New Course Proposal

When completed, this proposal should be submitted to the Office of the Associate Provost for consideration by the College Curriculum Committee.

1. Department(s) proposing this course: Sociology

2. Title of the course: **Foundations of Scholarship in International Criminal Justice**

Abbreviated title (up to 20 characters):

Scholarship in ICJ

3. Level of this course:
   ____100 Level  ____200 Level  __X__300 Level  ____400 Level

4. Course description as it is to appear in the College bulletin:
   (Write in complete sentences except for prerequisites, hours and credits.)

   This course aims to provide a set of skills that are essential to performing and disseminating scholarly research. The skills include conducting and writing a focused literature review; understanding the mechanics of research (finding a creative idea, asking the right research questions, utilizing appropriate theories, developing hypotheses, collecting and analyzing data); and finally writing academic papers. The course will discuss both qualitative and quantitative research methods and their appropriateness for international criminal justice with specific examples. Ethical concerns in research will be addressed as well a basic understanding of the use of computers in research.

   Prerequisites: ICJ 101, SOC 341, GOV/LAW 259– Credits: 3

5. Has this course been taught on an experimental basis?
   _X_ No
   ___ Yes: Semester(s) and year(s):
   Teacher(s):
   Enrollment(s):
   Prerequisites(s):

6. Prerequisites:

   ICJ 101, Introduction to International Criminal Justice
   SOC 341 (International Criminology)
   GOV/LAW 259 (Comparative Criminal Justice Systems)

7. Number of: class hours _3__ lab hours______ credits _3__

8. Brief rationale for the course:
   External evaluation of the ICJ major recommended that students be prepared with basic research methods including an understanding of comparative, cross cultural
and country specific research. The need was also identified to prepare students with research and scholarly writing skills before they take the ICJ 401 capstone course (ICJ 401). Currently, many ICJ major students graduate without research methods training, because the Social Science Research Methods (SSC 325) course which is listed in the Skills section is not required. Moreover, the SSC 325 focuses just on research methods. The proposed course would not only provide the basics of research methods, but also of the writing and research skills needed to conduct comparative/cross cultural and international country-specific research. It will be provide a robust preparation for ICJ 40, the capstone course and the capstone research project. The proposed course will be required in the ICJ major. (Please note that a proposal to revise the major will be forthcoming).

9a. Knowledge and performance objectives of this course:
(What knowledge will the student be expected to acquire and what conceptual and applied skills will be learned in this course?)

Students will be able to

- think critically in linking theory, research and policy
- obtain extensive knowledge of what is involved in conducting research, including ethical concerns
- familiar with research terms or vocabulary
- understand various methodologies in conducting research
- recognize the problems in conducting research
- evaluate the use of appropriate methodology for country specific and comparative international research.
- learn how to evaluate a research proposal
- improve the organization and clarity of their written work
- evaluate scholarly publications
- present data clearly in tables and figures.
- utilize a variety of existing data bases
- write a focused literature review and an executive summary
- prepare abstracts of scholarly articles
- use RefWorks, an online bibliographic management program

9b. Information literacy:
(Indicate what sorts of information seeking skills will be enhanced by this course, e.g., use of the internet, access to specialized data bases, literature search skills, etc.)

- Use of the Internet
- Literature search skills
- Use of a variety of Criminal Justice/Criminology database
- Use of RefWorks
- Protection of human research participants-computer-based training (CBT)
- International Research Strategies

10. Recommended writing assignments:
(Indicate types of writing assignments and number of pages of each type. Writing assignments should satisfy the College’s requirements for writing across the curriculum.)
A research proposal will be required (minimum 10 single-spaced pages - not including bibliography). Please see the syllabus for details.
Abstract writing: a 100-word abstract for two articles

11. Will this course be part of any major(s) or program(s)?
   _ No
   _ X Yes. Major or program: International Criminal Justice
   What part of the major? (Prerequisite, core, skills, etc.)

   Will be a required course in Skills Section of the major

12. Is this course related to other specific courses?
   _ No
   _ X Yes. Indicate which course(s) and what the relationship will be (e.g.,
     prerequisite, sequel, etc.).

   This course will become a prerequisite for ICJ 401.

13. It is strongly advised to meet with a member of the library faculty before answering
    question 14.

    If this course was taught on an experimental basis, were the existing library, computer,
    lab or other resources adequate for this course?
    _ Yes
    _ No. With whom has this been discussed? What has been recommended?

    If this course was not taught on an experimental basis, are library, computer, lab or other
    resources necessary for this course?
    _ No
    _ X Yes. With whom has this been discussed? What has been recommended?

General library holdings are necessary for this course. In the last five years since we introduced
ICJ major at John Jay College, the Library has been emphasizing international criminal justice in
its acquisitions. Discussions have been held with Prof. Maria Kriakova, reference acquisitions
librarian in this regard.

14. Syllabus and bibliography:
    Attach a sample syllabus for this course. It should be based on the College’s model
    syllabus. The sample syllabus must included a week by week or class by class listing of
    topics, readings, other assignments, tests, papers due, or other scheduled parts of the
    course. It must also include proposed texts. It should indicate how much various
    assignments or tests will count towards final grades. (If this course has been taught on an
    experimental basis, an actual syllabus may be attached, if suitable.)

    In addition, a bibliography in APA format for this course must be attached to this
    proposal.

    Please see attached Syllabus

15. This section is to be completed by the chair(s) of the department(s) proposing the
    course.
Name (s) of the Chairperson (s): Dr. David Brotherton (SOC), Dr. Maki Haberfeld (Law, Police Science and Criminal Justice Administration), Dr. Harold Sullivan (GOV)

Has this proposal been approved at a meeting of the department curriculum committee?
___No  ___Yes: Meeting date: September 13, 2006

When will this course be taught?
Every semester, starting _Fall, 2008___________
One semester each year, starting ________________
Once every two years, starting ________________

How many sections of this course will be offered? ____1_____

Who will be assigned to teach this course?
Professors
Rosemary Barberet (SOC)
Lila Kazemian (SOC)
Mangai Natarajan (SOC)

Other Faculty Representatives from Law and Police Science, Government, African-American Studies and Puerto Rican and Latin American Studies (these departments, along with Sociology, are part of the ICJ Major Governance Committee).

Is this proposed course similar to or related to any course or major offered by any other department (s)?
_X__No
___Yes. What course (s) or major (s) is this course similar or related to?

While the college has other research methods courses, this new course focuses on the entire process of scholarly research. In addition it focuses on international/comparative/cross/cultural research strategies.

Did you consult with department (s) offering similar or related courses or majors?
___Not applicable  ___No  ___Yes

If yes, give a short summary of the consultation process and results.
The Sociology, Law and Police Science, Government, African-American Studies and Puerto Rican and Latin American Studies are all represented on the Governance Committee of the major which approved this proposal at September 13th, 2006 meeting.

Will any course be withdrawn if this course is approved?
_X__No
___Yes, namely:

Signature (s) of chair of Department (s) proposing this course:

Date: ___________________
FOUNDATIONS OF SCHOLARSHIP IN INTERNATIONAL CRIMINAL JUSTICE

SYLLABUS

This course aims to provide a set of skills that are essential to conducting and disseminating research. The skills include conducting and writing a focused literature review; understanding the mechanics of research (finding a creative idea, asking the right research questions, utilizing appropriate theories, developing hypotheses, collecting and analyzing data); and finally writing academic papers. The course will discuss research methods (both qualitative and quantitative) and their appropriateness for international criminal justice with specific examples. It will cover ethical concerns and it will provide a basic understanding of the use of computers in research.

GOALS AND OBJECTIVES:

Though scholarship is acquired through practice, the main goals of this course are: (1) to provide students with a basic knowledge of empirical research involving issues of research design and measurement; (2) to equip them with skills in reading and writing for advanced courses, including the capstone and graduate courses; (3) to train them to take research initiatives on their own; and (4) to write effective research papers.

The specific objectives of this course will help students to

- think critically in linking theory, research and policy
- provide them with extensive knowledge of what is involved in conducting research, including ethical concerns
- familiarize them with research terms or vocabulary
- understand various methodologies in conducting research
- recognize the problems in conducting research
- evaluate the use of appropriate methodology for country specific and comparative international research.
- learn how to evaluate a research proposal
- improve the organization and clarity of their written work
- evaluate scholarly publications
- present data clearly in tables and figures.
- utilize a variety of existing data bases
- write a focused literature review and an executive summary
- prepare abstracts of scholarly articles
- learn RefWorks, an online bibliographic management program

REQUIREMENTS:

1. Chapter readings should be completed before each class. From time to time, outside reading will be requested on specific topics.
2. Two exams: Mid term and final (multiple choice-type)
3. Abstract writing: Students will be given two research articles to read (professor’s choice) and to write a 100-word abstract (must give a word count) for each. Must show evidence that another student has read the abstract and suggested improvements.
3. A research proposal will be required (minimum 10 single-spaced pages - not including bibliography). Topics should be discussed with the professor. Further details will be discussed in the class. The proposal will be divided into four main parts: (1) Introduction to the selected topic; (2) Literature review, including an executive summary; (3) Research design and methodology, including the research questions; the research design (with a justification of the methodology) and (4) Bibliography (APA style). Each of the sections has deadlines (see the syllabus outline below). Students must hand in the assignments on time. No excuses will be accepted (unless there is a medical emergency).
4. Protection of human research participants-computer-based training (CBT) certificate: CITI the (Collaborative IRB Training Initiative) may be accessed at https://www.citiprogram.org.
5. RefWorks: Students must learn to use this online bibliographic management program that allows users to create a personal data base of references and generate bibliographies in a variety of formats including APA style.

N.B. Deadlines for the papers must be strictly adhered to. No make up exams will be given unless medical documentation is produced.

GRADING:

Final grades will be determined as follows:
Two Exams (Mid term and final)--20%
Research Proposal-- 50% Details: Abstract and Introduction (5%); Literature review, including executive summary (15%); research methodology (20%); Bibliography using RefWorks (10%) .
Abstracts--10%
CITI CBT certificate-- 10%
Attendance, punctuality, participation--10%

Grade points: 93.0-100.0 = A; 90.0-92.9=A-; 87.1-89.9 = B+; 83.0-87 = B; 80.0-82.9=B-; 77.1-79.9 = C+; 73.0-77.9 = C; 70.0-72.9=C-; 67.1-69.9=D+; 63.0-67.0=D; 60.0-62.9=D-; below 60 = F.

ATTENDANCE:

Regular attendance is important, as good performance on the exams will require knowledge of material presented in classes, which is not always fully covered in the text. Hence, any absence will be likely to affect grades. Missing more than two week's classes (4 absences) will result in a reduced grade.
CLASSROOM GUIDELINES:

1. ARRIVE ON TIME. Late arrival is disruptive to the students and the professor.
2. REMAIN IN THE CLASSROOM FOR THE ENTIRE PERIOD. Once you have entered the classroom you may only leave for an emergency or with the professor’s permission.
3. PAY ATTENTION TO THE LECTURE OR DISCUSSION GOING ON IN THE CLASSROOM. Classroom activities are centered on teaching and learning. Any activity, which does not contribute to these processes, is not allowed.
4. FOOD MAY NOT BE BROUGHT INTO OR CONSUMED IN THE CLASSROOM.
5. NO CELL PHONE CALLS

Violating any of the above listed rules may result in a reduced grade.

CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

Definitions and Examples of Academic Dishonesty

I. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.
II. Plagiarism is the act of presenting another person’s ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

**REQUIRED TEXTS:**


*Please note that a copy of the readings other than the text will be kept on reserve at the library. You can also download most of the articles through the John Jay library web site.

**N.B. It is important to retain this syllabus as a guide to the material covered, schedule of classes and assignments.**

*This is an important and intensive course that the students must take it seriously. Every assignment required for this course is designed to give them a solid foundation for scholarship. Students must spend many more hours outside of class lecture hours to teach themselves a variety of skills. Please note that this course is set up in such a way that students are first introduced to the general concepts of research and then to various research methodologies. Simultaneously, students are introduced to the elements of scholarly writing. The text book examples are drawn primarily from the U.S., but the instructor will provide a number of research examples from around the world during the introductory. Once the students have a general understanding of research and writing, they will be introduced to comparative cross cultural research, including the strengths and weaknesses of both qualitative and quantitative methods.*
COURSE OUTLINE

WEEK 1

- **Orientation: Overview of syllabus**
- **Introduction: What is research? Science and research**: The purpose of research in crime and criminal justice field, role of science, basics/foundations of social science: Avenues of scientific inquiry.
- **Guidance on choosing a topic for research and writing abstracts** (articles will be assigned)

**Required Readings:**


WEEK 2

- **Instruction to library research**: Using the library: Traditional and computer-based information sources - Importance of review of the literature, bibliography style. (Depending upon the availability of the library expert we will have an hour session at the library)

- **Theory and research**: Paradigm/perspective/approach to study a problem; elements of theory (concepts, variables, hypotheses), link to theory and research; the wheel of science (inductive logic and deductive logic); ethical concerns, IRB (Institutional Review Board)

- **Topic for research**: Each student is expected to have a topic for a research project and should bring a written statement about the research (one paragraph, minimum 150 words) explaining why the topic is important.

**Required Readings**


Booth et al (2003): Part II “Asking Questions, Finding Answers” (Chapter 3: From topics to questions; Chapter 4: Questions to problems; Chapter 5: Problems to sources; Chapter 6: Using sources)

WEEK 3

- **Research design**: causation; validity issues; units of analysis, dimensions of research, general issues in research design, steps in research process; overview. How to design a project.
- **Review of focused literature**: How to do a focused and a detailed literature review
- **Scholarly writing**: Orientation to research proposal/project.
  - Know your audience
  - The need for planning – titles, outlines and summaries
  - Tips on style: active vs. passive voice, shorter sentences, etc
  - Word processing tools
  - Sexist and other offensive language
  - Editing and reviewing, proofing
  - “Don’t get it right, get it written”

**Required Reading**:
Maxfield and Babbie (2006): Chapter 3- General issues in research design

**Students must have made arrangements to learn RefWorks.**

**Assignment- Abstracts Due**

WEEK 4

- **Conceptualization**: Conceptualization, definitions, criteria for measurement (reliability and validity), general issues in measuring crime and other social phenomenon
- **Operationalization and measuring crime**: Levels of measurement, indexes, scales and typologies, measuring crime for specific purposes.
- **Scholarly writing** - Continues

**Required Readings**:


Maxfield and Babbie (2006): Chapter 4: conceptualization, Operationalization, and measurement.

WEEK 5

- **Experimental and quasi-experimental designs** Classical experiment, experimental and control groups, pre-experimental designs: One-shot case study
design, one group pretest-posttest design, static group comparison, quasi-experimental design, two-group posttest-only design, time series, Solomon four group design, factorial designs, threats to validity issues, double blind and single blind experiments

- **Data collection and sampling**: Sources of data; logic of sampling, sampling concepts, types of sampling, simple random sampling, systematic sampling, stratified sampling, cluster sampling, probability vs. nonprobability sampling
- **Discuss focused literature review**

**Required Reading**:

Maxfield and Babbie (2006): Chapter 5-Experimental and quasi-experimental designs and Chapter 6- Overview of data collection and sampling

**Assignment- Proposal Introduction Due**

**WEEK 6**

- **Survey research**: What is a survey? A history of survey research steps in conducting a survey, types of surveys: advantages and disadvantages, questionnaire construction and quantitative data analysis

- **Scholarly writing** (continued)

**Required Readings**:


Maxfield and Babbie (2006): Chapter 7- Survey Research and Other Ways of Asking Questions

**Assignment**: Protection of human research participants-computer-based training (CBT) certificate due

**WEEK 7**

- **Field research**: Ethnography, types of participant observation, illustrations of field research, the various roles of the observer, dangers during ethnographic research, watching, listening and learning, field notes, analyzing ethnographic (qualitative) data.

- **Assignment Due**: Find an example of a table or graph in a journal article that needs improving. Your job is to improve the table or figure or graph. Bring enough copies of the original and your improved version to the class.
**Required Reading:**

Maxfield and Babbie (2006): Chapter 8- Field research

**MID-TERM EXAM**

**WEEK 8**

- **Unobtrusive research or non-reactive research:** Measurement (recording and documentation); elements of content analysis research; analysis of existing statistics/documents; and secondary data analysis.
- **Scholarly writing (continues)-** Think about your presentation; How to survive the academic rat race- Mentors; Graduate school vs. law school; Internships; Voluntary work; Independent research projects; Academic conferences; Referencing styles

**Required Readings:**

Maxfield and Babbie (2006): Chapter 9- Agency Records, Content Analysis and Secondary Data


**Assignment** - Review of literature- Due

**WEEK 9**

- **Evaluation research and policy analysis:** Types of evaluation research; policy relevance; steps in evaluation research; obstacles to evaluation research; evaluation research proposals
- **Writing for policy makers/practitioners**
  - Relationship between research and policy – policy implications
  - Essentials of a good executive summary

**Required Readings:**


WEEK 10, WEEK 11, WEEK 12 and WEEK 13

The following weeks’ lectures will help students apply their basic understanding of research methods to comparative, cross-cultural and international (country specific) research.

WEEK 10

• **Comparative and Cross-cultural Research:** What we mean by comparison? Why comparison? What to compare? How to compare?

**Required Readings:**


Chapter 7 Cross-National Comparisons of Recorded Crime (Marcelo Aebi)

Chapter 28 The International Crime Victimization Survey 1989-2005 (Jan Van Dijk)

Chapter 29 Cross-National Data Problems (Jerome Neapolitan)

Chapter 30 The Composition of Officially Held Statistical Data Sets on Transnational Organized Crime (Bill Burnham)

WEEK 11

• **Case studies:** Application of basic research methods to cross-cultural studies. Strengths and Weaknesses of the various methods. Concept formation vs hypothesis testing. (Readings may change depending upon the instructor)

**Required Readings:**


WEEK 12

- **Concepts**: Cultural variations; Functional equivalence; Issues of measurement in different cultural setting; Indicators; small sample studies; case studies; generalization of findings; Macro level vs. Micro level analysis (ecological fallacy). Comparison of Textbook Social science and comparative methodology

**Required Readings**:


WEEK 13

- **Theory and Practice**: Realities of Cross-cultural/comparative/international Research; Ethical concerns (including human subjects concerns). Validity and reliability of official/ secondary data; data collection process; limitations of global social inquiries including language, economic and expertise countries.

**Required Readings**:


*Please note that students must have a draft of their research proposal by this time.

**WEEK 14**

- **Interpretation of data/statistics:** Data management including introduction to statistical packages such as SPSS; data entry and interpreting data; descriptive and inferential statistics; introduction to multivariate analyses.

- **Training in SPSS:** Students will be trained to use SPSS and enter 10 data points and 5 variables. They will also learn to compute, ranks, range, percentages, mean, mode and median.

*Please note that this class will take place in a computer lab.

*Required Readings:*


**WEEK 14**

Final Exam and Proposal Due
INSTRUCTIONS FOR WRITING A RESEARCH PROPOSAL

I. PURPOSE: This assignment is to help you plan a research project on your own. The research proposal is similar to a research report, but it is written before the research project begins. In other words, a proposal is a well developed plan for completing a worthwhile project. A proposal describes the research problem and its importance, and gives a detailed account of the methods that will be used and why they are appropriate. The assignment will be the outcome of what you learnt in the class.

II. REGARDING PROPOSAL WRITING: The proposal should be neat and professional looking. It addresses an important research question. It builds on prior knowledge and represents a substantial advance of knowledge for basic research. It documents a major international social problem and holds promise for solutions for applied research. It should be well written and easy to follow, i.e., clearly written with simple English and with clearly stated objectives. It completely describes the research methodology and applies research techniques that are appropriate to the question.

III. BASIC ELEMENTS OF A PROPOSAL:

Outline:
1. Title page
2. Abstract or summary
3. Introduction: problem formation or objective (2-3 pages)
4. Literature Review, statement of past work (3-6 pages)
5. Description of proposed study: statement of proposed work, significance of the objectives (1-2 pages)
6. Methodology: subjects for the study, measurement for the study, data collection methods and analysis, ethics (4-6 pages)
7. Schedule (optional)
8. Budget (optional)
9. References

1. The title page should contain brief but important information including title of the research study, your name, course number, professor, and date of final report.

2. Abstract or summary: This is a brief statement of the purpose, research design, methodology and envisaged or expected results of the study (Should be no more than 100 words). Essentially the abstract should say (i) what the study is all about, (ii) how you
plan to conduct and (iii) how the results of this study can be useful. It is very important to write the abstract clearly and concisely. *Though this comes first in the proposal, it is best compiled after the proposal has been completed.*

3. **Introduction:**
   - What exactly do you want to study?
   - Why is this study important?
   - Does this study have any policy relevance or practical significance?
   - Does it make a contribution to theoretical understanding?

Explain briefly the need for such research. The significance of objectives of the study includes discussion of the contributions to the field that are expected as a result of the proposed work. It is here that you must do explain clearly why it is important to do research on this problem.

**Topic:** Stay away from minor problems that no one else cares about. Stay from old or mined-out topics unless you can convincingly indicate some new angle, which will solve past methodological problems.

4. **Literature review:** This section should concentrate only on related literature on the topic that you are intending to study. A good literature review is an essential part of the problem formulation stage. Conducting a literature review will, (i) help you become familiar with a body of knowledge on the topic you are interested, (ii). Show you the path of prior research. (iii) Help you integrate and summarize what is known in the area of your interest, and (iv) help you learn from others and stimulate your ideas.

It is essential that the literature reviewed be as recent or current as possible. Try to use as many as journal articles as possible and try to use the latest ones.

   - What have others said about this topic?
   - What theories address it and what do they say?
   - What research has been done previously?
   - Are past findings consistent or do they contradict each other?
   - Are there any flaws in the body of existing literature that your research can remedy?

From this introduction, you will know what uniquely you are going to study. Is it a replication or a new approach, or on an attack on the limitations of previous studies, or what?

5. **The description of the proposed study** is the heart of the proposal. The proposed study should be described succinctly, but in sufficient detail, including the scope and intent of the project. In this section you should list the specific aims of the research (which may consider issues such as Behavior, Attitudes and Beliefs/Opinions, Characteristics, Expectations, Self-classifications and Knowledge) and the purpose of your research—descriptive, exploratory, and explanatory? By selecting and developing a
research problem, you will become thoroughly grounded in the existing literature on the subject and you will get to know the names of the major contributors to this field.

6. **Methodology:** In this section you should clearly state how you are going to conduct the research.

   (i) **Research design:** What research design is to be employed – experimental, quasi-experimental, cross-sectional, or longitudinal? A clear rationale should be provided to justify the particular choice of design.

   (ii). **Hypothesis/Research questions:** If your research is explanatory state your hypothesis (null vs. alternate) and how you are going to test those. If descriptive list your questions and how you are going to answer them.

   (iii) **Measurement issues:** What are the key variables in your study? How will you define and measure them? Do your definitions and measurement methods duplicate or differ from those of previous research on this topic? Describe the reliability and validity of the measures that you proposed to use.

   (iv) **Subjects for the study:** Who or what will you study in order to collect data? Identify the subjects in general, identify who will be available for the study, and how you will research them. Will it be appropriate to select a sample? If so, how will you do that? If there is any possibility that your research will have an impact on those you study, how will you ensure that they are not harmed by the research? Provide the rationale for the number of subjects for the study. Discuss this in terms of generalizability of your findings.

   (v) **Data collection methods:** How are the data to be obtained – by means of an experiment, survey, participant observation or case study or unobtrusive measures such as the use of existing data to be employed? Provide rationale for the choice of methodology.

   (vi) **Data:** Describe the nature of data: qualitative or quantitative, self administered/mail-in questionnaire, face to face/telephone interviews, computer assisted interviews. Provide rationale for the choice. Describe the questionnaire and the validity/reliability issues.

   (vii) **Data management:** Describe how you will manage the data gathered from large number of subjects.

   (viii) **Analysis:** How will you analyze the data and interpret your findings? You might want to discuss with the professor.

   (ix) **Ethical concerns:** Appropriate forms or assurances should also be included in the proposal with respect to the steps that you have taken to protect the privacy,
confidentiality, and personal security of human subjects. Please consult with the professor while writing this section.

(x) **Limitations:** of cross-cultural/comparative/international research

7 and 8. **Schedule and Budget** are optional.

9. **References:** This section will include a list of major books, articles and monographs cited in the proposal. **This must be in APA style. (Evidence of using RefWorks)**

   http://www.sv.uio.no/oss/Museum/2004/Ragin.html


