the different tools available that will be explored further during the module. Using two case studies we will explore how methods can be used to answer research questions.

*Recommended Readings:*

Bell, J., & Waters, S. (2018). *EBOOK: DOING YOUR RESEARCH PROJECT: A GUIDE FOR FIRST-TIME RESEARCHERS*. McGraw-Hill Education (UK). This is a great general textbook take a read of chapter 1 and 2.

Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. Sage. Another great overview book if you prefer this style.

Dawson, C. (2019). *Introduction to Research Methods 5th Edition: A Practical Guide for Anyone Undertaking a Research Project*. Robinson. A very simple and concise intro but will give you all the basics in a clear manner.

**Week 2: Decolonizing Methodologies in STS (Dr Michel Wahome)**

Decolonization of research leads to greater accuracy, data validity and improvements in research ethics. This is achieved through contextualization and the inclusion of marginal perspectives and approaches. This session will also unpack a research paper to help prepare for the first assignment.

*Recommended Readings:*

- Sandra Harding (2011). "Introduction Beyond Postcolonial Theory: Two Undertheorized Perspectives on Science and Technology", *The Postcolonial Science and Technology Studies Reader*, Duke University Press. https://doi.org/10.1215/9780822393849
- Fan, F. (2016). Modernity, Region, and Technoscience: One Small Cheer for Asia as Method. *Cultural Sociology*, 10(3), 352–368. https://doi.org/10.1177/1749975516639084
- David M. Perry, Matthew Gabriele (2021). A New History Changes the Balance of Power Between Ethiopia and Medieval Europe. *Smithsonian Magazine,* (Online) June, 29, 2021. https://www.smithsonianmag.com/history/new-history-changes-balance-power-between-ethiopia-and-medieval-europe-180978084/
- Chicago: "NOVA; Papua New Guinea: Anthropology On Trial," 10/03/1983, YouTube: https://www.youtube.com/watch?v=x4hBpxbsI_Q. (Watch at least the first 15 minutes).

**Week 3: Methods: Documents and Archives *(Guest Lecture from Dr Noemi Tousignant)***

This week we look at how to use texts as primary research sources. We will talk about how documents, whether published, archived or 'grey,' are not merely or passive containers of data to be 'mined.' What questions do we need to ask about their function, style, language and structure, and about why, how and by whom they were created, collected, circulated, classified, read and recreated?

*Recommended Readings:*

- Alan Bryman (2016 or 2012), Social Research Methods. Oxford: Oxford University Press. *Read chapters 23 Documents as sources of data and 13 Content Analysis (you can also read: Chapter 22 Language in qualitative research)*
- *Creager, Angela NH, Mathias Grote, and Elaine Leong. "Learning by the book: manuals and handbooks in the history of science." BJHS Themes 5 (2020): 1-13.*
- *Yale, Elizabeth. "The Book and the Archive in the History of Science." Isis 107, no. 1 (2016): 106-115.*

<u>Example of STS research using documents</u>

- Leong, Elaine. "Making medicines in the early modern household." *Bulletin of the History of Medicine* (2008): 145-168. *Written by a UCL colleague!*
- Sedona Chinn, Sol P. Hart, P. S., & Stuart Soroka (2020). Politicization and Polarization in Climate Change News Content, 1985-2017. *Science Communication, 42*(1), 112-129.

**Week 4: Methods: Surveys and Sampling *(Guest Lecture from Dr Amy Unsworth)***

This session will provide an introduction to survey-based research, focusing mainly on quantitative surveys. We'll think about values and ethics in survey research and look at practical issues of sampling and designing a good survey instrument (questionnaire).

*Recommended Readings:*

- Lesley Andres (2012). *Designing & doing survey research.* Sage: London, Thousand Oaks, New Delhi. *Read Chapter 2: Mapping out the survey research process. You can read more if you want to, this book is great because it spell out in detail each step of the survey research process.*
- David Gillborn (2010). The colour of numbers: surveys, statistics and deficit-thinking about race and class. *Journal of Education Policy, 25*(2), 253 - 276.

*<u>An example of STS research using a quantitative survey approach:</u>*

- Amy Unsworth & David Voas (2018). Attitudes to evolution among Christians, Muslims and the Non-Religious in Britain: Differential effects of religious and educational factors. *Public Understanding of Science, 27*(1), 76-93. *This paper is by our guest lecturer this week!*

**Week 5: Methods: Interviews and Focus Groups *(Guest Lecture from Prof Joe Cain)***

This face-to-face session has three aims: (1) improve skills for interviews as a part of data gathering; (2) introduce processes in preparation, conduct, and processing of interviews; and (3) discuss questions relating to processing interviews as data. Your work in this session involves several steps prior to the session: (a) read Allison (2004); (b) listen to the samples in Activity 1; and (c) think about the questions set for Activity 1. Come to the session ready to discuss your analysis of the samples in Activity 1.

Essential reading (30 min):
Allison, Fred H. (2004). Remembering a Vietnam war firefight: Changing perspectives over time. *The Oral History Review* 31(2): 69-83. *This paper is in UCL Library: link to paper; link to journal; also appears in Perks and Thomson (2015), a reader*.

Essential activity (30 min)
Available on Moodle in Week 5. Listen to three sample interviews. These are excerpts from real exercises in data collection. Think about similarities and contrasts. Think about strengths and weaknesses.

*Recommended Readings:*

- Robert Perks and Alistair Thomson (eds.) 2015. *The Oral History Reader, 3rd edition* (London: Taylor and Francis). Print ISBN: 9780415707329. eBook ISBN: 9781315671833. Adobe ISBN: 9781317371328. (UCL Library catalogue; UCL students can download).
- Steiner Kvale. 2008. Doing Interviews. Sage: Thousand Oaks & New Delhi. Read chapter 5: Conducting an interview (pp. 52 – 66) & try to skim Chapter 9 : Analysing interviews, as well as any other bits of this fantastic book that you can.
- Elizabeth Haines. 2010. "Let's Talk About Science: A Critical Analysis of Oral History Practices in HSTM. Master's Thesis in London Centre for History of Science, Technology, and Medicine (This programme is the ancestor of our current Master's programme. Liz did this thesis in STS.)

An example of STS research using interviews:

- Daniel L. Kleinman and Sainath Suryanarayanan. 2012. Dying Bees and the Social Production of Ignorance. *Science, Technology & Human Values. 38*(4): 492-517.

An example of STS research using focus groups:

- Simon J. Lock, Melanie Smallman, Maria Lee & Yvonne Rydin. 2014. "Nuclear energy sounded wonderful 40 years ago": UK citizen views on CCS. *Energy Policy*, *66*, 428–435.

Examples of HPS oral history projects:

- National Life Stories: An Oral History of British Science https://www.bl.uk/projects/national-life-stories-oral-history-of-british-science#

- "Interview with Robert E. Sloan"
  profjoecain.net/interview-robert-e-sloan/

**Week 6: Methods: Ethnography and Observation *(Guest Lecture with Dr Noemi Tousignant)***

Ethnography is the signature method of cultural anthropology; it is also used by sociologists, geographers, and other social researchers. This week is about how to observe, record, and describe social action/interaction as a research method. We will cover key terms such as culture, participant observation, fieldnotes, thick description, multi-sited ethnography and digital ethnography.

*Recommended Readings:*

- Gobo, G. (2008). *Doing ethnography*. SAGE Publications Ltd. *Read Chapter 1: What is ethnography?, pp.2-14 and Chapter 10: What to Observe: Social Structures, Talks and Contexts, pp. 162-189.*
- Annette N. Markham (2018). Ethnography in the digital internet era: from fields to flows, descriptions to interventions. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (Fifth ed., pp. 650-688). London and Thousand Oaks: Sage.

*Further Readings on the Method of Ethnography:*

- Emerson, R. M. Fretz, R. I. and L. L. Shaw (2011), *Writing Ethnographic Fieldnotes. Second Edition*. University of Chicago Press. *Chapter 1: Fieldnotes in Ethnographic Research, pp. 1-20. This chapter goes into greater depth on how to observe and take notes.*
- Geertz, C. (1973), Thick Description: Towards an Interpretive Theory of Culture https://philpapers.org/archive/GEETTD.pdf *This is a classic articles in the history of ethnographic methods; it describes how anthropologists understand culture in relation to ways of describing practices in context.*

*Examples of Ethnography in STS:*

- Ethnographies of Science: Interview with the Authors: https://journal.culanth.org/index.php/ca/ethnographies-of-science-interview *A group interview with ethnographers of science as they reflect on their methods.*
- Rosemary McKechnie (1996). Insiders and outsiders: identifying experts on home ground. In A. Irwin & B. Wynne (Eds.), *Misunderstanding Science? The public reconstruction of science and technology* (pp. 126-151). Cambridge: Cambridge University Press. *This is a superb example of STS use of ethnography.*
- Bruno Latour & Steve Woolgar (1986). Laboratory life: The construction of scientific facts. Princeton University Press. *Read Chapter 2: An anthropologist visits the laboratory. This is an STS classic! A pioneering work that explores how ethnography in a lab changes how we understand science as culture and practice.*

**Week 7: Methods: Visual Methods (Guest Lecture from Dr Jean Baptiste Gouyon)**

The lecture will cover fundamental aspects of working with images and other visual representations as primary sources for your research. The main aspect of the lecture is to look at images as communication devices. We look at different methods to analyse visual artefacts, semiotics, intertextuality and frames.

*Recommended Readings:*

- Rose, Gillian. *Visual methodologies: An introduction to researching with visual materials* (4th edition). Sage, 2016. Chapter 1 & 2 (pp.1-47)
- Bauer, Martin. W. & Gaskell, George. *Qualitative researching with text, image and sound*. London: SAGE Publications Ltd. *Read Chapter 6 (pp. 94-107), then skim Chapter 13 (pp. 228-245) & Chapter 14 (pp. 247-262). [NB: the 2nd two chapters on this list focus on analysis, so worth a skim now then come back to them in week 9 if you're interested in this kind of research!]*

<u>An example of STS research using visual methods:</u>

- Jean-Baptiste Gouyon, (2014). Making science at home: visual displays of space science and nuclear physics at the Science Museum and on television in postwar Britain. *History and Technology, 30*(1-2), 37-60. *This paper is by our guest lecturer for this week!*

**Week 8: Methods: Case Studies (Dr Carina Fearnley)**

Using a case study is a powerful approach to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences. By developing an intensive, systematic investigation of a single individual, group, community, or other unit the researcher can examine in-depth data relating to several variables. In this session we explore what case studies are, how they are conducted and how to pick relevant methods to make the case study robust, along with discussion of the analysis process. Examples will include multi-sited research, and interdisciplinary research case studies.

*Recommended Readings:*

- Robert Yin (2018). Case study research and applications: Design and methods. Sage: Thousand Oaks, London and New Delihi. *Read Chapter 1: Getting started: how to know whether and how to use the case study as a research method, Chapter 4: Collecting Case Study evidence*
- Thomas Schwandt and Emily F. Gates (2018). Case study methodology. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (Fifth ed., pp. 341-553). London and Thousand Oaks: Sage.
- Malcolm Tight (2017) Understanding Case Study Research: Small-scale Research with Meaning (First Ed., pp.224)

An example of STS research using a case study approach:

- Carina Llosa (2019). Socio-environmental conflicts as social cohesion thermometers: a case study. *Tapuya: Latin American Science, Technology and Society, 2*(1), 237-252.

**Week 9: What is analysis? (Dr Michel Wahome)**

Robust analysis is linked to data validity, so empirical validity is central to a discussion of analysis. Often, what constitutes 'analysis' is tacit knowledge that is developed through experience, and reading and reviewing others' research. We shall aim to make explicit what is often learned through experience.

*Recommended Readings:*

- Bialik, Carl. (2015). As A Major Retraction Shows, We're All Vulnerable To Faked Data. *FiveThirtyEight.com*. (Online). May 20th, 2015. https://fivethirtyeight.com/features/as-a-major-retraction-shows-were-all-vulnerable-to-faked-data/
- Becker, Howard (2008). Logic. *Tricks of the Trade: How to think about your research while you're doing it,* University of Chicago Press.

- Matthew B. Miles, A.M. Huberman and Johnny Saldaña (2020). Qualitative data analysis: a methods sourcebook. 4th Edition. Sage: Los Angeles. *Read Chapter 4: Fundamentals of Qualitative Data Analysis and Chapter 11: Drawing and verifying conclusions.* **Note:** the many books already on this reading list have chapters on analysis, so read them too. So, for example, if you are thinking about case studies, go and read about analysis in Robert Yin's book about case studies, or if you are thinking about visual research, go & read about analysis in Martin Bauer & George Gaskill's book, or if you are thinking about interview research, read Steiner Kvale's book, etc.

**Week 10: Research Design (Fearnley and Wahome)**

In this lecture we bring together all the materials covered in the module to date to explore how you can best design research for a particular project. This includes: 1) establishing the research questions - developing critical awareness of how to phrase a research question, 2) the research process - matching topics with methods, and finally 3) reviewing methods - developing an understanding of the power and limitations of methods.

*Recommended Readings:*

- Bell, J., & Waters, S. (2018). *EBOOK: DOING YOUR RESEARCH PROJECT: A GUIDE FOR FIRST-TIME RESEARCHERS*. McGraw-Hill Education (UK). This is a great general textbook take a read of chapter 14 and 15.

- Matthew B. Miles, A.M. Huberman and Johnny Saldaña (2020). Qualitative data analysis: a methods sourcebook. 4th Edition. Sage: Los Angeles. *Read Chapter 2: Research Design & Data Management.*

**See individual sessions on Moodle for further reading.**

## Course expectations

Students are required to attend at least 70% of classes and to participate in discussions.

## Important policy information

Details of college and departmental policies relating to modules and assessments can be found in the STS Student Handbook www.ucl.ac.uk/sts/handbook

All students taking modules in the STS department are expected to read these policies.