

**Spring 2006**  
**UAP 5484**  
**Research Design and Qualitative Methods**  
**(Special Research Seminar)**

**Instructor:** – D.R. Chance  
[dochance@vt.edu](mailto:dochance@vt.edu)  
(540) 961-0371 – home

**Office and Office Hours:** Sorry folks, I don't have much of an on-campus office – Environmental Planning and Design Studio PhD “Bullpen” located in the small brick building next to the Architecture Annex. I will gladly meet with anyone at any prearranged time at the Architecture Annex or other campus location. It is best to set it up by email or at class. It is also fine to call me at home (really, I don't mind).

**Required Texts** (You must order these books. You will not find them in the bookstore)

*Business Research Methods, 7<sup>th</sup> Edition*, William G. Zikmund, 2002.  
(Note: If you already have a high quality comprehensive research methods text that covers qualitative research design and other standard topics of research methods this book is not necessary, but you will find it useful and a book you should keep. This particular book, which is very good in an applied practical sense, easy to read and useful for any planner interested in a market oriented approach to planning practice, is normally over \$100 but can be purchased on Amazon for under \$50 new.

*The European Dream*, Jeremy Rifkin, 2005. This book is a paperback and will run less than \$15 on Amazon.

*Reading Pack* – You will find this waiting for you at A-1 copies in the University Mall.

**Supplemental Texts on Reserve in the Library (Newman)**

*American Political Cultures*, Richard Ellis, 1992  
*Behavior Modification: Principles and Procedures*, Raymond Miltenberger, 2004  
*Behavior Modification: What it is and How to do it*, Martin and Pear, 1999  
*Research Methods in Applied Behavior Analysis*, Bailey and Burch, 2002  
*Behavior Modification in Applied Settings*, Kazdin, 2001  
*Social Research Methods*, Bryman, 2001

**Objectives**

Upon successful completion of this course, students should:

1. Be able to formulate and articulate research questions and to develop appropriate methodological approaches to answer those questions.

2. Be familiar with common qualitative and quantitative research designs employed in social and business related research.
3. Be familiar with the concepts and basic findings in applied behavior analysis, behavioral economics and American cultural traits as relates to considerations in planning practice.
4. Complete the development and obtain Committee approval of the student's Master's thesis research proposal.
5. Contribute to the vanguard development of the CBIP planning model.

### **Class Format**

This is a special section of UAP 5484 which has been created for students with a shared interest in exploring and developing incentive based approaches to planning practice with an emphasis on private sector development, market approaches and the application of a behavior orientation to achieve land use objectives. The focus will be in exploring and designing research for the advancement of the Cultural Based Incentive Planning model of practice (CBIP), which conceptually is adaptable to a broad range of planning interests. A modest prediction – you will be fascinated with the material we will be investigating and it will ultimately be a major influence over the course of your career.

The class will be unlike any that you have likely taken in the past or will take in the future. It is frankly, unlike anything I have undertaken with students before. We are on a mission and you have been specially selected because of your interests and previous performance. We will be working as a team, a skunk group, in the earliest vanguard effort to design and test a new approach to planning practice. Your efforts, if you choose to pursue the concept in your own Masters thesis, will ultimately be recognized and incorporated into the first book ever advancing the techniques.

To achieve the class objectives we will be working at ramming speed. You must be prepared to think of it more as an intellectual obsession, then a class. And we will be working as a research team, supporting and contributing to each other's efforts. The first four weeks will be a crash effort to get you up to speed in the key areas of applied behavior analysis, behavioral economics and American cultural research as they relate to potential application to planning. The remainder of the semester will be spent in personal research design in which you will become familiar with various qualitative and quantitative research techniques in developing your own Thesis proposal. Some students may ultimately not have an interest in the CBIP model for their research, which is fine, and may chose to develop their research proposal along other lines using the basic research methods training you will be receiving.

The class will be conducted as a research seminar with a focus on designing coordinated contributions to an end product. While limited lectures will be presented, most of the class will be conducted through structured discussions and critiques. An attempt will be made to coordinate as a group, a collective research agenda where individual research projects compliment each other with a central theme. All student contributions that are ultimately adopted will be given full credit and acknowledgement.

## Assignments

### Research Proposal

The major project for the semester is for each student to develop and refine their Thesis proposal, have that proposal reviewed and approved by their Committee, and to initiate the early phases of the research so that data collection may be undertaken during the up-coming Summer.

**Phase I – Due Week of February 27<sup>th</sup>.** Each participant shall submit a draft 3 to 6 page research problem statement for their Thesis. The statement shall summarize the identified problem and research agenda along with an argument for its strategic and/or tactical significance (i.e. are you asking a significant question and is it the right question to ask?). Spell out the objectives of the research, proposed unit of analysis and relevant variables. Conclude with a summary of how you think the selected topic is likely to be helpful to you in your career plans.

**Phase II – Due the Week of April 3<sup>rd</sup>.** Each participant shall submit a complete research proposal for their Thesis outlining the research problem, justifications, summary literature review, proposed research methods in detail, time-line and budget.

**Phase III – Due the Week of April 24<sup>th</sup>.** Each participant shall submit a Committee approved revised final version of your research proposal. A brief written acknowledgement from your Committee chairperson indicating approval of the final submittal is required for a final grade unless special circumstances apply to you and have been approved (i.e. you are doctoral student ...etc.). Also in Phase III preliminary research instruments should be submitted as separate materials depending on the nature of your research proposal - draft questionnaire, tentative focus group locations and contacts, Delphi participants and letter/question, experimental design mechanics (location and participant pool....etc.).

### Class Participation:

Class participation is an important part of a working group/seminar format of this type. Besides always coming to class prepared and engaging in group discussions, students will have a number of assigned roles during the semester including:

1. Leading class discussions on certain assigned readings and chapters;
2. Periodically presenting a discussion on the progress of your research proposal;
3. Critiquing the research proposal presentations of others;
4. Providing ideas in areas assigned in the previous week's class.

## Grades

30% Participation

70% Semester Project

## ADMINISTRATIVE

### Honor Code

The Virginia Tech Honor System will be strictly enforced in the course. Get to know it if you do not already. You may learn about it at:

<http://www.honorsystem.vt.edu/index.html>

### Disabilities

If there is anyone in the class who has special circumstances that require some revision or assistance in completing the assignments or to promote better learning, see the instructor to make these arrangements early in the semester. This applies to both those who are formally recognized by the university as having disabilities and those who are not. The intent is to ensure everyone an environment in which they can effectively learn.

For more detailed information on your rights please refer to:

<http://www.dos.vt.edu/SSD/default.html>

## COURSE SCHEDULE AND READINGS

Date	Topic	Assignments and Due Dates
January 17-20	1.Class Orientation  2.CBIP	None  Reading Pack 1# - Book Outline and 2# - Introduction to CBIP (Be prepared to critique CBIP and the logic of the Book outline)
January 23-27	3.Cultural Influence  4.Cultural Influence	Reading Pack 3# - Ellis, 4# - Ray (Be prepared to offer an experiment or survey research idea from these readings)  The European Dream p.1-178 (Generate a list of 5 or more American cultural traits that you think influences planning performance)
January 30-3	5. Applied Behavior Analysis	Reading Pack 5# Daniels (Be prepared with 3 ideas about how you could apply ABA to planning practice.

	6. Applied Behavior Analysis	Reading Pack 6#, 7#, and 8# (Come to class with 2 ideas for an ABA research based proposal for planning)
February 6-10	7. Behavioral Economics	Reading Pack 9# Camerer and 10# Rabin. (Come to class with 2 ideas about how you could apply or test the implications of one of their findings to planning.
	8. Behavioral Economics	Reading Pack 11# Andreoni (Come to class with an idea for planning related research design using the experimental methods of Behavioral Economics)
February 13-17	9. Dark Arts and framing	No readings
	10. CBIP research brain storming session	Zikmund – Chapters 4 & 6 and Reading Pack 15#
February 20-24	11. More Dark Arts	No readings
February 27-3	12. Intro to qualitative research – focus groups and case studies	Phase I due of research proposal. Each student will give a brief summary of their proposal with feedback. Read Zikmund Chap. 7 and Reading Pack 12# and 13#
March 6-10	Spring Break	
March 13-17	13. Surveys	Read Zikmund Chap. 9 & 10
March 20-24	14. Delphi, Contingent Valuation and Experimental designs	Read Zikmund Chap. 12 and Reading Pack 14#
March 27-31	15. Measurement	Read Zikmund Chap. 13, 14, 15
April 3-7	Group Discussion	Phase II of the research design is due.
April 10-14	Group Discussion	
April 17-21	Group Discussion	
April 24-28	Group Discussion	Phase III of the research design is due.
May 1-5	Class evaluation	

