

Sociological Research Design
Sociology 205, Spring 2015
Wednesdays 10:00 a.m. – 12:00 p.m.
501 William James Hall

Instructor Information

Professor Jocelyn Viterna

Office: 504 William James Hall

Phone: 617-495-7569 (no voice mail available; please send messages by e-mail)

E-mail: jviterna@wjh.harvard.edu PREFERABLY BY CC'ING: ViternaStudents@gmail.com

Office Hours: by appointment

Course Overview

This course provides new graduate students in the Harvard Sociology program with the necessary fundamentals for designing, analyzing, and publishing high quality sociological research. Our focus is on the evaluation and construction of a “good” research design, more so than on the practicing of particular research methods (although I include examples of a wide range of methods through the assigned readings). We begin with a broad overview: What constitutes sociological research? What does the publication process entail? What is the role of research in a sociologist’s career? Next, we examine a series of topics that scholars should consider when designing any research project, including questions of theory building, theory testing, measurement, sampling, causality, and research ethics. We also discuss the comparative suitability of different kinds of research methods for different kinds of questions. Finally, we briefly review recent debates about research design and data collection in the discipline.

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

1. Understand what makes for a good “sociological puzzle,” and how to put that puzzle in dialogue with the existing literature.
2. Have a sense of what are the various methods that sociologists generally use to address their sociological puzzles, and know how to determine which method or methods are best suited for answering a particular question.
3. Develop an idea of what kinds of puzzles you might like to answer during your own career, and start designing your first independent research project.
4. Understand the common denominator of what makes for “good” research across the various approaches.
5. Begin to know the work of the people in our department, and more broadly, the literatures in which you might want to situate your own research.

Course Requirements

Students are expected to attend every class, read the assigned articles or book chapters prior to class, and participate intelligently in class discussions. Students are also strongly encouraged to attend all departmental colloquiums. In addition, students should complete the following assignments. ***Please note: All completed assignments should be submitted to me by e-mail attachment (ViternaStudents@gmail.com) as Word documents, and with the e-mail subject line “SOC 205 ASSIGNMENT.”***

Ten Weekly Assignments: Each week, students are given an assignment that helps them gain a deeper understanding of the week’s topic. These assignments vary and are detailed in the course schedule (below). Students must complete ***ten of these twelve possible assignments*** by the end of the semester. Assignments are due the same day they are listed on the syllabus (e.g., assignment #1 is due on February

4th; assignment #2 is due on February 11th.) Completed assignments should be e-mailed to the instructor by the beginning of class time each week. Please Note: I do not accept late weekly assignments; if you cannot turn in a weekly assignment on its due date, you should use that week as your “free” skip.

A Research Proposal: Research proposals should be submitted no later than **8:00 a.m. on Wednesday, May 13th**. Each paper should be 15-25 pages in length. The first 2-5 pages should propose a scholarly research question and make a strong argument for why it is important to answer that question. The next 8-10 pages should situate that question in a review of the existing literature. This review should be specific and selective, dovetailing neatly to a conclusion that clearly demonstrates how your research question extends the existing literature. The literature review should identify and discuss relevant themes in academic works relating to the research question, and then use examples and citations from the reviewed works to substantiate the existence and importance of these themes. The literature review should *not* consist of a series of miniature “book reviews.” Finally, in the remaining 5-10 pages of your proposal, review your plan for answering your research question. What kind of evidence will you use for your analysis? How will you collect those data? What problems do you expect to encounter “in the field?” You should also append first drafts of interview questionnaires, field site proposals, etc. (which do not count toward the 15-25 pages). I do not read drafts of the final research paper prior to their submission, but I will gladly discuss any questions or concerns you may have about the paper at any time throughout the semester.

Grading:

Final course grades are assigned according to the following criteria:

Ten Weekly Assignments:	30%
Final Paper/Research Proposal:	50%
Class Participation:	20%

Optional Workshops

I will run 3-4 optional workshops throughout the semester on topics that may be helpful to you as a young sociologist. Topics may include how to apply for funding, using Zotero to create and maintain a sociological library, or coding qualitative data with Atlas.ti. You are welcome to suggest workshop topics. Workshops will always take place outside of regular class hours, and typically over lunch.

Readings

All readings are available through the course website. In addition, I recommend choosing several of these books for your shelf:

Abbott, Andrew. 2001. *Time Matters: On Theory and Method*. University of Chicago Press.

Alford, Robert R. 1998. *The Craft of Inquiry: Theories, Methods, Evidence*. Oxford University Press.

Becker, Howard S. 1998. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press.

Becker, Howard S. 1986. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press.

Byrne, David and Charles Ragin, eds. 2009. *The Sage Handbook of Case-Based Methods*. Sage.

Hedstrom, Peter and Peter Bearman, editors. 2009. *The Oxford Handbook of Analytical Sociology*. Oxford University Press.

King, Gary, Robert O. Keohane and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press.

Seale, Clive, editor. 2004. *Social Research Methods: A Reader*. Routledge.

Strunk, William, Jr., and E.B. White. Any Edition. *The Elements of Style*. New York: Macmillan.

Ragin, Charles. 2008. *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press.

Rihoux, Benoit and Charles Ragin, eds. 2009. *Configurational Comparative Methods: Qualitative Comparative Analysis (QCA) and Related Techniques*.

Reid, Natalie. 2010. *Getting Published in International Journals: Writing Strategies for European Social Scientists*. NOVA (Helpful academic writing tips when English is not your native language).

Course Schedule

WEEK 1—JANUARY 28—Course Overview; Overview of the Sociological Research Process

Sociological subfields, the publication process (articles, book chapters, book reviews, peer reviews, co-authorship, etc.), why it matters for your sociological career, and how to read during graduate school.

IN-CLASS READING

Stinchcombe, Arthur L., and Richard Ofshe. May 1969. "Journal Editing as a Statistical Process." *American Sociologist*, 4(2):116-117.

WEEK 2—FEBRUARY 4—Writing Like a Sociologist; Learning a Literature

The nuts and bolts of writing a publishable article or book manuscript (or for starters, a passable QP); how to learn, and engage with, a particular literature within sociology; how to put various literatures in conversation with each other.

REQUIRED READINGS

Becker, Howard S. 1986. "Terrorized by the Literature." Pp. 135-149 in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press.

Clemens, Elizabeth, Walter W. Powell, Kris McIlwaine, and Dina Okamoto. 1995. "Careers in Print: Books, Journals, and Scholarly Reputations." *American Journal of Sociology* 101 (2): 433-494.

Hargens, Lowell. 2000. "Using the Literature: Reference Networks, Reference Contexts, and the Social Structure of Scholarship." *American Sociological Review* 65 (6): 846-865.

Jackson, Mary. 2008. "The Long and Short of It." *New English Review*

Matthews, Sarah. 2005. "Crafting Qualitative Research Articles on Marriages and Families." *Journal of Marriage and Family*. 67 (4): 799-808.

Moody, James. 2004. "The Structure of a Social Science Collaboration Network: Disciplinary Cohesion from 1963-1999." *American Sociological Review* 69 (2): 213-238.

White, Lynn. 2005. "Writes of Passage: Writing an Empirical Journal Article." *Journal of Marriage and Family*. 67 (4): 791-798.

ADDITIONAL RESOURCES:

Bem, Daryl J. 2003. "Writing the Empirical Journal Article" In J.M. Darley, M.P Zanna, and H.L. Roediger III, eds., *The Compleat Academic: A Practical Guide for the Beginning Social Scientist*, 2nd Ed. Washington, DC: Am. Psychological Assn.

Pinker, Steven. 2014. "Why Academic Writing Stinks." *The Chronicle of Higher Education*.

ASSIGNMENT #1:

Find one well-cited article in your area of interest. First, make an outline of the key points in the author's (authors') introduction. How do(es) he/she/they structure their argument? Second, in one paragraph, write *why* you think this article has been influential. What is it about the question, the methods, and/or the sociological contribution that resulted in its publication and eventual citation by others?

WEEK 3—FEBRUARY 11—Theory Building, Theory Testing, Sociological Questions, and "Significant" Answers

What makes a good (aka, important and answerable) research question, and how to evaluate your answer.

REQUIRED READINGS

Stinchcombe, Arthur L. 1968. *Constructing Social Theories*. Chicago: University of Chicago Press. Pp. 1-56.

Sutton, Robert and Barry Staw. 1995. "What Theory is Not." *Administrative Science Quarterly* 40 (3): 371-384.

DiMaggio, Paul. 1995. "Comments on 'What Theory is Not.'" *Administrative Science Quarterly* 40 (3): 391-397.

Glaser, Barney G. and Anselm L. Strauss. 2012 (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chapters 1 & 2 ("The Discovery of Grounded Theory" and "Generating Theory.")

Suddaby, Roy. 2006. "What Grounded Theory is Not." *The Academy of Management Journal*. 49 (4): 633-642.

Coleman, James. 1991. "Social Theory, Social Research, and a Theory of Action." *American Journal of Sociology* 1991 (60): 1309-1335.

ADDITIONAL RESOURCES:

Maxwell, Joseph. 1996. "Validity: How Might You be Wrong?" Pp. 86-98 in *Qualitative Research Design: An Interactive Approach*. Thousand Oaks, CA: Sage.

ASSIGNMENT #2:

Read one of the following articles, as assigned in class. As a group, write a short synopsis of the article to share with the other groups. This synopsis should be at most 1-2 paragraphs long. Your synopsis should summarize (1) what is the key point the author is trying to make, (2) an analysis of how well he/she makes the argument (do you trust the data? the logic? the evidence?), and (3) an analysis of how the author's conclusions might shape your approach to sociological research. Be prepared to present about your article in class (Informally! No power point needed!)

Cohen, Jacob. 1994. "The Earth is Round ($p < .05$).” *American Psychologist* 49:997-1003.

Leahy, Erin. 2005. "Alphas and Asterisks: The Development of Statistical Testing Standards in Sociology.” *Social Forces* 84 (1): 1-24.

Freedman, David A. 1991. "Statistical Models and Shoe Leather.” *Sociological Methodology* 21:291-313.

Remember! Group #1 also needs to have next week's readings selected and shared by class time today.

WEEK 4—FEBRUARY 18—Theory in Action

REQUIRED READINGS:

Five articles to be selected by the following group as exemplars in theory building or theory testing:

Bo Yun Park
Kristina Brant
Zach Wehrwein
Robert Manduca
Nathan Robinson

ASSIGNMENT #3:

This assignment has four parts:

1. Choose one area of sociology that you think you might be relevant to your eventual research and find three highly cited ($>1,000$ citations) articles or books within that field. Copy the citation and the abstract information of each of these three documents into a word file.
2. Write a one-paragraph summary of *one* of the articles you found. The paragraph should include this information: (1) What is the author's research question in this article/book? (2) What method is employed to answer the research question? (3) What does the author propose as the answer to this question? (4) How satisfied are you with his or her answer? Do you believe that the author used the best possible methods, data, and reasoning to come to his or her conclusion? What alternative conclusions might be warranted? (5) What future research might this book or article inspire?

3. Using one of the citation search engines introduced in class, find THREE articles that cite the article reviewed in part two. Copy the citation and abstract information of each of these three documents into your assignment.
4. Write a one-paragraph summary of *one* of the articles found in step three, using the same criteria listed in step two.

WEEK 5—FEBRUARY 25—Measurement

What variables/concepts are necessary to answer your question, and how might you best operationalize them?

REQUIRED READINGS:

Duncan, Otis Dudley. 1984. *Notes on Social Measurement: Historical and Critical*. New York: Russell Sage.

ADDITIONAL RESOURCES:

Judd, Charles M. and Gary H. McClelland. 1998. "Measurement." In *The Handbook of Social Psychology*, edited by D.T. Gilbert, S.T. Fiske, and G. Lindzey. Boston, MA: McGraw-Hill.

Porter, Theodore M. 1995. *Trust in Numbers: The Pursuit of Objectivity in Science and Public Life*. Princeton University Press.

ASSIGNMENT #4

Write a 3-4 page summary of the research question that you plan to examine in your final paper. In it, you should introduce a potential research question for your qualifying paper and explain the significance of your question to the existing literature. Your paper must include relevant citations and a works cited list.

WEEK 6—MARCH 4—Measurement in Action

NEXT YEAR: MAKE PAIK AN IN-CLASS READING...surprise ending

REQUIRED READINGS

Marsden, Peter V. 1987. "Core Discussion Networks of Americans." *American Sociological Review* 52: 122-131

McPherson, Miller, Lynn Smith-Lovin, and Matthew E. Brashears. 2006. "Social Isolation in America: Changes in Core Discussion Networks over Two Decades." *American Sociological Review* 71: 353-375.

Fischer, Claude. 2009. "The 2004 GSS Finding of Shrunken Social Networks: An Artifact?," *American Sociological Review* 74: 657-69.

McPerson, Miller, Lynn Smith-Lovin and Matthew E. Brashears. 2009. "Models and Marginals: Using Survey Evidence to Study Social Networks." *American Sociological Review* 74: 670-81.

Saperstein, Aliya and Andrew M Penner. 2012. "Racial Fluidity and Inequality in the United States." *American Journal of Sociology*. 118 (3): 676-727.

Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *The American Economic Review* 91 (5): 1369-1401. (example of an "instrumental variable" approach)

Meyer, John W., John Boli, George Thomas, and Francisco Ramirez. 1997. "World Society and the Nation State," *American Journal of Sociology*, 103: 144-81. **NEED TO CHANGE THIS TO GET A BETTER EXAMPLE OF "MEASURING" WORLD POLITY BY COUNTING NGOs and IGOs.**

Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology*: 108 (5): 937-975.

IN CLASS READING:

Paik, Anthony and Kenneth Sanchagrin. 2013. "Social Isolation in America" *American Sociological Review* 78: 339-360.

ASSIGNMENT #5:

Write 1-2 paragraphs about ONE of the following questions (or a similar one of your choosing): how Jason Beckfield measures "regional integration;" how Larry Bobo measures "racial threat" or "racial competition;" how Mary Brinton measures "social capital;" how Nicholas Christakis measures "social contagion;" how Frank Dobbin measures "efficacy" (in regard to employers' diversity programs); how Michele Lamont measures either "boundaries" or "stigmatization;" how Orlando Patterson measures "freedom;" how Rob Sampson measures "collective efficacy;" how Mario Small measures "social networks;" how Mary Waters measures "assimilation;" how Bruce Western measures "social inequality;" how Marty Whyte measures "distributive justice;" how Bill Wilson measures "opportunity;" or how Chris Winship measures "legitimacy."

WEEK 7—MARCH 11—Sampling, Generalizability, and the Unnecessary Roughness of the Qual/Quant Divide

After determining the kind of data you need to measure your key concepts, how do you thoughtfully and carefully slice off a parcel of that potential data to efficiently and effectively answer your question?

READINGS

Becker, Howard S. 1998. "Sampling." Chapter 3 (pp. 67-108) in *Tricks of the Trade: How to Think about Your Research While you're Doing It*. Chicago: University of Chicago Press.

Schutt, Russell K. 2015. "Sampling and Generalizability." Chapter five in *Investigating the Social World*, Eighth Edition.

Weiss, Robert S. 1994. "Respondents: Choosing Them and Recruiting Them." Chapter 2 (pp 15-37) in *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: The Free Press.

Ragin, Charles. 1992. "Introduction: Cases of 'What is a Case?'" Pp. 1-18 in *What is a Case? Exploring the Foundations of Social Inquiry*, edited by Charles Ragin and Howard Becker. Cambridge University Press.

Chapters 1 and 5 in Gerring, John. 2007. *Case Study Research: Principles and Practices*. Cambridge University Press.

Glaser, Barney G. and Anselm L. Strauss. 2012 (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chapters 1 & 2 ("The Discovery of Grounded Theory" and "Generating Theory.")

ADDITIONAL RESOURCES:

Hedges, Barry. 2004 (1978). "Sampling." Pp. 63-72 in *Social Research Methods: A Reader*, edited by Clive Seale. London and New York: Routledge.

Winship, Christopher and Robert D. Mare. 1992. "Models for Sample Selection Bias." *Annual Review of Sociology* 18: 327-50.

Rossi, Peter. 1988. "On Sociological Data." Pp. 131-154 in *Handbook of Sociology*. Edited by Neil Smelser. Newbury Park, CA: Sage.

Mahoney, James and Gary Goertz. 2004. "The Possibility Principle: Choosing Negative Cases in Qualitative Research," *American Political Science Review* 98:4

Ragin, Charles and Howard Becker (eds). 1992. *What is a Case? Exploring the Foundations of Social Inquiry*. Cambridge University Press.

Stuart, Alan. 1984. *The Ideas of Sampling*. New York: Macmillan

Miles, Matthew B. and A. Michale Huberman. 1994. "Sampling: Bounding the Collection of Data." Pp. 27-34 in *Qualitative Data Analysis. An Expanded Sourcebook* (2nd Edition) Thousand Oaks, CA: Sage.

Gerring, John. 2007. *Case Study Research: Principles and Practices*. Cambridge University Press.

ASSIGNMENT #6:

Draw a stratified random sample (N=40) using sources available in the library or online. You may sample hospitals, schools, architects, nation-states, or whatever you please. Please stratify the sample on two dimensions (e.g., size and location). Make clear how your "research question" is driving your sampling frame.

WEEK 8—March 18—No class, Spring Break.
Have fun and be safe!

WEEK 9—March 25—Sampling in Action

REQUIRED READINGS

Simmons, Alicia and Lawrence D. Bobo. 2015. "Can Non-Probability Internet Surveys yield Useful Data? A Comparison with Full-Probability Face-to-Face Surveys in the Domain of Race and Social Inequality Attitudes." *Sociological Methodology*.

Marker, David. 2008. "Estimating Iraqi War Deaths by Household Survey." *Public Opinion Quarterly* 72 (2): 345-363.

Humphreys, Macartan and Jeremy M. Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science*. 52 (2): 436-455.

Colen, Cynthia. 2014. "Is Breast Truly Best? Estimating the Effects of Breastfeeding on Long-term Child Health and Well-being in the United States using Sibling Comparisons." *Social Science and Medicine*. 109: 55-65.

Regnerus, Mark. 2012. "How Different are the Adult Children of Parents who have Same-Sex Relationships? Findings from the New Family Structures Study." *Social Science Research*. 41:752-

Duflo, Esther and Michael Kremer. 2003. "Use of Randomization in the Evaluation of Development Effectiveness". OED Presentation.

Glennerster, Rachel and Kudzai Takavarasha. 2013. *Running Randomized Evaluations: A Practical Guide*. Princeton University Press (Chapter 1 only).

ASSIGNMENT #7

Choose a partner, and find an existing dataset, preferably one that is interesting to you both. Based on the codebook, write a 1-2 page memo outlining the characteristics of the dataset, including sample size, population sampled, sampling method, and response rate. Post your memo to the I-Site to share with your cohort. Plan to give a short (2 minute) presentation about the data set you analyzed in class.

WEEK 10—April 1—Correlation, Causation, and those Ultra-Fashionable Mechanisms

REQUIRED READINGS

Lieberson, Stanley. 1985. *Making it Count: The Improvement of Social Research and Theory*. Berkeley: University of California Press.

Lieberson, Stanley. 1991. "Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases." *Social Forces* 70 (2): 307-320.

ADDITIONAL RESOURCES:

Gerring, John. 2005. "Causation: A Unified Framework for the Social Sciences." *Journal of Theoretical Politics* 17 (2): 163-198.

Strauss, Anselm. 1987. *Qualitative Analysis for Social Scientists*. New York: Cambridge University Press. Pages 249-264, Chapter 12. (on how to present a causal argument in writing).

Mahoney, James. 2000. "Strategies of Causal Inference in Small-N Analysis," *Sociological Methods and Research* 28(4): 387-424.

Sampson, Robert J. 2011. "Neighborhood Effects, Causal Mechanisms, and the Social Structure of the City." Pp. 227-250 in *Analytical Sociology and Social Mechanisms*, edited by Pierre Demeulenaere. Cambridge University Press.

Western, Bruce. 2002. "The Impact of Incarceration on Wage Mobility and Inequality." *American Sociological Review* 67: 526-546.

McAdam, Doug, Sidney Tarrow, and Charles Tilly. 2008. "Methods for Measuring Mechanisms of Contention." *Qualitative Sociology* 31: 307-331.

Emirbayer, Mustafa and Ann Mische. 1998. "What is Agency?" *American Journal of Sociology* 103 (4): 962-1023.

Winship, Christopher and Stephen L. Morgan. 1999. "The Estimation of Causal Effects from Observational Data." *Annual Review of Sociology* 25:659-707.

ASSIGNMENT #8:

Take the research question you turned in during week 5 and formulate three different, theoretically informed hypotheses about its possible answers. Make clear whether and how you are making a causal argument, and what are your hypothesized mechanisms in the causal relationship. Next, make a list of variables that would be central for testing those hypotheses. For each variable, describe how you would operationalize it, and justify your operationalization decisions.

WEEK 11—APRIL 8—CAUSALITY/MECHANISMS, CONTINUED

REQUIRED READINGS:

Hedstrom, Peter and Richard Swedberg. 1998. "Social Mechanisms: An Introductory Essay." Pp. 1-31 in *Social Mechanisms*, edited by Peter Hedstrom and Richard Swedberg. Cambridge: Oxford University Press.

Hedstrom, Peter and Peter Bearman. 2009. "What is Analytical Sociology All About? An Introductory Essay." Pp. 3-24 in *The Oxford Handbook of Analytical Sociology*. Oxford University Press.

Morgan, Stephen L and Christopher Winship. 2007. *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. Cambridge University Press. (Chapter 1 only)

Mahoney, James. 2008. "Toward a Unified Theory of Causality" *Comparative Political Studies* 41:4/5: 412-436.

Ragin, Charles. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press. (Chapter 1 only)

Ragin, Charles. 2008. *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press. (Chapter 1 only.)

Firebaugh, Glen. 2007. "Replication Data Sets and Favored Hypothesis Bias: A Comment on Freese and King." *Sociological Methods and Research*. 36 (2): 200-209.

ADDITIONAL RESOURCES:

Gary Goertz and James Mahoney, "Two-Level Theories and Fuzzy-Set Analysis," *Sociological Methods and Research* 33:4 (May 2005), pp. 497-538

Aaron Katz, Matthias vom Hau, and James Mahoney, "Explaining the Great Reversal in Spanish America: Fuzzy-Set Analysis Versus Statistical Analysis," *Sociological Methods and Research* 33:4 (May 2005), pp. 539-573

ASSIGNMENT #9

Write a first draft of the introduction to your final paper for this course (approximately 2-5 pages). The introduction should efficiently and articulately introduce your question, establish why the question is important, and make an argument regarding what are the best methods to answer that question. You are encouraged to leave a space where you would put your findings once your data collection is complete. Turn in your assignment to both your instructor and your assigned partner.

Remember! Group #2 also needs to have next week's readings selected and shared by class time today.

WEEK 12—April 15—CAUSALITY IN ACTION

Four articles to be selected by the following group as exemplars of demonstrating causality or mechanisms:

Meghan Zacher
Laura Adler
Adam Travis
Roland Neil

Alcacer, Juan and Paul Ingram. 2013. "Spanning the Institutional Abyss: The Intergovernmental Network and the Governance of Foreign Direct Investment." *American Journal of Sociology* 118 (4): 1055-1098.

Schrank, Andrew. 2013. "Quantitative Cross-National Sociology and the Methodological Abyss: Comment on Alcacer and Ingram." *American Journal of Sociology* 118 (4): 1099-1111.

ASSIGNMENT #10

Provide comments on your partner's introduction. Use track changes and insert comments. Help your partner write clearly and with authority. Make sure that your partner asks a clear question, and establishes why the question is important to both the 'real world' and to sociology. Turn your comments in to both your partner and to me prior to the start of class.

Week 13—April 22—ASKING QUESTIONS; ANALYZING ANSWERS

REQUIRED READINGS

Schaeffer, Nora Cate and Stanley Presser. 2003. "The Science of Asking Questions." *Annual Review of Sociology* 9: 65-88.

King, Gary, Christopher J. L. Murray, Joshua A. Salomon, and Ajay Tandon. 2004. "Enhancing the Validity and Cross-Cultural Comparability of Measurement in Survey Research." *American Political Science Review* 98:567-583. (Vignettes).

Singer et al. "The Effect of Question Framing and Response Options on the Relationship between Racial Attitudes and Beliefs about Genes." *Public Opinion Quarterly* Vol 74 No 3 Fall 2010, pp 460-476.

Jerolmack, Colin and Shamus Khan. 2014. "Talk is Cheap: Ethnography and the Attitudinal Fallacy." *Sociological Methods and Research* 43 (2): 178-209.

DiMaggio, Paul. 2014. "Comment on Jerolmack and Khan." *Sociological Methods and Research* 43 (2): 232-235.

Lamont, Michèle and Ann Swidler. 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing." *Qualitative Sociology* 37 (2): 153-171.

Warren, Carol A. B. and Tracy X. Karner. 2005. "Analyzing Qualitative Data: Fieldnotes, Interview Transcripts, Images, and Documents." Chapter 9 in *Discovering Qualitative Methods*. Roxbury Publishing.

ADDITIONAL RESOURCES

(**VERY** Useful reading prior to designing a questionnaire!)

Taylor-Powell, Ellen. 1998. "Asking Questions With a Purpose." University of Wisconsin Extension.

Ronald Czajka and Johnny Blair, 1996. *Designing Surveys: A Guide to Decisions and Procedures*. Thousand Oaks: Pine Forge.

Presser, Stanley et al. 2004. "Methods for Testing and Evaluating Survey Questions." *Public Opinion Quarterly*. 68 (1): 109-131.

Fowler, Jr, Floyd J and Thomas W. Mangione. 1990. *Standardized Survey Interviewing: Minimizing Interviewer Related Error*. Sage: Applied Social Research Methods Series.

Lee, Raymond. 2004. "Recording Technologies and the Interview in Sociology, 1920-2000." *Sociology*. 38 (5): 869-889.

Viterna, Jocelyn and Douglas W. Maynard. 2002. "How Uniform is 'Standardization?': Variation Within and Across Survey Centers Regarding Protocols for Interviewing." Pp. 365-397 in *Standardization and Tacit Knowledge: Interaction and Practice in the Survey Interview*, edited by Douglas W. Maynard, Hanneke Houtkoop-Steenstra, Nora Cate Schaeffer, and Johannes van der Zouwen. New York: John Wiley and Sons, Inc.

IQSS Webinar on Atlas.ti:

<http://projects.iq.harvard.edu/qualitative/announcements/atlasti-online-web-training-video-series-now-available>

COMPUTING RESOURCES for Qualitative Social Sciences at Harvard University:

<http://projects.iq.harvard.edu/qualitative/pages/computing-resources>

ASSIGNMENT #11

Write a first draft of the literature review for your final paper (approximately 8-10 pages). The literature review should be divided into topical sections. It should be crystal clear to your reader how each section helps you forward your research question. Each section should begin by reviewing very broadly the key themes in that sub-field, and then narrowing very quickly to an in-depth analysis of the aspect of that subfield that is relevant to your research project. Make clear how your research will extend or challenge this subfield. Append your literature review to your revised introduction, and turn your assignment into both your instructor and your assigned partner.

Week 14—April 29—Ethics in Sociological Research

REQUIRED READINGS

ASA Code of Ethics

Clancy, Kathryn B.H., Robin G. Nelson, Julianne N. Rutherford, Katie Hinde. 2014. "Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault." *PloS ONE* 9 (7).

Irvine, Janice 2006. "Sex, Lies and Research." *Mobilization* 11 (4): 491-494.

Kirsch, Gesa 2005. "Friendship, Friendliness and Feminist Fieldwork" *Signs*, 30(4): 2163-2172.

Halse, Christine and Anne Honey. 2005. "Unraveling Ethics: Illuminating the Moral Dilemmas of Research Ethics." *Signs* 30 (4): 2141-2162.

Hoeyer, Klaus, Lisa Dahlager and Niels Lynøe 2005. "Conflicting notions of research ethics: The mutually challenging traditions of social scientists and medical researchers," *Social Science & Medicine*, 61(8): 1741-1749.

Elliott, Carl 2008. "Guinea-pigging: Healthy human subjects for drug-safety trials are in demand. But is it a living?" *The New Yorker*, January 7, 83(42): 36ff.

Christopher Shea, 2000. "Don't Talk to the Humans: The Crackdown on Social Science Research" *Lingua Franca* 10 (6)

Monaghan, Peter 1999. "Can scholars protect confidential sources?" *Chronicle of Higher Education*, April 7.

Rosenbloom, Stephanie 2007. "On Facebook, Scholars Link Up With Data" *New York Times*, December 17.

Cohen, Patricia 2007, "IRBs extend reach" *New York Times*, Feb 28.

"Problems with Scientific Research: How Science Goes Wrong." *The Economist*. October 19th, 2013.

ASSIGNMENT #12

Provide comments on your partner's introduction and literature review. Use track changes and insert comments. Help your partner write clearly and with authority. Make sure that your partner asks a clear question, and establishes why the question is important to both the 'real world' and to sociology. Make sure your partner makes clear how each aspect of the literature review is relevant to forwarding the overall argument. Suggest any relevant literature you think of. Turn your comments in to both your partner and to me prior to the start of class.

Wednesday, May 13th, 8:00 a.m.—Final Research Proposals Due via E-mail