

Trachtenberg School of Public Policy and Public Administration

Summer 2019

PPPA 8023: Mixed Methods in Research Design

CRN: 12704

MPA Building 601Z; Wednesday, 6:10PM-8:45PM

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Office hours: Wednesday, 5PM-6PM

About the Professor and Mixed Methods Research at GWU:

Professor Pandey has a number of research interests. For more on the professor, please see his Trachtenberg School website: <http://tspppa.gwu.edu/sanjay-k-pandey> or his ResearchGate profile at https://www.researchgate.net/profile/Sanjay_Pandey15

Professor Pandey, along with Professors Barnow and Newcomer, convenes the *Mixed Methods Research Interest Group (MMRIG)* at GWU. MMRIG is an informal group comprised of faculty, recent doctoral alumni, and doctoral students. The goal of the group is to conduct, present and publish team-based collaborative mixed methods research studies in appropriate scholarly outlets. MMRIG members presented their research in 2019 at the Annual Meetings of the *American Society for Public Administration (ASPA)* and the *International Research Society on Public Management (IRSPM)*; and are scheduled to present at the *Public Management Research Conference (PMRC)* over the summer. Recent publications by MMRIG members on mixed methods are:

Hendren, K., Luo, Q. E., & Pandey, S. K. (2018). The state of mixed methods research in public administration and public policy. *Public Administration Review*, 78(6), 904-916.

Raimondo, E., & Newcomer, K. E. (2017). Mixed-methods inquiry in public administration: The interaction of theory, methodology, and praxis. *Review of Public Personnel Administration*, 37(2), 183-201.

COURSE DESCRIPTION & COURSE GOALS

In some ways, the “war of the worlds” between qualitative and quantitative approaches is over. Enlightened opinion in social sciences has moved to exploring the synergies of these two approaches. Whereas there is broad recognition of the value of mixed-methods research designs in public affairs scholarship, published studies using mixed methods research design are still uncommon. The course explores historical and philosophical foundations of mixed method research design, reviews “canonical” designs, and provides opportunities to develop and hone skills to implement mixed methods research designs. The overarching goal of this course is to provide students a foundation that will give them the ability to undertake and implement mixed method research designs.

Specifically, the course goals are to:

1. Develop an understanding and appreciation of mixed methods research design
2. Provide a historical overview of theoretical and philosophical foundations of mixed methods research
3. Provide working knowledge of major mixed methods research designs
4. Provide opportunities to write and present mixed methods research studies for a scholarly audience

READINGS

There is **no** assigned text for this course. Most readings are drawn from peer-reviewed articles.

Some readings will be provided by the instructor; you will be responsible for obtaining others through the library.

If you would like a textbook account, I recommend the following book:

Cresswell, John W. and Vicki L. Plano Clark. 2018. *Designing and Conducting Mixed Methods Research, Third Edition*. Thousand Oaks, CA: Sage Publications.

COURSE REQUIREMENTS

The course will be conducted in a seminar and workshop format.

There are 4 key requirements for completing the course. These are listed below and will be clarified further in class. One of my goals is to make these assignments meaningful and useful to you and so we will discuss how your learning needs can be met best and make appropriate adjustments.

For all written material you submit or share in this course, be sure to use quotation marks to denote exact quotations and provide the page number(s). Failure to attribute sources correctly may constitute plagiarism and result in a grade of F for the course.

1) Readings and Participation (30% of the grade)

You are expected to come prepared for class, having read and reflected over the readings carefully. To the extent possible, in doing the readings you should consider how you might apply what you are learning. In addition to constructive, thoughtful, and informed participation, you will be preparing numerous reports (both written and oral) that will typically be assigned one week in advance. The syllabus lays out an ambitious and demanding schedule – every effort will be made to keep to this schedule but if necessary the instructor may make adjustments that will be communicated in class.

2) Understanding and Appreciating (U&A) the Mixed Method Research Context Exercise #1-- (15% of the grade) review and annotated bibliography of qualitative studies; a cross-study comparison must be made.

3) *Understanding and Appreciating (U&A) the Mixed Method Research Context Exercise #2-- (15% of the grade) – review and annotated bibliography of mixed method studies; a cross-study comparison must be made.*

4) *Final Project (40% of the grade)*

You will have several options for the final project. Some possibilities are listed below (you may also propose an alternative project proposal for instructor approval):

1. Select a published study that uses a single method and write a research proposal to convert it to a mixed-method study.
2. Undertake a pilot project, employing a qualitative approach.
3. Write a research proposal for a mixed methods study.
4. Proposing and conducting a literature review on the latest developments in mixed methods research (You may begin by reviewing the latest articles in the *Journal of Mixed Methods Research*, proposing a coherent theme, and then compiling and reviewing articles from different journals that are related to the theme you have proposed). *Journal of Mixed Methods Research* is available from the GWU Library.
5. A review of “gray literature” using mixed method approaches, with gray literature defined as non-peer reviewed research available from large governmental or non-governmental organizations that use both quantitative and qualitative methods in a single study/project report.

The expectation is that you will develop a proposal for final project early in the semester in consultation with the instructor – you are expected to have one (or two, if necessary) 15-30 minute individual meetings with the instructor in the first 6 weeks of the semester to develop an initial idea and implementation plan. Your proposal may be a 1 to 3 pages long and should clearly address how you plan to implement the project with as much detail and specificity as possible.

COURSE CALENDAR*

**Subject to change. Select readings from the readings list (provided after the course calendar) will be discussed in class meetings. These selections will be communicated a week in advance and may include readings currently not on the reading list.*

Week 1 (05/22) Introduction & Overview

Week 2 (05/29) Emergence of the Mixed Methods Paradigm

- U&A Exercise #1 Workshop

Week 3 (06/05) Understanding “Mixing”

Week 4 (06/12) * Use the time for developing Final Project proposal and consultation with the instructor over the next two weeks*****

Week 5 (06/19) “Canonical” Mixed Methods Designs

- U&A Exercise #2 Workshop
- **DUE – U&A Exercise #1**

Week 6 (06/26) Convergent (or Concurrent) Parallel Design

Week 7 (07/03) Explanatory & Exploratory Sequential Design

Week 8 (07/10) Beyond the three “Canonical” Designs

- **DUE – U&A Exercise #2**

Week 9 (07/17) Disciplinary/Field-wide Assessments of Impact of Mixed Methods Research

Week 10 (07/24) Final Project Presentations

- **Final Project Report DUE on 07/31**

READINGS LIST*

*A large selection of readings is listed that you may draw upon as a resource during and after the course. Only a subset will be discussed during class meetings; the ones we discuss will be made available through Blackboard.

Emergence of the Mixed Methods Paradigm

Denzin, N. K. (2010). Moments, mixed methods, and paradigm dialogs. *Qualitative inquiry*, 16(6), 419-427.

Sommer Harrits, G. (2011). More than method?: A discussion of paradigm differences within mixed methods research. *Journal of mixed methods research*, 5(2), 150-166.

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26.

Mertens, D. M. (2010). Transformative mixed methods research. *Qualitative inquiry*, 16(6), 469-474.

Morgan, D. L. (2007). Paradigms lost and pragmatism regained methodological implications of combining qualitative and quantitative methods. *Journal of mixed methods research*, 1(1), 48-76.

Sweetman, D., Badiee, M., & Creswell, J. W. (2010). Use of the transformative framework in mixed methods studies. *Qualitative inquiry*. 16(6): 441-454.

Understanding “Mixing”

Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative research*, 6(1), 97-113.

Fetters, M. D., & Molina-Azorin, J. F. (2017). The Journal of Mixed Methods Research starts a new decade: Principles for bringing in the new and divesting of the old language of the field. *Journal of Mixed Methods Research*, 11(3): 291-307.

Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs—principles and practices. *Health services research*, 48(6.2), 2134-2156.

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational evaluation and policy analysis*, 11(3), 255-274.

Howe, K. R. (2012). Mixed methods, triangulation, and causal explanation. *Journal of Mixed Methods Research*, 6(2), 89-96.

Johnson, R. B., Russo, F., & Schoonenboom, J. (2019). Causation in Mixed Methods Research: The Meeting of Philosophy, Science, and Practice. *Journal of Mixed Methods Research*, 13(2): 143-162

“Canonical” Mixed Methods Designs

Chapter 3 from: Cresswell, John W. and Vicki L. Plano Clark. 2018. *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage Publications.

Guest, G. (2013). Describing mixed methods research: An alternative to typologies. *Journal of Mixed Methods Research*, 7(2), 141-151.

Hesse-Biber, S. (2015). Mixed methods research: The “thing-ness” problem. *Qualitative Health Research*, 25(6), 775-788.

Leech, N. L., & Onwuegbuzie, A. J. (2009). A typology of mixed methods research designs. *Quality & quantity*, 43(2), 265-275.

Convergent (or Concurrent) Parallel Design

Brown, G., Strickland-Munro, J., Kobryn, H., & Moore, S. A. (2017). Mixed methods participatory GIS: An evaluation of the validity of qualitative and quantitative mapping methods. *Applied Geography*, 79, 153-166.

Cooper, J. N., & Hall, J. (2016). Understanding black male student athletes’ experiences at a historically black college/university: A mixed methods approach. *Journal of Mixed Methods Research*, 10(1), 46-63.

Feldon, D. F., & Kafai, Y. B. (2008). Mixed methods for mixed reality: understanding users’ avatar activities in virtual worlds. *Educational Technology Research and Development*, 56(5-6), 575-593.

Hites, L. S., Fifolt, M., Beck, H., Su, W., Kerbawy, S., Wakelee, J., & Nassel, A. (2013). A geospatial mixed methods approach to assessing campus safety. *Evaluation review*, 37(5), 347-369.

Kerrigan, M. R. (2014). A Framework for Understanding Community Colleges’ Organizational Capacity for Data Use A Convergent Parallel Mixed Methods Study. *Journal of Mixed Methods Research*, 8(4): 341-362

Kulnik, S. T., Pöstges, H., Brimicombe, L., Hammond, J., & Jones, F. (2017). Implementing an interprofessional model of self-management support across a community workforce: A mixed-methods evaluation study. *Journal of interprofessional care*, 31(1), 75-84.

Mulry, C. M., Papetti, C., De Martinis, J., & Ravinsky, M. (2017). Facilitating Wellness in Urban-Dwelling, Low-Income Older Adults Through Community Mobility: A Mixed-Methods Study. *American Journal of Occupational Therapy*, 71(4), 7104190030p1-7104190030p7

Thackray, D., & Roberts, L. (2017). Exploring the clinical decision-making used by experienced cardiorespiratory physiotherapists: A mixed method qualitative design of

simulation, video recording and think aloud techniques. *Nurse education today*, 49, 96-105.

Wittink, M. N., Barg, F. K., & Gallo, J. J. (2006). Unwritten rules of talking to doctors about depression: integrating qualitative and quantitative methods. *The Annals of Family Medicine*, 4(4), 302-309.

Wagner, K. D., Syvertsen, J. L., Verdugo, S. R., Molina, J. L., & Strathdee, S. A. (2017). A Mixed Methods Study of the Social Support Networks of Female Sex Workers and Their Primary Noncommercial Male Partners in Tijuana, Mexico. *Journal of Mixed Methods Research*, 1558689816688974.

Explanatory Sequential Design

Buck, G., Cook, K., Quigley, C., Eastwood, J., & Lucas, Y. (2009). Profiles of Urban, Low SES, African American Girls' Attitudes Toward Science: A Sequential Explanatory Mixed Methods Study. *Journal of Mixed Methods Research*. 3(4) 386-410.

Burden, B. C., Canon, D. T., Mayer, K. R., & Moynihan, D. P. (2012). The effect of administrative burden on bureaucratic perception of policies: Evidence from election administration. *Public Administration Review*, 72(5), 741-751.

Campbell, R., Patterson, D., & Bybee, D. (2011). Using mixed methods to evaluate a community intervention for sexual assault survivors: a methodological tale. *Violence against women*, 17(3), 376-388.

Carley, S., Nicholson-Crotty, S., & Fisher, E. J. (2015). Capacity, guidance, and the implementation of the American Recovery and Reinvestment Act. *Public Administration Review*, 75(1), 113-125.

Heineke, A. J., Mazza, B. S., & Tichnor-Wagner, A. (2014). After the two-year commitment: A quantitative and qualitative inquiry of Teach For America teacher retention and attrition. *Urban Education*, 49(7), 750-782.

Ivankova, N. V., & Stick, S. L. (2007). Students' persistence in a distributed doctoral program in educational leadership in higher education: A mixed methods study. *Research in Higher Education*, 48(1), 93-135.

Smart, J. B. (2014). A mixed methods study of the relationship between student perceptions of teacher-student interactions and motivation in middle level science. *Research in Middle Level Education Online*, 38(4), 1-19.

Perry, J. L., Brudney, J. L., Coursey, D., & Littlepage, L. (2008). What drives morally committed citizens? A study of the antecedents of public service motivation. *Public administration review*, 68(3), 445-458.

Stalker, C. A., Riemer, M., Cait, C. A., Horton, S., Booton, J., Josling, L., ... & Zaczek, M. (2016). A comparison of walk-in counselling and the wait list model for delivering counselling services. *Journal of Mental Health*, 25(5), 403-409.

Way, N., Stauber, H. Y., Nakkula, M. J., & London, P. (1994). Depression and substance use in two divergent high school cultures: A quantitative and qualitative analysis. *Journal of Youth and Adolescence*, 23(3), 331-357.

Williams, B. N., & Stahl, M. (2008). An analysis of police traffic stops and searches in Kentucky: a mixed methods approach offering heuristic and practical implications. *Policy Sciences*, 41(3), 221-243.

Exploratory Sequential Design

Bridwell-Mitchell, E. N. (2013). The Rationalizing Logics of Public School Reform How Cultural Institutions Matter for Classroom Instruction. *Journal of Mixed Methods Research*, 7(2), 173-196.

Clark-Gordon, C. V., Workman, K. E., & Linvill, D. L. (2017). College Students and Yik Yak: An Exploratory Mixed-Methods Study. *Social Media+ Society*, 3(2), 2056305117715696.

Dulin, L. (2008). Leadership preferences of a generation Y cohort: A mixed-methods investigation. *Journal of leadership studies*, 2(1), 43-59.

Herd, P., DeLeire, T., Harvey, H., & Moynihan, D. P. (2013). Shifting Administrative Burden to the State: The Case of Medicaid Take-Up. *Public Administration Review*, 73(s1): s69-s81.

Mosley, J. E., & Grogan, C. M. (2012). Representation in nonelected participatory processes: How residents understand the role of nonprofit community-based organizations. *Journal of Public Administration Research and Theory*, 23(4), 839-863.

Myers, K. K., & Oetzel, J. G. (2003). Exploring the dimensions of organizational assimilation: Creating and validating a measure. *Communication Quarterly*, 51(4), 438-457.

Stoller, E. P., Webster, N. J., Blixen, C. E., McCormick, R. A., Hund, A. J., Perzynski, A. T., ... & Dawson, N. V. (2009). Alcohol consumption decisions among nonabusing drinkers diagnosed with hepatitis C: an exploratory sequential mixed methods study. *Journal of mixed methods research*, 3(1), 65-86.

Walker, H., Schotanus, F., Bakker, E., & Harland, C. (2013). Collaborative procurement: a relational view of buyer–buyer relationships. *Public administration review*, 73(4), 588-598.

Beyond the three “Canonical” Designs

Alexander, E., Eppler, M. J., & Bresciani, S. (2016). Visual Replay Methodology: A Mixed Methods Approach for Group Discussion Analysis. *Journal of Mixed Methods Research*, 1558689816664479.

Brady, B., & O'Regan, C. (2009). Meeting the challenge of doing an RCT evaluation of youth mentoring in Ireland: A journey in mixed methods. *Journal of Mixed Methods Research*, 3(3): 265-280.

Hesse-Biber, S., & Griffin, A. J. (2013). Internet-mediated technologies and mixed methods research: Problems and prospects. *Journal of Mixed Methods Research*, 7(1), 43-61.

Heinrich, C. J., Burch, P., Good, A., Acosta, R., Cheng, H., Dillender, M., ... & Stewart, M. (2014). Improving the implementation and effectiveness of out-of-school-time tutoring. *Journal of Policy Analysis and Management*, 33(2), 471-494.

Honig, D. (2019). Case study design and analysis as a complementary empirical strategy to econometric analysis in the study of public agencies: Deploying mutually supportive mixed methods. *Journal of Public Administration Research and Theory*, 29(2): 299-317

Plano Clark, V. L., Anderson, N., Wertz, J. A., Zhou, Y., Schumacher, K., & Miaskowski, C. (2015). Conceptualizing longitudinal mixed methods designs: a methodological review of health sciences research. *Journal of Mixed Methods Research*, 9(4), 297-319.

Plano Clark, V. L., Schumacher, K., West, C., Edrington, J., Dunn, L. B., Harzstark, A., ... & Miaskowski, C. (2013). Practices for embedding an interpretive qualitative approach within a randomized clinical trial. *Journal of Mixed Methods Research*, 7(3), 219-242.

Weaver-Hightower, M. B. (2014). A mixed methods approach for identifying influence on public policy. *Journal of Mixed Methods Research*, 8(2), 115-138.

Turner, S. F., Cardinal, L. B., & Burton, R. M. (2017). Research design for mixed methods: A triangulation-based framework and roadmap. *Organizational Research Methods*, 20(2), 243-267.

Disciplinary/Field-wide Assessments of Impact of Mixed Method Studies

Bishop, F. L., & Holmes, M. M. (2013). Mixed methods in CAM research: a systematic review of studies published in 2012. *Evidence-Based Complementary and Alternative Medicine*, 2013.

Cameron, R. (2009). A sequential mixed model research design: Design, analytical and display issues. *International Journal of Multiple Research Approaches*, 3(2), 140-152.

Carayon, P., Kianfar, S., Li, Y., Xie, A., Alyousef, B., & Wooldridge, A. (2015). A systematic review of mixed methods research on human factors and ergonomics in health care. *Applied ergonomics*, 51, 291-321.

Doyle, L., Brady, A. M., & Byrne, G. (2016). An overview of mixed methods research—revisited. *Journal of research in nursing*, 21(8), 623-635.

- Harrison, R. L. (2013). Using mixed methods designs in the Journal of Business Research, 1990–2010. *Journal of Business Research*, 66(11), 2153-2162.
- Hendren, K., Luo, Q. E., & Pandey, S. K. (2018). The state of mixed methods research in public administration and public policy. *Public Administration Review*, 78(6), 904-916.
- Jefferson, T., Austen, S., Sharp, R., Ong, R., Lewin, G., & Adams, V. (2014). Mixed-methods research: What's in it for economists?. *The Economic and Labour Relations Review*, 25(2), 290-305.
- Molina-Azorín, J. F. (2011). The use and added value of mixed methods in management research. *Journal of Mixed methods research*, 5(1), 7-24.
- Molina-Azorin, J. F. (2012). Mixed methods research in strategic management: Impact and applications. *Organizational Research Methods*, 15(1): 33-56.
- Molina-Azorin, J. F., Bergh, D. D., Corley, K. G., & Ketchen Jr, D. J. (2017). Mixed Methods in the Organizational Sciences: Taking Stock and Moving Forward. *Organizational Research Methods*, 20(2): pp. 179 – 192.
- Östlund, U., Kidd, L., Wengström, Y., & Rowa-Dewar, N. (2011). Combining qualitative and quantitative research within mixed method research designs: a methodological review. *International journal of nursing studies*, 48(3), 369-383.
- Snelson, C. L. (2016). Qualitative and mixed methods social media research: A review of the literature. *International Journal of Qualitative Methods*, 15(1), 1609406915624574.
- Pace, R., Pluye, P., Bartlett, G., Macaulay, A. C., Salsberg, J., Jagosh, J., & Seller, R. (2012). Testing the reliability and efficiency of the pilot Mixed Methods Appraisal Tool (MMAT) for systematic mixed studies review. *International journal of nursing studies*, 49(1), 47-53.
- Pearce, L. D. (2012). Mixed methods inquiry in sociology. *American Behavioral Scientist*, 56(6), 829-848.
- Pluye, P., & Hong, Q. N. (2014). Combining the power of stories and the power of numbers: mixed methods research and mixed studies reviews. *Public Health*, 35(1), 29.
- Starr, M. A. (2014). Qualitative and mixed-methods research in economics: surprising growth, promising future. *Journal of Economic Surveys*, 28(2), 238-264.
- Stentz, J. E., Clark, V. L. P., & Matkin, G. S. (2012). Applying mixed methods to leadership research: A review of current practices. *The Leadership Quarterly*, 23(6), 1173-1183.
- Venkatesh, V., Brown, S. A., & Bala, H. (2013). Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems. *MIS quarterly*, 37(1), 21-54.

Understanding how to negotiate and maintain access to research sites*

**Not covered during this course but recommended for continued learning and use of mixed methods research approaches.*

Acker, S. (2001). In/out/side: Positioning the researcher in feminist qualitative research. *Resources for Feminist Research*, 28, 153-173.

Bondy, C. (2013). How did I get here? The social process of accessing field sites. *Qualitative Research*, 13, 578-590.

Clark, T. (2011). Gaining and maintaining access: Exploring the mechanisms that support and challenge the relationship between gatekeepers and researchers. *Qualitative Social Work*, 10, 485-502.

Cunliffe AL & Alcadipani R. (2016). The politics of access in fieldwork: Immersion, backstage dramas, and deception. *Organizational Research Methods*. 19(4):535-61.

Ergun, A. & Erdemir, A. (2010). Negotiating insider and outsider identities in the field: “Insider” in a foreign land; “outsider” in one’s own land. *Field Methods*, 22, 16-38

Jacobs-Huey, L. (2002). The natives are gazing and talking back: Reviewing the problematics of positionality, voice, and accountability among “native” anthropologists. *American Anthropologist*, 104, 791-804.

Matthiesen, J. K., & Richter, A. W. (2007). Negotiating access: foot in the door... or door in the face. *Psychologist*, 20(3), 144-147.

Roulet, T. J., Gill, M. J., Stenger, S., & Gill, D. J. (2017). Reconsidering the value of covert research: the role of ambiguous consent in participant observation. *Organizational Research Methods*, 1094428117698745.

Siwale J. Why did I not prepare for this? The politics of negotiating fieldwork access, identity, and methodology in researching microfinance institutions. *SAGE Open*. 2015 May 19;5(2):2158244015587560.

Review/Reflection*

**Not covered during this course but recommended for continued learning and use of mixed methods research approaches.*

Archibald, M. M., Radil, A. I., Zhang, X., & Hanson, W. E. (2015). Current mixed methods practices in qualitative research: A content analysis of leading journals. *International Journal of Qualitative Methods*, 14(2), 5-33.

Brannen, J., & Moss, G. (2012). Critical issues in designing mixed methods policy research. *American Behavioral Scientist*, 56(6), 789-801.

Fàbregues, S., Paré, M. H., & Meneses, J. (2018). Operationalizing and Conceptualizing Quality in Mixed Methods Research: A Multiple Case Study of the Disciplines of

Education, Nursing, Psychology, and Sociology. *Journal of Mixed Methods Research*, 1558689817751774

Hesse-Biber, S., (2010). Qualitative approaches to mixed methods practice. *Qualitative Inquiry*, 16(6), pp.455-468.

Mason, J. (2006). Mixing methods in a qualitatively driven way. *Qualitative research*, 6(1), 9-25.

Pelto, P.J. (2015)What Is So New About Mixed Methods? *Qualitative Health Research*, 25(6): pp. 734-745.

Uprichard, E., & Dawney, L. (2016). Data diffraction: challenging data integration in mixed methods research. *Journal of Mixed Methods Research*, 1558689816674650.

Van Ness, P. H., Murphy, T. E., & Ali, A. (2017). Attention to individuals: Mixed methods for n-of-1 health care interventions. *Journal of Mixed Methods Research*, 1558689815623685.

Course Policies: Grades

Late Work Policy: Assignments turned in late will be assessed a penalty: a half-letter grade for anything from 1 – 12 hours late, a full-letter grade for 12-24 hours. Students will not receive credit for any assignments turned in after 24 hours.

Professor Pandey's Policy on grading concerns: The professor will not consider any verbal or oral statement of concerns about grading. If the student has a grading concern, the student must write a detailed memo to the professor explaining how his/her work for a specific assignment or the course deserves a better grade.

Course Policies: Technology and Media

Blackboard: This syllabus and most readings will be made available through BlackBoard.
Assignments need to be submitted in hard copy on due dates indicated.

Laptop, cellphone, and other electronic technology usage: If you use a laptop during class to take notes, please only take notes. The class is a cellphone-free zone. In the case of an emergency, please step out of the classroom discreetly and without distracting others. Any use of technology to distract one's self or others in the class may lead to suspension of the privilege to use technology during class.

Course Policies: Student Expectations

Attendance and Participation Policy: There are no points for attendance but attendance is expected in every class. Excused absences must be communicated with the Professor before class. More than 2 absences (excused or unexcused) will result in a letter grade reduction to the final grade. Further, there are no additional points for class participation and class presentations; every student is expected to participate and present. Failure to participate and present will also result in a letter grade reduction.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, *etc.* must be silenced during all classroom lectures. Those not heeding this rule will be asked to step outside the classroom so that the learning environment is not disrupted.

Please arrive on time for all class meetings, particularly those where we have a guest speaker. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned, will result in a letter grade reduction to their final grade.

Course Policies: Grades

Late Work Policy: Assignments turned in late will be assessed a penalty: a half-letter grade for anything from 1 – 12 hours late, a full-letter grade for 12-24 hours. Students will not receive credit for any assignments turned in after 24 hours.

Professor Pandey's Policy on grading concerns: The professor will not consider any verbal or oral statement of concerns about grading. The student must write a detailed memo to the professor explaining how his/her work met the requirements outlined in the respective evaluation rubric for the professor to consider the grade.

Expectations of Written Work: For all written material you submit or share in this course, be sure to use quotation marks to denote exact quotations and provide the page number(s). Failure to attribute sources correctly may constitute plagiarism and result in a grade of F for the course.

Course Policies: Technology and Media

Blackboard: Blackboard may be used as an aid to the course for providing course readings and for sharing course materials and carrying out course-related exchanges.

Computer and cellphone usage: If you use a computer during class to take notes, please only take notes. The class is a cellphone-free zone. In the case of an emergency, please step out of the classroom discreetly and without distracting others. Any use of technology to distract one's self or others in the class may lead to suspension of the privilege to use technology during class.

Course Policies: Student Expectations

Respect for Diversity: It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I strive to create an inclusive classroom and present materials and activities that are respectful of diversity including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and political affiliation. Your suggestions are encouraged and appreciated.

Civility Policy: Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education works best when all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. We value civility because that is the kind of community we want, and we care for it because civility permits intellectual exploration and growth.

Attendance and Participation Policy: Attendance and participation is crucial to learning and you are expected to attend all classes except in case of extreme hardship such as an unforeseen medical emergency.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, *etc.* must be silenced during all classroom lectures. Those not heeding this rule will be asked to step

outside the classroom so that the learning environment is not disrupted.

Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned, will result in a letter grade reduction to their final grade.

Policies in The Trachtenberg School Courses:

1. Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit <http://bulletin.gwu.edu/university-regulations/#GIncomplete> for the policy on incompletes.
2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.
3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.
4. Academic Honesty: Please consult the “policies” section of the GW student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.” All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. See the GW Academic Integrity Code at studentconduct.gwu.edu/code-academic-integrity
5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester. Excused absences will be given for absences due to religious holidays as per the university schedule, but please advise the instructor ahead of time

University Policies

University Policy on Religious Holidays

1. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.

2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
3. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

Support for Students Outside the Classroom

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <https://disabilitysupport.gwu.edu>

Mental Health Services 202-994-5300

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information see <https://healthcenter.gwu.edu/mental-health>

Academic Integrity Code

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For the remainder of the code, see: studentconduct.gwu.edu/code-academic-integrity

Out of Class Learning

Average minimum amount of independent, out-of- class, learning expected per week: In a 15-week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of- class work for every 50 minutes of direct instruction, for a **minimum** total of 2.5 hours a week.