

**Landscape Architecture
School of Architecture
College of Architecture, Arts, and Humanities
Clemson University**

LARC 8210

Research Design & Methods (3 credits)

Fall 2021

M, W. 11:15 a.m.–12:30 p.m.

Class meets in LEE3–G05 and online using Canvas platform as needed

<u>Professor</u>	<u>Office</u>	<u>E-mail</u>	<u>Office Hours</u>	<u>Phone</u>
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- *If the facts don't fit the theory, change the facts.*
- *If we knew what we were doing, it wouldn't be called research, would it?*
- *Any intelligent fool can make things bigger, more complex, and more violent. It takes a touch of genius -- and a lot of courage -- to move in the opposite direction.*
- *Anyone who has never made a mistake has never tried anything new.*
- *The grand aim of all science is to cover the greatest number of empirical facts by logical deduction from the smallest number of hypotheses or axioms.*
- *The whole of science is nothing more than a refinement of everyday thinking.*

Albert Einstein (1879-1955)

Catalogue Description

Foundations and procedures of landscape architectural research design and methods. Explores alternate research methodologies and the theory of knowledge regarding foundations, scope and validity.

Course Background:

Research is the heart of scientific inquiry. This research methods class is an introductory course, which is designed to give graduate students a broad understanding of research design and methods and train them to be disciplined, critical and productive researchers. This course presents graduate students to a wide variety of approaches for designing a well-grounded research pertinent to the design disciplines. LARC 8210 will survey many topics, techniques, and methodologies beginning with defining the nature of research and theory, to the formulation of hypothesis or research question, to research design and method selection, to data collection, data analysis and final write-up. The emphasis of this course is on breadth of used methods and techniques rather than depth, on familiarity and critical engagement with ideas rather than mastery of one approach. Students are not expected to have prior extensive knowledge of research design and methods.

Course Organization:

The course is organized in three main parts:

Part One: Introduction to Research

This part introduces graduate students to scientific research covering broad topics such as the nature of research, process of scientific research, theory, concept, variables, hypotheses, research questions, problem formulation and research design. It also gives graduate students a wide view on ethical issues related to research participants, human subjects, sponsors and the community at large. This part will utilize lectures, group discussions, group and individual exercises.

Part Two: Research Methods: Qualitative & Quantitative

This part of the course will examine a wide spectrum of qualitative and quantitative research methods. The focus will be on understanding the nature of selected research methods, their suitability for research questions, how they are used in research design, the type of data and how it is gathered and compiled, techniques for analyzing data and interpreting results. This part will utilize lectures, guest lectures, assigned readings, seminars, groups and individual research projects and presentations.

Part Three: Research Projects

This part of the course will focus on applying research methods to student/student groups' research projects. As a conclusion of the course, this part will utilize students' presentations, critiques by peers, guests and instructor, and students' final written research proposals. This part will demonstrate students' understanding of course material, achieving course pedagogical goals and exhibiting their learning through writing a coherent research proposal.

Course Learning Goals and Outcomes:

Research is about observing the world in mindful, organized and disciplined ways. A primary goal of this course is to make mindful choices and decisions about research methods and design options. You are a researcher-in-training and it will take us time to get you into that mindfulness desirable for successful research. By the end of the class and completion of course requirements you should be able to:

- Classify, understand and evaluate different research methods and be able to justify their suitability for different research problems.
- Choose appropriately and be able to describe in sufficient details a research method for a specific research project.
- Define, understand and use key concepts as they relate to ethics in scientific research.
- Cultivate and develop your research curiosity and passion for investigation by being able to convert topics or issues into research questions and see them through complete research designs and fully written proposals.

Text Books:

Required Text

- Punch, Keith (2014). *Introduction to Social Research. Quantitative and Qualitative Approaches* (second Edition). Sage Publications. Third Edition.
- Groat, Linda & Wang, David (2002). *Architectural Research Methods*. Wiley and Sons, Inc.,
- Salant, Priscilla & Dillman, Don, (1994). *How to Conduct Your Own Survey*. Wiley and Sons, Inc.,

Recommended Text

Alasuutari, P. (1995). *Researching culture: qualitative method and cultural studies*. Thousand Oaks, Calif: Sage Publications.

Angrosino, M. V. (2005). *Projects in ethnographic research*. Long Grove, Il: Waveland.

Creswell, J. W. (2009). *Research design: qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

———. (2007). *Qualitative inquiry & research design: choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.

DeWalt, Kathleen M., DeWalt, Billie R, & Wayland, C. B. (1998). Participant Observation. In H. R. Bernard (Ed.), *Handbook of Methods in Cultural Anthropology*. Walnut Creek, CA: AltaMira Press.

Fay, B. (1996). *Contemporary philosophy of social science: a multicultural approach*. Cambridge, MA: Blackwell.

Federal Facilities Council. (2001). *Learning from our buildings: a state-of-the-practice summary of post-occupancy evaluation*. Washington, D.C: National Academy Press.

Fontana, A., & Frey, J. H. (2005). The interview: from neutral stance to political involvement. In N. K. Denzin, & Y. D. Lincoln (3rd ed., pp. 695-727). Thousand Oaks, CA: Sage Publications.

Guba, E. G., & Lincoln, Y. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin, & Y. D. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed., pp. 191-215). Thousand Oaks, CA: Sage Publications.

Healey, J. F. (2005). *Statistics: a tool for social research* (7th ed.). Belmont, CA: Thomson/Wadsworth.

Hempel, C. G. (1966). *Philosophy of natural science*. Englewood Cliffs, N.J: Prentice-Hall.

Lofland, J., & Lofland, L. H. (1995). *Analyzing social settings: a guide to qualitative observation and analysis* (3rd ed.). Belmont, Calif: Wadsworth.

Maxwell, J. A. (2005). *Qualitative research design: an interactive approach* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: an expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

- Pelto, P. J., & Pelto, G. H. (1978). *Anthropological research: the structure of inquiry* (2d ed.). Cambridge; New York: Cambridge University Press.
- Preiser, W. F. E., & Nasar, J. (2008). Assessing building performance: its evolution from post-occupancy evaluation. *ArchNet - IJAR: International journal of architectural research*, 2(1).
- Preizer, W. F. E. (1995). Post-occupancy evaluation: how to make buildings work better. *Facilities*, 13(11), 19-28.
- Punch, K. (2000). *Developing effective research proposals*. Thousand Oaks, CA: Sage Publications.
- Richards, L. (2005). Coding. In *Handling qualitative data: a practical guide* (pp. 85-103). Thousand Oaks, CA: Sage Publications.
- Richards, L., & Morse, J. M. (2007). *Readme first for a user's guide to qualitative methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Roche, C. (1999). *Impact assessment for development agencies: learning to value change*. Oxford: Oxfam: Novib.
- Sayer, R. A. (1984). *Method in social science: a realist approach* (Hutchinson University Library). London: Hutchinson.
- Singleton, R., & Straits, B. C. (2005). *Approaches to social research* (4th ed.). New York: Oxford University Press.
- Spradley, J. P. (1979). *The ethnographic interview*. New York: Holt, Rinehart and Winston.
- . (1980). *Participant observation*. New York: Holt, Rinehart and Winston.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications.
- Verderber, S. (2005). *Compassion in architecture: evidence-based design for health in Louisiana*. Lafayette, La: Center for Louisiana Studies.
- Verderber, S., & Refuerzo, B. J. (1999). On the construction of research-based design: a community health center. *Journal of architectural & planning research*, 16(3), 225 - 241.
- Weiss, C. H. (1998). *Evaluation: methods for studying programs and policies* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Whyte, W. F. (1955). *Street corner society: the social structure of an Italian slum* (Enl. 2d ed.). Chicago: University of Chicago Press.
- Wolcott, H. F. (2001). *Writing up qualitative research* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Yin, R. K. (1994). *Case study research: design and methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Course Requirements and Grading:

Towards these learning goals, you will complete several class activities, assignments and projects. For this course, I do not expect you to be memorizing textbooks. Rather, this course will require your critical engagement in readings, discussions, questions, answers, assignments and project. Each part of the course is associated with different educational activities. Part I includes several small assignments, readings, discussions and class participation, Part II includes a group project with research, presentations and assignments, Part III includes your term research project. In addition, you will read and write a critical review of your chosen textbook listed on the syllabus.

Part I Assignments: 20%

Part II Assignments: 40%

Part III Assignments: 40%

Grades will be assigned on the following Performance-based Assessment Criteria

- *A = Excellent or Superior*
“A” work must be of the highest quality. The work must be completed on time, accurately, and correct. The work clearly and holistically demonstrates excellent conceptual content, execution, and communication. The student’s effort, improvement, and contributions are also outstanding. The student’s performance and learning is outstanding. “A” work demonstrates the highest level of competency and professional readiness. The work needs very little to no development and/or refinement.
- *B = Very Good or Above Average*
“B” work is of above average quality. The work must be completed on time and is mostly accurate and correct. The work suggests good conceptual content, execution, and communication; however, it is not holistically and clearly excellent. The student’s effort, improvement, and contributions are also above average. The student’s performance and learning is good. “B” work demonstrates a significant level of competency and substantial professional readiness. The work needs minor to moderate development and/or refinement.
- *C = Satisfactory/Fair or Average*
“C” work is of average to fair quality. The work may be completed on time but may also have some incompletions, inaccuracies, and incorrect responses. The work suggests minimal or satisfactory conceptual content, execution, and communication; however, it is not holistically and clearly above average. Typically, the student’s effort, improvement, and contributions are also minimal. The student’s performance and learning is satisfactory. “C” work demonstrates minimal competency and lacks professional readiness. The work needs moderate to major development and/or refinement.
- *D = Poor*
- *F = Failure*

Class Participation & Policy:

As a graduate student, you are expected to exhibit and demonstrate self-motivation, excitement about your studies, and eagerness to learn. In graduate level studies, you learn from all possible sources and seek to broaden your horizons through learning from readings, class activities, peers, professor and your own engagement in research. You are expected to fully participate in class discussions and provide insights whenever appropriate. During this pandemic time and while we are meeting virtually, you are required to have your zoom cameras turned on during the entire class period. This is

important to enhance engagement and participation with fellow class members as well as the instructor. It is important that we maintain a positive atmosphere of mutual respect that will be conducive to a pleasant teaching and learning environment. The culture of this class, that I hope to foster, is a congenial one where students feel encouraged to express their thoughts and expect to have a positive feedback or critique from both peers and instructor.

Students are expected to be punctual and are required to attend every class session. More than one absence that is not due to extra-ordinary emergency-type of situation will result in lowering the final course grade. Students need to communicate excused absence to the professor and make necessary arrangements prior to excused absence.

All assignments should be turned in according to their respective due dates. **No Late Work is accepted.** Most class assignments will be submitted in Canvas unless indicated otherwise. Your research assignments will be submitted through the software Turnitin: a program that scans assignments for plagiarism. Since we will be meeting mainly online via Canvas Zoom, please prepare a setting at your home that is quiet and free of distractions. Please mute your computer mike upon entry online and keep it muted unless we are in discussion. You can also use the Chat Feature of zoom for asking questions.

Clemson University Integrity Code

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a high seminary of learning. Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."

By taking this course you become a member of the academic community. Clemson University places high expectation on its academic community. University standards and expectations are designed to guarantee high academic integrity. As a graduate student you are expected to be honest and respectful of the ethical standards of academia. Academic integrity will be enforced in this course. Do your own work, say what you want to say, if you use someone else's work/word provide proper citation.

Please be advised that the professor reserves the right to submit any students' papers, homeworks or assignments to university or internet online software to check for plagiarism. Plagiarism software such as Turn-it-in and other will be used in this class to check authenticity of the work submitted. Plagiarized work will be turned to University Plagiarism Committee which will in turn recommend final decisions on the student status as a member of Clemson University. (please see attached university plagiarism explanation).

Clemson University Accessibility Statement

"Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus

resources. Students who experience a barrier to full access to a class should let the instructor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848 or by emailing studentaccess@lists.clemson.edu. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their instructors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>."

Students are encouraged to consult with the Accessibility Services staff early in the semester, preferably prior to the first day of class. Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Accessibility Services, Suite 239 in the Academic Success Center, 656-6848, studentaccess@lists.clemson.edu. Details on policies and procedures are available at www.clemson.edu/academics/studentaccess/.

Clemson University Title IX (Sexual Harassment) Statement

"Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972." The Policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Clemson University Title IX Coordinator and the Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD).

Clemson University Social Justice Statement

Clemson University is committed to social justice. I concur with that commitment and expect to foster and maintain a positive learning environment based upon communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions on how to further such positive and open environment in this class will be appreciated and given serious consideration.

Classroom Covid-Policy

"For me, campus is a brave new world populated by students: a world very different from the one I experienced last year. A university campus filled with students: what a concept!

However, I must also note the health situation which is not what we were all hoping it would be a few months ago when we planned for the Fall. I know that it is raising concerns but that, as opposed to last year, we seem collectively even less certain about how best to respond. We are tired and frustrated.

As a College, we are bound by decisions made at the State and the University levels. But, as individuals, we also have obligations to ourselves and to our loved ones. The University has made it clear that health and safety continue to be the overriding principle, but it is also committed to returning to in class instruction as normal, to the extent possible. In some cases, it is a hard needle to thread."

Nicholas Vazsonyi, Dean of the College of AAH

First things:

Most importantly, if you don't feel well, don't come to class and seek a Covid test. Please know that I am ready to work with you in the event of illness or other extenuating circumstances. We continue to be experiencing a pandemic. Relatively few people in our community and area have taken advantage of vaccination opportunities, and a similar number also choose not to participate in measures to mitigate the spread of this disease. I simply ask that you remain in contact with me to the extent that your situation allows. I shall do the same.

I cannot ask any of you about your vaccination status your vaccination status nor require masks in the classroom. However, science shows that masks reduce the transmission of the virus. This is even more important this year because the Delta variant is very highly contagious due to its high viral load. I will tell you that I am vaccinated, as is my partner. However, I have children who are immunocompromised. As I prepared this class, I did not plan to wear a mask in the classroom; however, because case numbers have risen and advice from the Center for Disease Control and the World Health Organization has evolved along with the disease they are attempting to control, I now will be wearing one. I ask and strongly encourage you to do so as well. This is out of respect of each other and our common physical space and in the interest of keeping our classroom and classmate safe. Masks will be available in the classroom if you wish to wear one and have forgotten your own.

If you are not yet vaccinated I advise that you take advantage of vaccination as the best way to protect those among us who cannot benefit from the proven protection it provides. Not all can get vaccinated. For those who cannot, COVID-19 remains a much more serious threat than for those who can. If you can, please consider it as a way to participate in keeping the community safer and healthier.

(Please see additional document for Covid accommodations)

Copyright Statement

Materials in some courses are copyrighted. They are intended for use only by students registered and enrolled in a particular course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the

provisions of the Tech Act. Students should be reminded to refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website. Additional information is detailed at <http://libguides.clemson.edu/copyright>.

Class Schedule:

Week	Topic
Part One Introduction to Research Beginning of the semester to Spetmeber 23rd	
Week 1	Nature of research— Defining research— systematic method of inquiry— introduction of mid-semester and semester-long assignments
Week 2	Theoretical Paradigms—Concept—Variables—Hypothesis—research problem—research question—define groups—define research methods topics and projects
Week 3	Ethics in academic research—researcher's responsibilities—IRB certification— Group meetings and disscusions
Week 4	Problem formulation—research design—Crafting persuasive arguments— Bibliogrpahical software—citation exercise
Week 5	Sampling— Research methods groups meetings
Part Two Survey of Research Methods September 28 to October 28	
Week 6	Experimental and quasi-experimental research
Week 7	Qualitative research—Ethnographical Research
Week 8	Quantitative research—Survey research
Week 9	Historical research—archival research
Week 10	Evaluation research—Case Studies
Part Three Research Proposals November 9 to December 11	
Week 11	Data Preparation— Qualitative & Quantitative— Grant and Proposal Writing— Research proposals group meetings
Week 12	Student Presentation of Research Proposals and Class Discussion
Week 13	Student Presentation of Research Proposals and Class Discussion
Week 14	Student Presentation of Research Proposals and Class Discussion
Week 15	Written Research Proposal Due

Syllabus Change

The professor reserves the right to make any changes in the syllabus throughout the course as necessary. Changes in assignments, point values, due dates are also discretion of the professor and will be announced prior to due dates. The professor also reserves the right to use work produced for this class for educational and accreditation purposes.

Important Dates

August 18	Classes begin
August 24	Last day to register or add a class
August 31	Last day to drop a class without a 'W'
Oct 8	Mid-Term
Oct 11-12	Fall break
Oct 26	Last day to drop a class without a final grade
Nov 24-26	Thanksgiving Holiday
Dec 3	Last day of classes
Dec 6-10	Final Exam Week