

YOUR GUIDE TO MSc & DIPLOMA
PROGRAMMES
IN
SOCIAL CHANGE

2010 – 2011

September 2010
Available online:

www.socialsciences.manchester.ac.uk/intranet/pg/handbooks
www.manchester.ac.uk/socialchange/posgraduate

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WELCOME TO THE INSTITUTE FOR SOCIAL CHANGE

The Institute for Social Change (ISC) is an interdisciplinary research centre that examines the patterns, causes and consequences of social change. Our mission is to undertake world-class social science research in studies of change in contemporary societies. An over-arching aim is to develop new, rigorous, empirically-grounded models of what drives social change, how this relates to well-being of different members of society, and the implications of this for the design of a wide range of policies and institutions.

ISC is directed by Professor Ed Fieldhouse and is based in the School of Social Sciences, which is itself based in the Faculty of Humanities. ISC aims to offer an outstanding environment for postgraduate study. Sociological research at the University of Manchester was ranked joint first in the 2008 UK Research Assessment Exercise, producing the highest proportion of 'world leading' research of any UK institution. The School of Social Sciences' teaching was rated as 'excellent' in the last Higher Education Funding Council for England (HEFCE) teaching assessment exercise.

We very much hope that you will enjoy your time with us in Manchester.

Dr Nick Shryane
MSc / Postgraduate Diploma Programme Director

INFORMATION AND COMMUNICATION

This handbook contains information that you need for your postgraduate programme. It is the first place to look when you have a query about the Social Change course. You should read this handbook in conjunction with

- *School of Social Sciences Postgraduate Taught Programmes Student Handbook*
- *Qualitative and Quantitative Research Methods Handbook*

(All these handbooks are available from www.socialsciences.manchester.ac.uk/intranet/pg/handbooks/)

Therein you will find important Information about, among other things, the facilities available to you, registration information, timetabling of research courses, library resources, plagiarism, computing and printing, health and safety, photocopying, post and transcripts.

If you can't find an answer from these handbooks then the following people will be happy to help:

Administration queries:

Miss Amanda Bridgeman
Postgraduate Administrator

Amanda.Bridgeman@manchester.ac.uk
Tel.: 0161 275 4885
Office hours: 8.30 – 4.30

Postgraduate Office
School of Social Sciences
Room 2.003
Arthur Lewis Building
*Open for student enquiries
Mon. – Fri., 10.00 – 4.00*

Zoe Woodend
Admissions Secretary

Zoe.Woodend@manchester.ac.uk
Tel.: 0161 275 4471
Office hours: 8.00 – 3.30

Academic and programme queries:

Dr Nick Shryane
*ISC Postgraduate Teaching
Director*

nick.shryane@manchester.ac.uk
Tel.: 0161 275 0276
*Office hours: Mon., 12.00 – 2.00
& by appointment*

Room 2.13M
Humanities Bridgeford
Street Building

EMAIL

In the first instance it's easiest to contact us by email, and we'll use email if we're trying to contact you. We will use your University of Manchester student email address¹ for this so ***can you please let Amanda know your Manchester student email address as soon as possible***, and please also check this account frequently².

NOTICE BOARDS AND STUDENT MAIL

There is a School notice board located outside the reception desk (room 2.003, Arthur Lewis Building). Students should check both the notice board and their pigeon hole on a regular basis.

¹ To activate your University of Manchester IT account and access campus resources and email, go to www.itservices.manchester.ac.uk/gettingstarted/ from any campus network PC.

² You can configure other email services (e.g. hotmail, gmail) to automatically pick up mail from your Manchester student account. You'll need the Manchester server details available here: www.itservices.manchester.ac.uk/studentemail/emailprograms/

THE SOCIAL CHANGE PROGRAMME

PROGRAMME AIMS

The Social Change programme has two overarching aims. First is to foster understanding of the causes and consequences of the major social, political and ethnic changes underway in contemporary societies. Second, we aim to provide rigorous research training suitable for students wanting to go on to study for a research degree (MPhil or PhD) or who want to go on to conduct public or private sector social research.

This programme of study aims to produce social scientists who can:

- Discuss and analyse social change along several dimensions, using competing points of view
- Study social change using both qualitative and quantitative research methods
- Use a range of statistical and qualitative data analysis techniques
- Write research reviews and present empirical results using a combination of theory, originality, substantive evidence and critique of data
- (and for students proceeding to dissertation) Plan, conduct and write-up an independent piece of research

DETAILED LEARNING OUTCOMES

A. Knowledge & Understanding

Students should be able to:

- A1. Interpret research findings relating to social change over time and across cultures.
- A2. Apply advanced methods of statistical analysis to social data.
- A3. Communicate research results effectively.
- A4. And for students proceeding to dissertation, they should be able to plan, conduct and report on a piece of independent research, employing the skills learned in the taught elements of the programme.

B. Intellectual Skills

Students should be able to:

- B1. Formulate and critically assess a research question related to social change.
 - B2. Identify relevant literature on social change, cultural values, attitudes, and/or civic engagement using a variety of literature sources.
 - B3. Using available secondary data, develop an argument related to social change.
 - B4. Use hermeneutic sophistication to discuss, critique and develop research ideas.
 - B5. Choose appropriate quantitative analysis methods for questions related to value change.
 - B6. Interpret the results of such an analysis in a form suitable for publication or communication to others, e.g. by presentation in a public setting.
-

C. Practical Skills

Students should be able to:

- C1. Use Manchester University's library resources e.g. E-journals etc.
- C2. Use secondary data sources e.g. Economic And Social Data Service web resources, Multinational Time Use Data (harmonised data), ESRC Qualitative Data Archive.
- C3. Use appropriate software for: statistical analysis, e.g. SPSS; qualitative computer-based software, e.g. NVIVO; and basic manipulation and graphing software, e.g. Excel.
- C4. Download data from the internet and utilise it, along with relevant documentation.

D. Transferable Skills and Personal Qualities

Students should be able to:

- D1. Formulate research questions and hypotheses in a focused way.
- D2. Write concise research reports.
- D3. Present results in a clear and coherent manner.
- D4. Apply a computer-based approach where appropriate to the research question.
- D5. Present tables in a coherent, well documented, concise and impressive manner.

PROGRAMME STRUCTURE

All social Change students (MSc and Postgraduate Diploma) must take taught modules totalling 120 credits. (Each credit is considered equivalent to 10 hours of study, including both taught study hours, e.g. lectures, and private study.) MSc students must in addition present a research dissertation worth an additional 60 credits. The taught modules are split roughly equally across the two semesters of the academic year, which run September-January (semester 1) and February-June (semester 2).³

CORE MODULES

All students take the following core modules:

<i>Core modules</i>	<i>Code</i>	<i>Credits</i>	<i>Semester</i>
Religious and Ethnic Change (REC)	SOCH 70112	15	1
Introduction to Quantitative Methods (IQM) ¹	SOCS 70511	15	1
Methodology and Research Design (MARD)	SOCS 70521	15	1
Social Capital and Social Change (SCSC)	SOCH 71011	15	2
Comparative Citizen Politics (CCP)	SOCH 71042	15	2
Applying Quantitative Methods (AQM) ¹	SOCH 70162	15	2
Qualitative Research Methods (QRM) ²	See below *	3 x 5	1 & 2

¹ The quantitative training offered in IQM and AQM is designed for students who have already done introductory statistics training at undergraduate level. Students without this background in quantitative methods should in addition attend the three day pre-sessional preparatory statistics training courses (see page 8). Students who have a stronger statistics background may substitute more advanced courses for IQM and AQM if they wish, in consultation with the course director.

² QRM consists of three 1-day, 5-credit modules (plus introductory and concluding sessions) held across the two semesters. There are a range of these 5-credit modules that you can choose from, but one of the three must be

- Qualitative Comparative Analysis and Case Study Methods (QCA) (SOCS 71022)

Full details on the options and timetabling for QRM can be found in the “Qualitative and Quantitative Research Methods Handbook” (www.socialsciences.manchester.ac.uk/intranet/pg/handbooks)

OPTIONAL MODULE

In addition to the compulsory core modules, students must choose an **additional 15 credit module**.

You may select any module offered by the School of Social Sciences, with the requirements that

- It is timetabled so that it does not conflict with one of the core Social Change modules, and
- it is a 15-credit module that is taught and assessed within a single semester.

Note that some options will be offered only in selected years due to staff availability and timetable constraints.

³ Find semester dates at www.campus.manchester.ac.uk/ssc/semesterdates/

Below is a list of some of the modules on offer that fit thematically with the Social Change programme.

<i>Optional modules (choose 1)</i>	<i>Code</i>	<i>Credits</i>	<i>Semester</i>
Social Theory And Cultural Identity (STCI)	SOCY 60331	15	1
Protests and Progress (PAP)	SOCY 60141	15	1
Survey Research (SR)	SOCS 60421	15	1
Introduction to Statistical Modelling (ISM)	SOCS 70011	15	1
Statistical Foundations (SF)	SOCS 70151	15	1
Democracy: Theory And Practice (DTP)	POLI 70872	15	2
Advanced Survey Methods (ASM)	SOCS 70032	15	2
Multilevel Modelling (MM)	SOCS 70292	15	2
Systematic Mixed Methods Research (SMMR) ✕	SOCS 70142 ✕	3 x 5	2

✕ SMMR comprises three 5-credit modules:

- Qualitative Comparative Analysis and Case Study Methods (QCA) (SOCS 71022)
- Fuzzy Set Analysis (SOCS 70132)
- Non-Parametric Statistics (SOCS 70122)

If you opt to do SMMR as your module choice then you will not be eligible to do QCA as part of the compulsory QRM module and you will have to select an alternative 5-credit QRM module instead.

Details on module content, assessment, reading lists, etc. can be found in the module directory towards the end of this handbook, and also online at

www.socialsciences.manchester.ac.uk/postgraduate/taught/modules

DELIVERY AND CONTENT OF MODULES

Fifteen credit modules are delivered as weekly lecture courses (usually over 11 weeks). Some courses include hands-on computing practicals and / or tutorials. For several courses students are encouraged to attempt non-assessed exercises that are then discussed in the lectures. Seminar discussions of students' reading are conducted in many of the substantive courses. The weekly lecture courses are timetabled in the first/second semester so that students can progress from one course to another; details can be found towards the end of this handbook.

Two core modules, Introduction to Quantitative Methods and Applying Quantitative Methods, feature specific, hands-on training in using SPSS statistical software. Further hands-on practice is offered through data confrontation workshops linked to the core modules Social Capital & Social Change and Comparative Citizen Politics. These workshops involve the use of social data in an informal setting where a critique of operationalisation can be developed.

You will also receive training in using software for qualitative research. For example, Qualitative Comparative Analysis (QCA) is a one-day workshop that uses NVIVO software, which is available on all PC clusters in the School.

The 5-credit modules that make up the QRM course operate as a series of one-day workshops spread throughout the year. These involve student participation and project work, and conclude with written essays. Several of the QRM modules have an even more hands-on and participatory

approach, notably elite interviewing and participatory research methods. The introductory lectures are at the beginning of the first semester, but the subsequent timetable for this course depends on your choice of specialist workshops. Details on the timetabling of the 5-credit modules can be found in the Qualitative and Quantitative Research Methods Handbook.

PART TIME STUDENTS

Part-time students take the MSc programme over two years (normally two modules per semester over the two years). The timing of modules is the same for part-time and full-time students. Depending on the nature of your other commitments, and the need to attend on certain days only, the choice of optional modules may be limited. Students who start the programme full-time have the right to convert to part-time status at the end of Semester 1. The recommended sequence of core course units for part-time students is as follows:

Year 1	
Semester 1	Semester 2
SOCH70111 Religious and Ethnic Change	SOCH71011 Social Capital and Social Change
SOCS70511 Introduction to Quantitative Methods	SOCH71042 Comparative Citizen Politics
Year 2	
Semester 3	Semester 4
SOCS70521 Methodology and Research Design	SOCH70162 Applying Quantitative Methods
	SOCS71022 QCA (part of QRM)

For the remaining 25 credits, you should take two more QRM modules in any semester plus an optional 15 credit course in Year 2.

PREPARATORY QUANTITATIVE DATA ANALYSIS COURSE

Some students may be coming to the course with little formal training in quantitative data analysis. The IQM module (see page 6) is an introductory course designed for students with some undergraduate experience of statistics training, so students lacking this background are strongly encouraged to attend the preparatory statistics course that runs just before the start of the first semester. This will give students an introduction to the statistical software that will be used throughout the course, the “Statistical Package for the Social Sciences” (SPSS), and to give a brief introduction to the basic principles of data analysis.

Three-day statistics and software introductory course

<i>Topic</i>	<i>Date</i>	<i>Place</i>
Starting SPSS	15 th September 2010	Humanities Bridgeford Street Building, Basement lab
Introduction to Data Analysis 1	16 th September 2010	Humanities Bridgeford Street Building, Basement lab
Introduction to Data Analysis 2	17 th September 2010	Humanities Bridgeford Street Building, Basement lab

MODULE CHANGES

Please make your module choices as soon as possible. However, if you change your mind you may still be able to change modules. In Semester 1 you must make any course unit changes by **Friday**

8th Oct 2010. In Semester 2 you must make any course unit changes by **Friday 11th Feb 2011.** For further details please refer to the Postgraduate Taught Programmes Student Handbook.

TAUGHT MODULE ASSESSMENT

There is written coursework for all the 15 credit and 5 credit courses. There is a presentation in at least one course unit. Work must be submitted to the postgraduate office (room 2.003) in the Arthur Lewis Building by:

Semester 1	Modules beginning POLI:	3.30pm Monday 17 th January 2011
	Modules beginning SOCH:	3.30pm Tuesday 18 th January 2011
	Modules beginning SOCS:	3.30pm Wednesday 19 th January 2011
	Modules beginning SOCY:	3.30pm Wednesday 19 th January 2011
Semester 2	Modules beginning POLI:	3.30pm Friday 6 th May 2011
	Modules beginning SOCH:	3.30pm Tuesday 10 th May 2011
	Modules beginning SOCS:	3.30pm Wednesday 11 th May 2011
	Modules beginning SOCY:	3.30pm Tuesday 10 th May 2011

Word Limits

All pieces of assessed work including the dissertation are subject to prescribed word limits. Students exceeding the maximum word limits on any assessed work may be penalised. All word limits are inclusive of notes, but exclusive of bibliography and appendices. The word count also includes quoted material.

For full details on assessment procedures and guidance see the Postgraduate Taught Programmes Student Handbook.

SHORT COURSES, INTRODUCTORY WORKSHOPS AND SELF TRAINING

As well as the assessed modules that count towards course credits that were discussed above, students may wish to attend short courses run by the Cathie Marsh Centre for Census and Survey Research (CCSR). These courses will not be assessed and will not count towards your degree, but they provide students with the opportunity to gain extra skills and training. Courses include:

- Multiple Regression
- Logistic Regression
- Data Reduction and Classification
- Multilevel Modelling

Places on these courses are extremely limited. Please check the CCSR website (www.ccsr.ac.uk) for times of delivery and to book your place well in advance. CCSR also conducts unassessed, introductory workshops on SPSS and STATA software. Please see their website, www.ccsr.ac.uk, for more details. If you further queries you can email the course secretary Katey Matthews (Katey.Matthews@manchester.ac.uk).

Please feel free to utilise the SPSS, STATA and NVIVO software as well as Endnote, Word, Excel and others that are available on the campus network. Be sure to do self-training if you have a gap in one of these areas of generic or specialist expertise.

RESEARCH PROJECT

Students on the MSc course also conduct a research project on a topic related to social change. This project is assessed by means of a research dissertation submitted by the student, a structured report of the project of around 12,000 – 15,000 words in length. The dissertation is a major component of the overall MSc, equivalent to 4 taught courses (60 credits).

You will conduct your research project under the supervision of a member of academic staff who has some expertise on your research topic or methodology (listed towards the end of this handbook). You will be allocated a supervisor in accordance with your research area and research interests, sometime around week 5 in the second semester. Please note that a student does not have the right to be supervised by a particular, preferred member of staff.

Students should meet regularly with their supervisors. It is up to you to arrange these meetings, and you should expect to have up to five meetings with your supervisor before the end of June. At meetings students are able to consult with the supervisor about the chosen topic, about narrowing the topic to a researchable question or problem, and about relevant primary and secondary sources of data. Also, the student can discuss with the supervisor her/his reading and its relevance for the topic and also any problems that have been encountered. These meetings with the supervisor will help establish the student's authorship of the submitted dissertation.

Given the differences between a dissertation and a course assignment and given the aims and objectives of the dissertation, a student writing a dissertation should not expect her/his supervisor to provide a topic and/or reading list. However, the supervisor is available to help a student define a researchable question or problem and to provide advice about how to address that research question.

Furthermore, a supervisor will read and comment upon a dissertation plan and draft document. A student can only expect her/his supervisor to read and comment upon material if s/he submits the material no later than the end of July. However, different arrangements can be made between the supervisor and the student if both parties agree. While a supervisor might read and comment upon material submitted after that date, a supervisor has no obligation to do so.

Details on preparing your MSc dissertation can be found here:

<http://www.socialsciences.manchester.ac.uk/intranet/pg/dissertation/documents/Presentation-of-dissertations.pdf>

TYPICAL DISSERTATION TIMETABLE

February:	Students fill in a dissertation topic/supervisor preferences form.
March:	Supervisors are allocated to students and you meet at least once before Easter.
April:	Students present a draft research design, and submit an ethics pre-screening form.
May:	If required, students submit a full application for ethical approval.
June:	By now students should have had around five supervision meetings.
July:	Deadline for presenting a draft dissertation to the supervisor for comment. (Supervisors may agree to look at students' work later than this, by agreement.)
September:	Submission.

RESEARCH PROJECT ASSESSMENT AND SUBMISSION DEADLINE

MSc students must present a research dissertation of up to 15,000 words in length, based upon a piece of independent research conducted by the student. The dissertation module also includes making a presentation about your research design midway through semester 2.

The dissertation must be submitted on or before the **5th of September 2011** for full-time students who started in September 2010 and for part-time students who started in September 2009.

RESEARCH SEMINAR SERIES AND “BROWN-BAG” LUNCH SEMINARS

ISC, in collaboration with the Centre for Census and Survey Research (CCSR) runs a weekly research seminar series, where distinguished Social Science researchers from around the world come and present their work. Previous speakers have included Robert Putnam (Harvard and Manchester), Anthony Heath (Oxford), Nan Lin (Duke) and Sir Partha Dasgupta (Manchester and Cambridge).

Research seminars are held every Tuesday at 4.00 – 5.30 PM. They are usually held in room 2.016 (“the boardroom”) in the Arthur Lewis building, but this may change at short notice so please see the webpage for up to date details:

www.humanities.manchester.ac.uk/socialchange/seminars/

“Brown-Bag” Research Lunches

We also hold lunchtime seminars for speakers from ISC to talk informally about their research. These are held on the final Wednesday of every month, between 1 – 2 PM in room 4.059 in the Arthur Lewis Building. These are quite informal so feel free to bring your lunch along (brown paper bag optional). See the seminar webpage, above, for details.

ATTENDANCE REQUIREMENTS

Attendance at lectures and workshops is compulsory. If you know in advance of circumstances beyond your control preventing you from attending classes you should contact the Postgraduate Administrator, Amanda Bridgeman, as soon as possible to explain your absence. Unexcused absences will result in poor participation marks.

It is expected that students will also attend the weekly, Tuesday seminars and monthly, Wednesday “brown-bag” lunch seminars. These seminars should prove invaluable in broadening your research horizons and gaining ideas for your module assessments and research project.

STUDENT SUPPORT , GUIDANCE AND ENGAGEMENT

Unless informed otherwise the MSc Social Change Programme Director will act as your personal tutor. You should contact your personal tutor should with regarding any problems that you cannot solve yourself. Your personal tutor will also assist you with module selection and with personal development planning (see below). You should arrange to see your personal tutor some time early in the first semester of your course.

The Social Change Programme Director is also available for academic guidance or to discuss issues of a personal nature that may have an impact on a student's ability to study and/or meet course requirements. The programme director is available to meet students during dedicated office hours or at other times by appointment.

General queries regarding the course should be directed to the Social Change Postgraduate Administrator, Amanda Bridgeman

Full details are in the [School Postgraduate Taught Student Handbook](#) and on the School Postgraduate website: www.socialsciences.manchester.ac.uk/intranet/pg/

STUDENT GUIDANCE SERVICE

The Student Guidance Service (SGS) can offer useful advice regarding all aspects of studying for your postgraduate degree. It is free and confidential and completely independent from the School of Social Sciences and Faculty of Humanities.

For example, the SGS can help you with:

- Course changes
- Programme interruptions
- Anxiety about academic ability or assessments
- Guidance on academic appeals

The Student Guidance Service website is here: www.manchester.ac.uk/sgs

You can email them on: sgs@manchester.ac.uk

ENGLISH LANGUAGE SUPPORT

The University Language Centre provides a range of English language support services for registered students whose first language is not English. This provision is free of charge to the student. Full details can be found here:

www.langcent.manchester.ac.uk/english/academicsupport/

In order to register for courses, students complete an English language proficiency test at which point they become formally registered for the programme. Tests are scheduled at the beginning of each semester and details are posted in the Testing service section of the Academic support website.

Once students have collected their proficiency test results, they can proceed directly to the classes of their choice. Courses are offered from October until Easter (late April in 2011) in the following skills and language development areas:

- Academic writing

- Academic speaking and listening
- Grammar
- Pronunciation

Timetable information for these courses is available on the language centre website (above).

ACADEMIC WRITING TUTORIAL SERVICE

We also offer an academic writing tutorial service in which students receive detailed feedback and advice on their academic writing style. These tutorial sessions are based on a sample of the student's written work so are tailored to the student's own particular requirements. The writing sample can be from anything the student has completed in the past or is currently working on. Full information on how (and when) to access this service can be found on the Academic writing tutorial service page of Academic support (www.langcent.manchester.ac.uk/english/academicsupport/).

Bespoke provision

The University Language Centre offers programme-specific courses and workshops for particular groups of international postgraduates – and in some cases, home students - whether they are pursuing taught or research-based programmes. This provision covers areas of language and skills which are of relevance to students' academic work and the length and number of these courses / workshops vary according to School requirements. If you want to know more, go to Programme-specific support section of Academic support.

Further enquiries

Contact Rachel Sinnott (Rachel.sinnott@manchester.ac.uk or 0161 275 3426)

“BLACKBOARD” VIRTUAL LEARNING ENVIRONMENT

Blackboard is the University of Manchester's online teaching and learning support environment. You will be able to find up to date course information and announcements, as well as module teaching materials, reading lists and more. Access your blackboard resources here:

www.blackboard.manchester.ac.uk

STUDENT REPRESENTATION AND COURSE FORUM

Each year a student is nominated by his and her peers to represent the views of the student body at Social Change Programme committee meetings. Details can be found on page 6 of the [School Postgraduate Taught Student Handbook](#).

Each semester a course forum meeting for Social Change students is arranged and advertised usually during a lunch-time. Students are invited to come to this meeting to air their views, or to ask their student representative to speak on their behalf.

OFFICE FACILITIES AND RESOURCES

Whilst we are unable to offer dedicated office space to our Masters students, Social Change students have access to the wired and wireless computing and printing facilities in the Arthur Lewis and Humanities Bridgeford Street buildings.

Limited financial resources to part-fund conference attendance and dissertation research are available for students to apply for. See the following web pages for details:

<http://www.manchester.ac.uk/tandl/resources/funding/index.html>

<http://www.manchester.ac.uk/socialchange/postgraduate/PGTsupportfund.html>

DIRECTORY OF ISC ACADEMIC STAFF

All staff members listed here are eligible to supervise MSc dissertations

Dr Dave Cutts

*ISC Postgraduate Research
Director*

David.Cutts@manchester.ac.uk

Tel.: 0161 275 0276

Room 2.13

Humanities Bridgeford Street
Building

Research Interests

I am interested in various aspects of elections and methodology including: Geographical and contextual effects in voting and attitudes; modelling voter preferences and behaviour; political engagement and participation; the Liberal Democrats in the UK; comparative studies of voter turnout; measuring area level effects using ecological and survey data; and multilevel modelling.

Selected Publications

Fieldhouse, E., Cutts, D. & Russell, A. (2006). Neither North nor South: the Liberal Democrat performance in the 2005 General Election. *Journal of Elections, Public Opinion and Parties* 16(1).

Cutts, D., & Shryane, N. (2006). Did Local Activism Really Matter? Liberal Democrat Campaigning at the 2001 British General Election. *British Journal of Politics and International Relations*, 8(3).

Cutts, D. (2006). 'Where we work we win': A Case study of Local Liberal Democrat Campaigning. *Journal of Elections and Public Opinion*, 16(3).

Fisher, J., Denver, D., Fieldhouse, E., Russell, A. & Cutts, D. (2006). Constituency Campaigning in 2005: Ever More Centralisation? In Dominic Wring et al. (Eds), *Political Communications: The General Election Campaign of 2005*. Basingstoke: Palgrave Macmillan.

Professor Ed Fieldhouse

Director of ISC

Ed.Fieldhouse@manchester.ac.uk

Tel.: 0161 275 7439

Room 2.13

Humanities Bridgeford Street
Building

Research interests

The Liberal Democrats; voter turnout and registration; voting behaviour and electoral geography; measuring individual and geographical differences using ecological and survey data, and multilevel modelling; the Samples of Anonymised Records from the U.K Census.

Selected publications

Fieldhouse, E and Cutts, D (2008) Diversity, density and turnout: The effect of neighbourhood ethno-religious composition on voter turnout in Britain. *Political Geography* Volume 27, Issue 5, June 2008, Pages 530-548.

Fieldhouse E; Shryane, N; and Pickles A (2007). Strategic voting and constituency context: modelling party preference and vote in multiparty elections. *Political Geography* Vol 26, 159 - 178.

Fieldhouse, E; Tranmer M and Russell A (2007) 'Something about young people or something about elections? Electoral participation of young people in Europe : evidence from a multilevel analysis of the European Social Survey.' *European Journal of Political Research* Vol 46, pp 797-822.

Fieldhouse, E and Cutts, A 'The effectiveness of local party campaigns in 2005: combining evidence from campaign spending and agent survey data' *British Journal of Political Science* (in press)

Dr Rob Ford
Research Fellow

Rob.Ford@manchester.ac.uk
Tel.: 0161 306 6951

Room 2.13
Humanities Bridgeford Street
Building

Research Interests

These include: Racial attitudes, inter-group relations, public opinion research, the extreme right and electoral politics.

Selected Publications

Ford, R (2010) "Who might vote for the BNP? Survey evidence on the electoral potential of the extreme right in Britain", in Eatwell, R and Goodwin, M (eds) "The New Extremism in 21st Century Britain", Routledge
Ford, R (2008) "Is racial prejudice declining in Britain?" British Journal of Sociology 59. 609-636
Ford, R (2006) 'Prejudice and white majority welfare attitudes in the UK', Journal of Elections, Public Opinion and Parties, 16 (2) 141-56.

Professor Rachel Gibson
Assistant Director of ISC

Rachel.Gibson@manchester.ac.uk
Tel.: 0161 306 6933

Room 2.13
Humanities Bridgeford Street
Building

Research interests

These include: Political communication, new media and political parties; participation and election campaigning; electoral behaviour; comparative politics; survey data collection and analysis.

Selected publications

'Parties in the Digital Age: A Review Article' with Stephen J. Ward. Representation, 2009 45(1): 87-100.
'Measuring the Professionalisation of Political Campaigning' with Andrea Römmele. Party Politics, 2009, 15(3): 265-293.
'Mode Effects in Online Election Surveys: Lowering the 'Political Desirability Bias?'' with Ian McAllister. The Journal of Political Marketing, 2009, 8(2): 105-129.
'Blogs, news and credibility' with Vincent Campbell, Barrie Gunter, and Maria Touri. Aslib Proceedings, 2009, 61(2): 185-204.
'Designing Online Election Surveys: Lessons from the 2004 Australian Election' with Ian McAllister. Journal of Elections, Public Opinion and Parties. 2008, 18(4): 387-400.

Professor Yaojun Li
Professor of Sociology

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Building

Research interests

These include: Social mobility and social stratification; social capital and political engagement; labour market position (employment, class and earnings) of minority ethnic groups in Britain; comparative study of the socio-economic integration of immigrants in the UK and the US; social mobility and social capital in China; and quantitative sociological research using large-scale and complex social surveys.

Selected publications

Li, Y. and Savage, M. and Warde, A. (2008) 'Social mobility and social capital in contemporary Britain', British Journal of Sociology. 59(3): 391-411.
Li, Y. and Marsh, D. (2008) 'New forms of political participation: Searching for Expert Citizens and Everyday Makers', British Journal of Political Sciences, 38(2): 247-72.
Li, Y. and Heath, A. (2008) 'Ethnic minority men in British labour market (1972-2005)', International Journal of Sociology and Social Policy, 28(5/6): 231-244.

Li, Y. (2009) 'Measuring social capital: formal and informal activism, its socio-demographic determinants and socio-political impacts', in Martin Bulmer, Julie Gibbs and Laura Hyman (eds) *Social measurement through social surveys: an applied approach*, Ashgate Publishing.

Dr Rod Ling
Research Associate

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Building

Research interests

These include: Outcomes for human potential in job design and workplace organisation; religion and social cohesion; trends in religious demography in Australia; religion based terrorism and the media.

Selected Publications

Voas, D. and Ling, R. (2010). 'Religion in Britain and the United States'. In A. Park, J. Curtice, K. Thomson, M. Phillips, E. Clery and S. Butt (Eds.), *British Social Attitudes (26th Report)*. London: Sage.

Bouma, G., Pratt, D. & Ling, R. (2010). *Religious Diversity in Southeast Asia and the Pacific: National Case Studies*. Dordrecht: Springer.

Bouma, G. & Ling, R. (2010). 'Globalization, Interreligious Conflict and Social Cohesion'. In David Wright-Neville (Editor) *Terrorism and Social Exclusion*. Cheltenham: Edward Elgar Publishing.

Bouma, G. & Ling, R. (2004). *The Research Process (5th Ed.)*. Melbourne: Oxford University Press.

Dr Siobhan McAndrew

Research Associate

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Building

Research Interests

I research religiosity in the UK and Germany, and have an interest in the well-being policy debate.

Selected Publications

McAndrew, S. 'Religion and Socio-Political Attitudes in Britain', BSA 26th Report (forthcoming, 2010).

Lepper, J. and McAndrew, S. 'Developments in the Economics of Well-Being', HM Treasury Economic Working Paper No. 4, October 2008.

Froud, J., Leaver, A., McAndrew, S., Shammai, D. and Williams, K. 'Rethinking top management pay: From pay for performance to pay as fee', CRESC Working Paper No. 56, University of Manchester, August 2008.

Dr Laura Morales

Research Fellow

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Tel.: 0161 275 4903

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Building

Research interests

Civic and political participation; social capital; migrants' integration and participation; electoral behaviour; social movements; West European political parties; comparative politics; survey data collection and analysis; gender and politics.

Selected publications

L. Morales. *Joining Political Organisations. Institutions, Mobilisation and Participation in Western Democracies*. Colchester: ECPR Press, 2009.

M. Wolf, L. Morales and Ken'ichi Ikeda (eds.) *Political Discussion in Modern Democracies in a Comparative Perspective*. London: Routledge, 2010.

L. Morales and M. Giugni (eds.) *Social Capital, Political Participation and Migration in Europe. Making Multicultural Democracy Work?* Basingstoke: Palgrave Macmillan (Forthcoming, Fall 2010).

L. Ramiro and L. Morales 'Spanish Parties and Democracy: Weak Party-Society Linkage and Intense Party-State Symbiosis', in K. Lawson (ed.) *Political Parties and Democracy [Five Volumes]*, Westport: Praeger/Greenwood Publishing Group, 2010.

Dr Nick Shryane
ISC Postgraduate Teaching
Director

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Building

Research Interests

I am interested in the statistical modelling of complex psychosocial systems using latent variables. I use generalisations of multilevel, structural equation modelling techniques to analyse data, including factor- and item response theory-mixture models, latent growth curve models and mixed multinomial logit models. I've applied these techniques to address issues of wellbeing and social enfranchisement across a wide variety of topic areas, such as political science, psychology, psychiatry and sociology.

Selected publications

- Bentall, R., Rowse, G., Shryane, N., et al. (2009). The cognitive and affective structure of paranoid delusions. *Archives of General Psychiatry*, 66(3), 236-247.
- Shryane, N., Corcoran, R., Rowse, G., et al. (2008). Deception and false belief in paranoia: modelling theory of mind stories. *Cognitive Neuropsychiatry*, 13(1), 8-32.
- Fieldhouse, E., Shryane, N. & Pickles, A. (2007). Strategic voting and constituency context: Modelling party preference and vote in multiparty elections. *Political Geography*, 26(2), 159-178.
- Cutts, D. & Shryane, N. (2006). Did Local Activism Really Matter? Liberal Democrat Campaigning at the 2001 British General Election. *British Journal of Politics and International Relations*, 8(3), 427-444.

Dr Gindo Tampubolon
Research Fellow

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Building

Research interests

Spatio-temporal econometrics of innovation in Europe and the OECD 1970-2010 (research monograph to be published by the Imperial College/World Scientific Press). Social capital, well-being and health (obesity, mental and physical health) in Britain. Anchoring vignettes and recall bias in life course in Europe.

Selected publications

- Tampubolon, G. 2010. 'Social stratification and cultures hierarchy among the omnivores. Evidence from the Arts Council England surveys.' *The Sociological Review*. 58(1):1-25
- Tampubolon, G. 2010. An overview of social networks. In Zaphiris and Ang (Eds.) 'Social Computing and Virtual Communities'. London: CRC Press.
- Tampubolon, G. 2008. 'Distinction in Britain, 2001-2004? Unpacking homology and the aesthetics of the popular class.' *European Societies*. 10(3):403-428
- Tampubolon, G. 2008. 'Revisiting omnivores in America circa 1990s: The exclusiveness of omnivores?' *Poetics*. 36(1-2):243-264

Professor David Voas
ISC Research Director

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Building

Research interests

These include: Religious change in modern societies; national and international studies using census and survey data; social attitudes and value change; methods for measuring diversity; the global fertility transition; computer simulation techniques.

Selected Publications

- Voas, D. (2009). The rise and fall of fuzzy fidelity in Europe, *European Sociological Review* 25(2): 155-68.
- Voas, D. and A. Crockett (2005). Religion in Britain: Neither believing nor belonging, *Sociology* 39(1): 11-28.
- Voas, D. (2003). Competing preferences: A reason fertility tends to be too high or too low, *Population and Development Review* 29(4): 627-46.
- Voas, D. (2003). Intermarriage and the demography of secularisation, *British Journal of Sociology* 54(1): 83-108.
- Voas, D., D.V.A. Olson and A. Crockett (2002). Religious pluralism and participation: Why previous research is wrong, *American Sociological Review* 67(2): 212-30.

Dr Anna Zimdars

Research Fellow

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Tel.: 0161 275 4855

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Humanities Bridgeford Street
Building

Research interests

Participation patterns in education; cultural capital; political participation; the use of both quantitative and qualitative research methods.

Selected publications

- Zimdars, A (2010). Fairness and undergraduate admission: a qualitative exploration of admissions choices at the University of Oxford. *Oxford Review of Education*. 36 (3), 207-323.
- Sullivan, Zimdars and Heath, A. (2010) Elite trajectories in secondary school subject choices, *International Studies in Sociology of Education*, 20 (1), 5-21
- Ogg, T, Zimdars A, and Heath, A (2009). Schooling Effects on Degree Performance: a comparison of the predictive validity of aptitude testing and secondary school grades at Oxford University. *British Educational Research Journal*.
- Zimdars, A., Sullivan, A., and Heath A. (2009). Elite Higher Education admissions in the Arts and Sciences: Is cultural capital the key?, *Sociology*, 43 (4).

Core Modules: Semester 1

Religious and Ethnic Change (SOCH70112)

Tutor Professor David Voas

Aims

The main aim is to introduce students to debates over why modernization tends to be accompanied by religious and ethnic change, and what the consequences may be. Secondary aims include:

- To study secularization and other forms of religious transformation
- To study migration in its social context
- To consider the connections between religion and ethnicity.

Learning Outcomes

On completion of this unit successful students will be able to:

Define and critically assess concepts that are used in the discussion of religion, secularization, race and ethnicity.

Place religion, secularity, migration and ethnicity in their social context.

Explain and use data and methods appropriate to the field.

Access various claims related to religion and ethnicity in society, describing their strengths and weaknesses.

Make connections between the scholarly understanding of this topic and policy decisions related to integration, multiculturalism, inequality and other issues.

Content

Sources of religious change (leaving, switching, migration, demography)

Secularization and rival theories of religious change

Fundamentalism, new religious movements, religious privatization

The religious gender gap

The religious generation gap; religious socialization

Sources of ethnic change (redefinition, migration, intermarriage, demography)

International migration

Ethnic intermarriage and mixed ethnicity

Ethnic fertility differences

Comparative research on ethnic minorities

Teaching and learning methods

10 two-hour sessions combining lectures with discussion of required reading

4 hours of individual student presentations

Assessment

Active Participation in Class	4 tutorials	10%
Essay	3000 words	90%

Student involvement in class is assessed and counts for 10% of the overall course mark. The criteria include frequent attendance, active participation in discussion and engagement with the reading.

Students are not assessed on their presentations *per se*.

Preliminary reading

- Brown, Callum G. (2001) *The Death of Christian Britain: Understanding secularisation 1800-2000*. London: Routledge.
- Coleman, David (2006) Immigration and ethnic change in low-fertility countries: A Third Demographic Transition. *Population and Development Review* 32(3): 401–446.
- Gordon, Milton M. (1964) *Assimilation in American Life: The Role of Race, Religion and National Origins*. Oxford: Oxford University Press.
- Kepel, Giles (1994) *The Revenge of God: The Resurgence of Islam, Christianity, and Judaism in the Modern World*, Polity Press.
- Mason, David (2000) *Race and Ethnicity in Modern Britain*. Oxford: Oxford University Press.
- Norris, Pippa and Inglehart, Ronald (2004). *Sacred and Secular: Religion and Politics Worldwide*. New York: Cambridge University Press.

Methodology & Research Design (SOCS70521)

Tutor Dr Vanessa Gash

Aims

To provide an understanding of the principles of research design and strategy, including an appreciation of alternative research methodologies and their underpinnings in epistemology. The course provides a gateway to other methods courses taught as part of the Social Change and Social Research Methods and Statistics programmes.

Learning Outcomes

On completion of this unit successful students will be able to:

- Define and formulate researchable problems using appropriate research designs.
- Understand key philosophical approaches to social scientific research and scholarship
- Perceive that the nature of a specific research question may imply a particular research design because of the existence of different types of social object.
- Appreciate strengths and weaknesses of qualitative and quantitative methods based upon an analysis of the epistemology traditionally associated with each.
- Understand how to operationalise a research design in an ethical way.

Content

Students will understand the debate over ‘paradigms’; show knowledge of the elements of discourse; understand that ‘knowledge’ is socially constructed; place themselves as social actors in the scene that is being described; operationalise a theory; recognise triangulation and its underlying epistemological assumptions; argue for and against the traditional tenets of empiricism; use elements of philosophical realism; and explicitly describe the involvement of social norms (compared with notions of objectivity) in the conduct of post-structuralist social science.

Furthermore, each student will be able to formulate research questions in a social science subject area using appropriate research strategies, conduct a literature review, present an appropriate research design, and perceive that the nature of a specific research question may imply a particular research design because of the existence of different types of social object.

Teaching and learning methods

A mixture of lectures, formative assessment work, seminars, and practicals involving group work and a presentation.

Assessment

Written essay on research methodology – 1000 words - 50%

Written essay on a research design topic – 2000 words – 50%

One presentation (either by group or individual) – verbal – required but not assessed

Preliminary reading

Blaikie, Norman (2000) *Designing Social Research*, Cambridge: Polity.

Hakim, Catherine. (2000) *Research Design: Successful Designs For Social and Economic Research*, 2nd ed. London: Routledge.

Introduction to Quantitative Methods (IQM) (SOCS70511)

Tutor Dr Mark Brown

Module Aims and Objectives

The module aims to equip students with a basic grounding in the theory and methods of quantitative data analysis, focussing on the social survey. It is an introductory level course aimed at graduate students who have no real background in quantitative methods. Some of the more basic material in the module covers the same ground as is covered in the statistics section of many GCSE maths syllabuses. We build on that basic material to provide you with an understanding of surveys, sampling and data analysis.

The module aims to:

- Introduce you to the social survey as a key quantitative resource for Social Science research.
- Introduce you to survey data, with consideration of the process by which variables in a dataset are derived from the survey questionnaire.
- Introduce you to the role of random sampling in survey research – this will cover the theory that allows us to generalise findings from sample data to the wider population
- Provide an understanding of different sampling designs, including their strengths and weaknesses
- Provide basic training in the data analysis software package, SPSS
- Provide basic training in the techniques of exploratory data analysis using SPSS to analyse ‘real’ data drawn from the Government social surveys.
- Provide the skills required to carry out, interpret and report a secondary data analysis

Outcomes: On completion of this unit successful students should be able to demonstrate:

- Understanding of the way surveys are used in social research
- Knowledge and understanding of the derivation and attributes of survey data, including levels of measurement
- Understanding of the role of sampling in survey research and the underlying theory that enables generalisation from random samples
- Knowledge of different sample designs and how these can be applied in a practical context.
- Basic familiarity with a range of techniques for exploratory data analysis using SPSS
- An ability to interpret the output of secondary analysis accurately and critically

Teaching Methods

The module is delivered through a series of 11 lectures and 8 Lab classes (running after lectures from week 3).

The module is supported by a dedicated e-learning site (using Blackboard Virtual Learning Environment (VLE)). The Blackboard site will provide you with:

- a means of two way communication with the course tutors
- electronic copy of all course materials including lectures, handouts, assignments and course datasets.
- Other resources including web-links to e-learning materials relevant to the course

In addition to on-line support, we provide a regular drop-in service for those wanting one-to-one help and guidance

Module Content

The module moves sequentially through the following main components:

- An introduction to quantitative surveys (weeks 1-3): We introduce the sample survey and its role in social research, and consider the basic characteristics of a survey dataset and the techniques for getting to know survey data.
- Sampling (weeks 4-5): We cover the basic theory that underlies the sampling process and the way sample data can be used to make inferences about the populations from which it is drawn. Different sampling methods are discussed and compared.
- Data Analysis (weeks 6-10): We provide an introduction to strategies and techniques of data analysis. Starting with basic techniques for looking at single measures, we move to consider methods for looking at the relationship between variables, including crosstabulation, correlation, and simple linear regression. We will also cover the concept of statistical significance and the use and interpretation of statistical tests.
- A concluding lecture brings things together with an overview of key concepts and methods taught.

Assessment

Formal Assessment

The course is formally assessed through completion of a research report (2500 words) based on the analysis of a survey dataset. A detailed description of the assignment will be provided in a separate document.

Other Non-Assessed Work

Weekly Exercises (based on lab classes 3 to 8). These should be submitted weekly (paper copy) They will be assessed by a tutor and returned during the following lab class.

N.B. These exercises will not contribute to your final course mark but provide you and us with valuable feedback on progress. Moreover, they cover all the techniques required for the main assignment and so should be considered as essential preparation for this work.

Core Modules: Semester 2

Social Capital and Social Change (SOCH71011)

Tutor Professor Yaojun Li

Aims

- To theorise the role of the mutual effects of social capital and social change
- To empirically measure different aspects of social capital
- To see the patterns and trends of formal and informal aspects of social capital in capitalist countries, particularly in the US and the UK
- To examine underlying (individual and contextual) factors for social capital generation, and the impacts of social capital upon people's socio-economic orientations (such as trust) and outcomes (such as education, health, labour market access and occupational attainment)
- To assess other important changes in socio-economic life such as social mobility, immigration and ethnic fortunes in the labour market
- To compare the changing pattern and trends of ethnic disadvantage in employment and class attainment in Britain and the USA

Learning Outcomes

On completion of this unit successful students will be able to:

- Critically assess the measurement of social capital through survey data
- Provide a theoretical grounding for different conceptions/measurement of social capital
- Analyse the distinction between formal and informal social capital with its respective sources and consequences, that between social and cultural/human capital, and that between social and political capital
- Compare and contrast different theoretical approaches to social capital and their empirical implications in quantitative, survey-based research
- Understand important social changes in class, gender and ethnic relations

Content

Theoretical approaches to social capital: a conceptual journey

Social capital in the US and the UK: patterns and trends of civic engagement

Measurement and distribution of social capital: formal and informal

Determinants of social capital: class, gender and locality

Impacts of social capital on trust, health, education and labour market positions

Social capital and socio-economic disadvantages by minority ethnic groups

Social change in Britain: class, education, ethnicity and labour market

Social mobility and social capital

Social deprivation and ethnic diversity on social capital and civic governance

Social, cultural and political capital: new forms of social stratification

Teaching and learning methods

10 2-hour lectures including 2-hour guided student presentations (Professor Yaojun Li)

Students are not assessed on their presentations *per se*

Student involvement in the guided reading is assessed and counts for 10% of the overall course mark.

The criteria for this involvement include active participation in discussion, active empirical analysis, and individual engagement in the preparation of the individual presentation.

Assessment

3000-word essay

Reading

- Coleman, J.S. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology* 94:S95-S120.
- Granovetter, M. (1973) 'The strength of weak ties', *American Journal of Sociology*, 78(6): 1360-1380.
- Hall, P. (1999) 'Social Capital in Britain', *British Journal of Political Science*, 29: 417-461.
- Halpern, D. (2005) *Social Capital*, Cambridge: Polity.
- Li, Y., Savage, M. and Pickles, A. (2003) 'Social Capital and Social Exclusion in England and Wales (1972-1999)', *British Journal of Sociology*, 54(4): 497-526.
- Li, Y., Pickles, A. and Savage, M. (2005) 'Social Capital and Social Trust in Britain', *European Sociological Review*, 21(2): 109-23.
- Li, Y., Savage, M. and Warde, A. (2008) 'Social mobility and social capital in Britain', *BJS*, 59(3): 391-411.
- Li, Y. and Marsh, D. (2008) 'New forms of political participation: Searching for Expert Citizens and Everyday Makers', *BJPS*, vol. 38, part 2, pp. 247-72.
- Li, Y. (2007) 'Social capital, social exclusion and wellbeing', in Angela Scriven and Sebastian Garman (eds), *Public Health: Social context and action*, London: Sage, pp: 60-75.
- Li, Y. and Heath, A. (2009) 'Struggling onto the ladder, climbing the rungs: employment status and class position by minority ethnic groups in Britain (1972-2005)', in Stillwell, J., Norman, P., Thomas, C. and Surridge, P. (eds), *Population, Employment, Health and Well-being*, Springer.
- Li, Y. (2009) 'Measuring social capital: formal and informal activism, its socio-demographic determinants and socio-political impacts', in Martin Bulmer, Julie Gibbs and Laura Hyman (eds) *Social measurement through social surveys: an applied approach*, forthcoming, Ashgate Publishing.
- Heath, A. and Li, Y. (2008) 'Period, life-cycle and generational effects on ethnic minority success in the labour market', in F. Kalter (ed.) *Migration und Integration, Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 48: 277-306.

Comparative Citizen Politics (SOCH71042)

Tutor Professor Rachel Gibson & Dr Laura Morales

Aims

- To outline the contemporary state of citizen politics in advanced industrial democracies in terms of mass attitudes and behaviours, and profile the key theoretical and empirical literature relevant to explaining and understanding these phenomena.
- To show how social and cultural forces play a role in shaping citizen politics.
- To examine the impact of political organisations in facilitating and mobilizing citizen participation.
- To assess the importance of a range of informal actors, media and new communication technologies in promoting established and newer non-conventional forms of citizen engagement.
- To critically review empirical measures and analyses of citizen political behaviour and attitudes.
- To promote independent analysis by students of citizen politics using major comparative datasets

Objectives

On completion of this unit successful students will be able to:

- Identify different forms of political participation and their significance from a comparative perspective.
- Understand and critically assess the main theories explaining why citizens participate in politics and how this has changed over time.
- Critically assess the role of a range of formal and informal actors, system-level forces and individual characteristics in influencing citizen politics
- Read, interpret, and conduct empirical studies of citizen political attitudes, values and behaviour.

Course Content

Section I: The contemporary state of citizen politics

Socio-cultural factors as a source of changing patterns of political participation

Supply side factors – Parties, Election Campaigns and Media as sources of political change.

Section II: Political Organisations and Participation

Electoral participation and the role of political parties

New Social Movements, Non-electoral Participation and Collective Action

The rise and role of social movements in democracy

E-participation and E-democracy

Teaching Methods

10 - 1 hour lectures

10 - 1 hour seminars (with student led discussion/presentations)

2 - 2 hour data workshops – practical analysis of major electoral, attitudinal and mass-level political action datasets.

Assessment

Essay 3000 words 75%; Seminar Presentation 15%; Participation 15%

Preliminary reading

Beetham, D. (2005). *Democracy : a beginner's guide*. Oxford: One world.

Robert Dahl, "The Behavioural Approach in Political Science: Epitaph for a Monument to a Successful Protest." *American Political Science Review* (1961) 55:763- 72.

Dahl, R. A. (1998). *On democracy*. New Haven, Conn.; London : Yale University Press.

Dalton, R. J. (2000) 'Citizen Attitudes and Political Behaviour' *Comparative Political Studies* 33 (6-7):912-940.

Dalton, R.J. (2005) *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies* , CQ Press, USA.

Applying Quantitative Methods (SOCH70162)

Tutors Dr Nick Shryane, Dr Mark Elliot, Dr Jane Green. Dr David Cutts

Aims

To provide intermediate level training in applying quantitative statistical methods to social science research problems. The course aims to provide students from across the SoSS who are not registered on specialist quantitative methods programmes with the skills and confidence to use

quantitative methods in their research dissertations. Specifically, the course aims to:

- Enable student understanding of regression modelling (linear, binary logistic) and factor analysis.
- Provide students with the skills to use SPSS to run the above analyses.
- Enable student understanding of how to use the methods above to answer their social research questions.
- Provide a learning environment in which students build up their ability to interpret and report upon such analyses.

Learning Outcomes

On completion of this unit successful students will be able to demonstrate the ability to:

- Understand the principles and appropriate usage of:
 - Multiple linear regression models
 - Binary logistic regression models
 - Exploratory factor analytic techniques.
- Use SPSS to run:
 - Multiple linear regression models
 - Binary logistic regression models
 - Exploratory factor analytic techniques.
- Plan and operationalise the hypothesis testing of a research question, using large-scale social survey data.
- Write coherent reports about a piece of quantitative data analysis.

Content

Part1 (Weeks 1-3): Introduction to Statistical Modelling. (Dr Mark Elliot)

What are statistical models, and how do they provide answers to social and political research questions? What is a linear regression model? What are its assumptions? How can models be specified with different types of predictor variables and interactions to answer different questions? How can we take different sampling schemes into account when building models?

Part2 (Weeks 4-5): Applying linear regression models to social research questions. (Dr Jane Green).

Using linear regression to explore social and political data. What do the model coefficients mean in terms of the underlying social processes? The difference between exploring data and testing hypotheses using data. How to operationalise social and political theory in terms of linear regression models. Building models to test theories.

Part3 (Weeks 6-7): Binary logistic regression for social research questions. (Dr Dave Cutts).

The limits of linear regression and the need for binary logistic regression. What are the assumptions of the logistic model? What is the relationship between logistic models and cross-tabulations of data? What do the logistic model coefficients mean? What's the difference between a good model and a poor one?

Part4 (Weeks 8-10): Beyond linear and binary regression: more advanced methods. (Dr Mark Elliot, Dr Nick Shryane).

What models are there when the assumptions of linear and binary logistic regression are violated? How can factor analysis help me to answer research questions about constructs that I can't measure directly? What's the difference between factor analysis and principle components analysis? What is latent structure? How can I explore the latent structure of the data?

Teaching and learning methods

Weekly lectures and computer practicals

Assessment

This module will be assessed by coursework

Preliminary reading

Field, A (2005) *Discovering Statistics Using SPSS* Second Edition. London: Sage.

EXAMPLES OF OPTIONAL MODULES

There is a wide range of modules available to choose your optional module from. You may select any module offered by the School of Social Sciences, with the requirements that *i)* It is timetabled so that it does not conflict with one of the core Social Change modules, and *ii)* that it is a 15-credit module that is taught and assessed within a single semester.

Below is a list of some of the modules on offer that fit thematically with the Social Change programme.

Survey Research (SOCS60421)

Tutor Dr Kingsley Purdam

Aims

- Introduce students to the role of surveys in social research;
- Provide practical experience of the key elements of conducting a survey - development of a research question, questionnaire design, sampling, fieldwork and data entry;
- Provide a practical learning forum for students to consolidate and further develop their academic knowledge about research methods.

Learning Outcomes

By the end of the course students should have:

- The practical skills needed to conduct a survey from the point of defining the research question to conducting the fieldwork, preparing the data and initial analysis.
- Applied and developed their knowledge of survey methods and methodology.
- Evaluated different survey methods and sampling techniques.
- Developed their knowledge and understanding of government and social surveys.

Content

The social survey is a research tool of fundamental importance to government and social researchers. The course addresses a need for training in the understanding of survey data and in aspects of survey design and data collection. It covers key generic and subject specific training needs specified in the ESRC's postgraduate training guidelines. The course often includes presentations from external speakers from research organisations. In the past, sessions have included speakers from MORI and Manchester City Council.

Teaching and Learning Methods

The course is taught over 11 weekly sessions and comprises lectures, practicals and workshops. The course includes an actual survey thus giving students practical, hands on experience of research in practice. The course will be structured around the following headings:

- Introduction to social surveys
- Sampling
- Questionnaire design
- Piloting
- Fieldwork
- Interpretation

Assessment

An essay (of not more than 3,000 words) which should outline and discuss how you would set about conducting a survey to answer a specific research question of interest. You should include a short example question module designed to collect appropriate information with which to address a specified research question which would form part of a larger questionnaire.

Preliminary reading

Babbie, E. (2006) *The Practice of Social Research*, Wadsworth

Bryman, A. (2004) *Social Research Methods*, OUP.

DeVaus, D. (2002) *Surveys in Social Research* 5th Edition. London: Routledge.

Gilbert, N. (2008) *Researching Social Life*. Sage

<http://sru.soc.surrey.ac.uk/SRU41.pdf>

<http://sru.soc.surrey.ac.uk/index.html>

Introduction to Statistical Modelling (SOCS70011)

Tutor Dr Mark Elliot

Aim

The unit aims to:

- Enable student understanding of the following topics: Regression modelling (linear, binary logistic, multinomial logistic, multilevel), principal components analysis, and cluster analysis.
- Provide students with the skills to use SPSS to run analyses using the above techniques.
- Provide a learning environment in which students build up their ability to interpret and report upon such analyses.

Teaching and Learning

The course will be delivered in eleven 2-hour classes consisting of a one-hour lecture followed a one-hour lab class. In the lab class the students will be required to carry out formative tasks designed to strengthen their understanding. The course is a series of lectures with associated practical sessions. Weekly back-up support will also be provided in the form of an office hour. The students will be required to complete one piece of formative homework each week. They will receive feedback on that work. The homework will either be in the form of structured short-answer questions requiring students to run and interpret simple analyses, or in the form of short reports on a more extensive piece of analysis. The latter will enable students to practice and receive feedback on the skills required for the assessment.

Assessment

A report on a series of analyses on two or more datasets aimed at demonstrating the ability to investigate a significant research question (e.g. the factors related to unemployment or ill-health) using quantitative data and techniques. Essay 3000 words worth 100%

Preliminary Reading

Field, A (2005) *Discovering Statistics Using SPSS (Introducing Statistical Methods, Second Edition)*. London: Sage Publications.

Social Theory & Cultural Identity (SOCY60331)

Tutor Dr Peter McMylor

Aims

The course aims to appeal to graduate students thinking about the nature and purpose of contemporary social theory. It will seek to explore issues in relation to the contested nature of the concepts of tradition and detraditionalization, community and individual.

Objectives

The course will examine the way these concepts have been thematised in classical social thought and in recent discussions around self-identity, communitarianism, modern forms of collective representation and ideologies. A particular focus of the course will be the role of ethical/moral categories in social explanation and understanding.

Course Content

The course aims to appeal to graduate students thinking about the nature and purpose of contemporary social theory. It will seek to explore issues in relation to the contested nature of the concepts of tradition and detraditionalization, community and individual. This will be done by examining the way these concepts have been thematised in classical social thought and in recent discussions around self-identity, communitarianism, modern forms of collective representation and ideologies. A particular focus of the course will be the role of ethical/moral categories in social explanation and understanding. Writers discussed will include such figures as Alasdair MacIntyre, Zygmunt Bauman, Charles Taylor. The course is to focus on a limited number of texts and to proceed with a detailed analysis of each. Close readings of some selected texts and open discussions will thus serve as the format for the majority of the seminars.

Teaching Methods

Weekly lectures and tutorials

Assessment

3000 word assessed essay

Preliminary Reading

P.Heelas ed Detraditionalisation
A. MacIntyre, After Virtue
Z.Bauman , Postmodern Ethics
C.Taylor, The Ethics of Authenticity
A. Seligman, Modernity's Wager

Longitudinal Data Analysis (SOCS70022)

To be updated

Tutor Professor Ian Plewis, Dr Mark Tranmer

Aims

To provide students with the skills needed to design longitudinal research and conduct appropriate analyses using longitudinal data.

Learning Outcomes

- To gain facility in the concepts, designs and terms of longitudinal research;
- To be able to apply a range of different methods of longitudinal data analysis;
- To have a general understanding of how each method is representing longitudinal processes;
- To be able to choose a design, appropriate method of analysis and plausible model for a range of research questions.

Content

The importance of longitudinal analysis is becoming increasingly recognized across the social and medical sciences. However there are few analysts with the methodological skills to make appropriate use of longitudinal data. This course is intended to meet this need.

Teaching and learning methods

The course will comprise 3 consecutive days of teaching. The 3 days of intensive training will be made up of lectures and computer-lab examples and exercises implemented with appropriate statistical software.

Assessment

This module will be assessed by one piece of coursework

Preliminary reading

- Agresti, A. (1996). *An Introduction to Categorical Data Analysis*. Wiley
- Dobson, A. (2002). *An introduction to generalized linear models*. Chapman and Hall
- Draper, N. and Smith H. (1998). *Applied Regression Analysis*. Wiley
- Bryk, A.S. and Raudenbush, S.W. (1992). *Hierarchical Linear Models: Applications and Data Analysis Methods*. Newbury Park, CA: Sage.
- Goldstein, H. (1995). *Multilevel Statistical Models*. London: Edward Arnold.
- Snijders, T.A.B. and Bosker, R.J. (1999). *Multilevel Analysis*. London: Sage.
- Plewis, I. (1997) *Statistics in Education*. London: Arnold
- Hosmer DW, Lemeshow S (1999). *Applied Survival Analysis*. New York: Wiley.

Advanced Survey Methods (SOCS70032)

Tutor **Dr. Leen Vandecasteele**

Aims:

This course provides an insight into the design and methodological issues of longitudinal and other complex surveys. It also introduces software and methods for handling complex survey data.

Learning Outcomes:

At the end of this module, students should be able to:

- Know several methodological aspects of conducting a survey.
- Assess the strengths and weaknesses of the design of secondary survey data.
- Assess how aspects of survey design will impact on the analysis.
- Use the stata software to analyse complex survey data.
- Understand the difference between the model-based and design-based approach to handling complex survey designs.

Content:

This module will extend the students' skills of conducting survey research by focussing on more advanced methodological aspects of surveys. It covers the most important features of design and analysis in complex surveys. We will discuss different sampling strategies and see how these impact on the analysis. Students will get an insight in further aspects of survey methodology such as interviewer effects and non-response. We will spend some time discussing methodological issues in a longitudinal context, such as clustering and attrition. A major focus of the course relates to how these methodological aspects affect the analysis. We will look into two different statistical approaches of dealing with all these features of complex surveys: i.e. the design and model-based approach. A substantial part of the course will consist of computer sessions whereby the techniques of handling complex surveys are practised. In this way, the students will gain experience of applying methods for handling clustering, stratification and non-response in survey data.

Assessment:

The assessment for this module will be based on one piece of coursework of 3000 words.

Prerequisites:

The students should have some familiarity with survey research and statistical modelling. A good introduction is provided by the module: [Introduction to Statistical Modelling \(ISM\) SOCS70011](#)

Some familiarity with the STATA software. CCSR offers a short course introduction to STATA twice during the first semester.

Preliminary reading:

Lee, E. S., & Forthofer, R. N. (2006). Analyzing complex survey data. *Sage university paper series. Quantitative applications in the social sciences*(07-71).

Lohr, S. L. (1999). *Sampling Surveys: Design and Analysis*. CA: Duxbury.

Raab, G., Purdon, S., & Buckner, K. (2005, July 2007). Practical Exemplars and Survey Analysis. . <http://www2.napier.ac.uk/depts/fhls/peas/index.htm>

Sturgis, P. (2004). Analysing Complex Survey Data: Clustering, Stratification and Weights. *Social Research Update*, 43.

TIMETABLE 2010/2011

Semester 1

	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
10.00	Religious & Ethnic Change 10.00 – 12.00 3.A, Simon (SOCH70111)		Statistical Foundations 10.00 – 12.00 2.02, Mansfield Cooper (SOCS70151)	Qualitative Research Methods (QRM) sessions Workshops are held periodically over both semesters. Dates, times & venues will vary depending on your course unit selections. See the “Qualitative and Quantitative Research Methods Training Handbook” for full details
11.00				
12.00		Introduction to Quantitative Methods Lecture: 12.00 – 1.00 G.20 Mansfield Cooper IQM Workshop 1 * 1.15 – 2.40 2.01 Mansfield Cooper IQM Workshop 2 * 2.45 – 4.10 2.01 Mansfield Cooper IQM Workshop 3 * 4.15 – 5.40 2.01 Mansfield Cooper (SOCS70511)	Social Theory & Cultural Identity 12.00 – 2.00 LG12, Coupland 3 (SOCY60331)	
1.00			Survey Research 2.00 – 4.00 2.01, Mansfield Cooper	
2.00	Methodology & Research Design 2.00 – 5.00 LG12, Coupland 3 (SOCS70521)			
3.00				
4.00				
5.00				

Compulsory courses are shaded

* Choose just one workshop

Semester 2

	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
10.00	Social Capital & Social Change 10.00 – 12.00 G.019, Arthur Lewis (SOCH71012)			Qualitative Research Methods (QRM) sessions Workshops are held periodically over both semesters. Dates, times & venues will vary depending on your course unit selections. See the “Qualitative and Quantitative Research Methods Training Handbook” for full details
11.00		Comparative Citizen Politics 11.00 – 1.00 Hanson Theatre, HBS (SOCH71042)		
12.00				
1.00			Multilevel Modelling 1.00 – 3.00 Theatre D, Zochonis (SOCS70292)	
2.00		Applying Quantitative Methods 2.00 – 4.00 3.214, University Place (SOCH70162)		
3.00				
4.00			Advanced Survey Methods 4.00 – 6.00 5.205, University Place (SOCS70032)	
5.00		Democracy: Theory & Practice 5.00 – 7.00 G.019, Arthur Lewis (POLI70872)		
6.00				

Compulsory courses are shaded