COURSE FORMAT

The course will follow a traditional seminar format. Students are expected to come to each session having studied the assigned materials, completed any other assignments for the week and prepared to engage in vigorous discussion. Students may be assigned from time to time to lead discussions on particular papers or topics. The course is co-taught by ( ), ( ) and ( ) (along with two guest professors in weeks 8 and 9). Most weeks, only one faculty member will be present in the seminar, but during weeks 1 and 14 each of us will participate.

COURSE MATERIALS

There is one required text:


Other readings (i.e., journal articles and book chapters) will be make available through Canvas

LEARNING GOALS AND OBJECTIVES

This is an introductory doctoral seminar on social science research methods in management. We will examine basic issues involved in conducting empirical research for publication in scholarly management journals. These issues include the framing of research questions, theory development, the initial choices involved in research design, and basic concerns in empirical testing. We will consider these issues in the context of different modes of empirical research (including experimental, survey, qualitative, and archival). We will discuss readings that address the underlying fundamentals of these modes as well as studies that illustrate how management scholars have used them in their work, mostly separately but sometimes in combination.

At the end of this course, you should have a broad understanding of how social science research is conducted in management and some of its subfields. The course requirements are also intended to provide you with opportunities to develop your own research ideas and abilities, which requires that you engage productively with the current literature. While we will not address data analysis techniques in detail, what you learn in this course should allow you to place techniques you learn in other courses in context. The hope is that this seminar will be engaging, thought-provoking, and useful for you. Accordingly, your suggestions and feedback about class requirements, readings, and procedures are welcome at any time.
REQUIREMENTS AND GRADING

Class Preparation:

For most class sessions, you will be assigned advance discussion questions and/or other preparatory work, in addition to assigned readings, to help you better understand and grapple with the session’s material. This preparatory work will be posted on Canvas at the latest a week ahead of time. In most cases, such work will require a written response which you are expected to turn in at the beginning of the relevant class. All assigned preparatory work will be graded by the faculty member leading the session in question, and collectively, will count toward 15% of your overall grade.

In-Class Participation:

Your contributions in class itself will also be evaluated, and specifically, will count toward 10% of your overall grade. Contributions are made both through the questions you ask (as a discussion leader or class participant) and the answers you provide. As much as we faculty members love to hear the sound of our own voices, it’s important that you also actively participate in the conversation. Participation in intellectual conversation is an important part of your grade and more importantly, your education. Take the opportunity to further your understanding of the issues. The questions you ask will likely help the other students in class. In order to contribute, you need to show up regularly and on time to class and not leave early. Attendance problems will keep you from doing well. To prepare for our in-class discussions, you’ll also obviously need to read the assigned materials. Read to get the big picture. Ask questions to fill in the small pictures that make up the big one. Read with applications in mind.

Written Assignments:

Finally, there will be three formal written assignments over the course of the semester, each of which will count toward 25% of your overall grade (and which will collectively make up 75% of your overall grade). The first of these will be involve constructing an introduction to an academic paper (Writing Assignment), due at the beginning of our week 3 session and graded by Prof. (). The second will be a theory-building assignment (Theory Building Assignment), due at the beginning of our week 5 session and graded by Prof. (). Finally, the third will be a methods-specification assignment (Methods Assignment), due at the beginning of our week 9 session and graded by Prof (). Further details regarding these three assignments may be found on the Canvas website for the class.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (http://academicintegrity.rutgers.edu/)

I will strongly enforce this Policy and pursue all violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through SafeAssign or Turnitin, plagiarism detection services that compare the work against a large
database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>CONTENT</th>
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| Week 1: (Profs. ()) | Introduction to Social Science Research and Course Overview  
  * What is science? What is research?  
  * What’s interesting?  
  * Where do research ideas come from?  
  * What are we doing this semester? What are the goals for this course? |
| Week 2: (Prof. ()) | Theory Development  
  * What is theory? What is not theory?  
  * What are components of a theory?  
  * What are the attributes of a good theory? |
| Week 3: (Prof. ()) | Writing and Publishing in the Social Sciences I:  
  * Framing papers through the introduction.  
  * The writing process. |
| Week 4: (Prof. ()) | Research Design Choices  
  * How do we test our theories?  
  * How do we match our questions, theories and methods?  
  * Units and levels of analysis |
| Week 5: (Prof. ()) | Empirical Concerns in Quantitative and Qualitative Research  
  * Causal Inference  
  * Selection bias, measurement error, omitted variables, endogeneity  
  * Construct validity, reliability, and measurement  
  * Mediators and moderators |
| Week 6: (Prof. ()) | Varieties of Research Design I: Surveys  
  * Survey sampling, survey design, survey measures  
  * Internet samples |
| Week 7: (Prof. ()) | Varieties of Research Design II: Laboratory Experiments  
  * Laboratory research  
  * Judgement Tasks  
  * Limitations of the lab |
| Week 8: (Profs. ()) | Varieties of Research Design III: Field & Quasi Experiments  
  * Field-experiments and quasi-experimental research |
| Week 9: (Prof. ()) | Varieties of Research Design IV: Archival Methods |
### Week 10:
(Prof. ()

**Varieties of Research Design V: Qualitative Research I**
- Three leading approaches to doing qualitative research

### Week 11:
(Prof. ()

**Varieties of Research Design VI: Qualitative Research II**
- The messy reality of having “no template.”

### Week 12:
(Prof. ()

**Ethics in Social Science Research**
- Maintaining high ethical standards
- Avoiding questionable research practices

### Week 13:
(Prof. ()

**Writing and Publishing in the Social Sciences II:**
- Constructing your contribution in the discussion.
- The review and publication process.

### Week 14:
(Profs ()

**Bringing it All Together / Concluding Thoughts**
- The other side of the review process: Serving as a developmental reviewer to others.
- Full-cycle organizational research.

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### Week 1

**Introduction to Social Science Research and Course Overview**

**Topics Covered**

- What is science? What is research?
- Where do research ideas come from?
- Roles of theory, data, practice
- Rigor and relevance
- What are we doing this semester? What are the goals for this course?

**Required Reading**

1. **DSS, Chapters 1 and 2**

**Class Preparation**
• Article Summary

Week 2
Theory Development

Topics Covered

• What is theory? What is not theory?
• What are components of a theory?
• What are the attributes of a good theory?
• What’s interesting?

Required Reading


Recommended Reading


Class Preparation

• Article Summary

Week 3
Writing and Publishing in the Social Sciences I

Topics Covered

• Framing papers through the introduction.
• The writing process.
Required Reading

*(Most of these are short.)*

6. DSS Chapter 14 (skim 435-445)
7. Writing blog. [https://projectscrib.org/](https://projectscrib.org/) … read at least 5 “interviews” from here.
8. My template for 3-5 paragraph introduction

Class Preparation

- Nothing beyond that listed above, unless otherwise notified in advance

**Due**

- Writing Assignment

**Week 4**

**Research Design Choices**

**Topics Covered**

- How do we test our theories?
- How do we match our questions, theories and methods?
- Units and levels of analysis

**Required Reading**

1. DSS, Chapter 4
5. Kozlowski, S. W. J. & Klein, K. J. (2000). A multilevel approach to theory and research in


**Recommended Reading**


**Class Preparation**

- Article Summary

**Week 5**

Empirical Concerns in Quantitative and Qualitative Research

**Topics Covered**

- Causal Inference
- Selection bias, measurement error, omitted variables, endogeneity
- Construct validity, reliability, and measurement
- Mediators and moderators

**Required Reading**

1. DSS, Chapters 5 and 6

**Recommended Reading**

Class Preparation

• Article Summary

**Week 6**

Varieties of Research Design IV: Surveys

**Topics Covered**

• Survey sampling, survey design, survey measures
• Internet samples

**Required Reading**

1. DSS, Chapter 8

**Recommended Reading**


Class Preparation

• Article Summary

Due

• Theory Building Assignment

**Week 7**
Varieties of Research Design II: Laboratory Experiments

**Topics Covered**

• Laboratory research
• Judgement tasks and vignette studies
• Limitations of the lab

**Required Reading**

1. **DSS, Chapter 7** (for students who will not rely heavily on experimental methods in their own research)

**Recommended Reading**

• Highhouse, S. (2009). Designing experiments that generalize. Organizational Research Methods, 12, 554-566.
Class Preparation

- Article Summary

Week 8
Varieties of Research Design III: Field & Quasi Experiments

Topics Covered

- Field-experiments
- Quasi-experimental research

Required Reading


Recommended Reading


Class Preparation

- Article Summary

Week 9
Varieties of Research Design V: Archival Methods

Topics
• Modes of archival research
• Levels, materials, methods

**Required Reading**

1. **DSS, Chapter 10** (pp.288-327)

**Recommended Reading**


**Class Preparation**

• Article Summary

**Due**

• Methods Assignment

**Week 10**
*Varieties of Research Design I: Qualitative Research I*

**Topics Covered**

• Three leading approaches to doing qualitative research

**Required Reading**


5. DSS, Chapter 9 (Skim)

Class Preparation

- See guidelines in the “Preparation and Written Assignments” folder on Canvas

**Week 11**

**Varieties of Research Design I: Qualitative Research II**

Topics Covered

- The messy reality of having “no template.”

Required Reading

1. DSS, Chapter 13 (Skim)
4. Read the methods section and examine the figure depicting the main theoretical model in each of the following three papers:
5. Choose and read a high quality journal article that uses qualitative methods and is important to your own research interests. Compare and contrast its methods section and model to those in the first three papers.

Class Preparation

- Nothing beyond that listed above, unless notified otherwise in advance

**Week 12**

**Ethics in Social Science Research**

Topics Covered
• Maintaining high ethical standards
• Avoiding questionable research practices

Required Reading

(Most of these are short.)

1. DSS, Chapter 3 (pp.39-59)

Recommended Reading

• Ledgerwood, A., Soderberg, C. K., & Sparks, J. (in press). Designing a study to maximize informational value. In J. Plucker & M. Makel (Eds.), *Toward a more perfect psychology: Improving trust, accuracy, and transparency in research*. Washington, DC: American Psychological Association

Class Preparation

• Article Summary

**Week 13**
Writing and Publishing in the Social Sciences II

Topics Covered

• Constructing your contribution in the discussion.
• The review and publication process.

Required Reading

Class Preparation

- Analyze your favorite paper on a topic close to your own interests in terms of:
  
  a. How the authors discuss the implications.
  b. How they have attended to their readers as sensemakers
  c. How their discussion section bookends in combination with the introduction.
  d. What you think they might have done better in crafting the discussion.

- Submit 1-2 page single-spaced research critique of an article that will be handed out at the end of class in Week 12. Critique will serve in part as the basis of class discussion in Week 14.

Week 14

Bringing It All Together / Concluding Thoughts

Topics Covered

- The other side of the review process: Serving as a developmental reviewer to others.
- Full-cycle organizational research.

Required Reading


Class Preparation

- Nothing, unless notified otherwise in advance

SUPPORT SERVICES

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]
[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are pregnant, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]
[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek religious accommodations, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]
[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at http://vpva.rutgers.edu/.

[Rutgers University-New Brunswick incident report link: http://studentconduct.rutgers.edu/concern/. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]
[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7. You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does not have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]
If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via https://temporaryconditions.rutgers.edu.

If you are a military veteran or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. http://veterans.rutgers.edu/

If you are in need of mental health services, please use our readily available services.
[Rutgers University-Newark Counseling Center: http://counseling.newark.rutgers.edu/]
[Rutgers Counseling and Psychological Services–New Brunswick: http://rhscaps.rutgers.edu/]

If you are in need of physical health services, please use our readily available services.
[Rutgers Health Services – Newark: http://health.newark.rutgers.edu/]
[Rutgers Health Services – New Brunswick: http://health.rutgers.edu/]

If you are in need of legal services, please use our readily available services: http://rusls.rutgers.edu/

Students experiencing difficulty in courses due to English as a second language (ESL) should contact the Program in American Language Studies for supports.
[Rutgers–Newark: PALS@newark.rutgers.edu]
[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional academic assistance, please use our readily available services.
[Rutgers University-Newark Learning Center: http://www.ncas.rutgers.edu/rlc]
[Rutgers University-Newark Writing Center: http://www.ncas.rutgers.edu/writingcenter]
[Rutgers University-New Brunswick Learning Center: https://rlc.rutgers.edu/]

[Optional items that many faculty include:
- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.