

Sociology 211
Social Research Methods
Fall 2005
King
MWF 1:30-2:20
Lab: M 2:30-3:20

Prof. Daphne John
Office: King 305b
Office Hours: T,Th: 1:30-3:30
W: 2:30-4:00
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Course Description

This course introduces students to the analytical logic and skills required for research in sociology. Major emphasis is placed on teaching the research process, including library research, survey research, and statistical analysis. Information literacy goals are addressed, such as evaluating the appropriateness, reliability and accuracy of different types of information; developing familiarity with sources of available data; generating new data; and interpreting empirical information within a theoretical framework. As groups, students work on research projects throughout the semester.

Required Texts

Babbie, Earl. 2005. The Basics of Social Research 3rd Edition. Belmont, CA. Wadsworth.

Wysocki, Diana Kholos (ed.). 2004. Readings in Social Research Methods, 2nd Edition. Belmont, CA: Wadsworth.

Optional Texts

Phillips, John L. 2000. How to Think About Statistics. New York: W.H. Freeman.

Required Assignments

Group Project Literature Review and Individual Annotated Bibliography	20%	Ethnographic Interview	15%
Lab Exercises	20%	Quantitative Quiz	10%
Chapter Review Questions	10%	Quantitative Analyses	10%
Group Poster Project and Presentation	15%		

Group Literature Review and Hypotheses; Individual Annotated Bibliography:

This literature review should contain a) an introduction b) discussion/synthesis of literature; c) bibliography. The paper, in total, should be approximately **9-10** double-spaced pages in length. The literature review should provide a coherent review of the literature on a research topic. A variety of scholarly sources should be utilized (monographs, edited texts, journal articles and government documents). **Each** student in a group must find **5-8** sources for the review and summarize them in an annotated bibliography to be handed in separately. Citation of information must be in the form of parenthetical citation and follow either the *American Psychology Association* or *American Sociological Association* guidelines. The literature review should not summarize information, but synthesize the information into a paper that presents the reader with a cogent, conceptually organized discussion of the literature. Students are encouraged to refer to the literature review sections of articles in sociology journals for examples of how to organize a literature review. Individual grades will be calculated as follows: 60% group project, 40% individual bibliography.

Quantitative Analyses and Exam: We will go over how to use an interactive statistical analysis program at the ICPSR (Inter-University Consortium for Political and Social Research) website as well as how to interpret statistics. Students will be assessed individually through an in-class exam on descriptive statistics (e.g. measures of central tendency and variability) and inferential statistics (e.g. tests of significance). As a research group, students will test hypotheses using one of the survey data sets available at ICPSR. Each student is responsible for testing one hypothesis and writing up the findings.

Ethnographic Interview: As groups, students will choose a group of individuals to interview (on issues related to the group research topic) and define their interview process. Individually, students will interview, observe and take detailed notes to be handed in separately. The group will discuss the data and provide a written report that should discuss the interview methods used as well as provide detailed description and interpretation of the ethnographic data. The paper should be between 5-7 pages in length. The assignment will be graded as follows: 60% group project, 40% individual ethnographic notes.

Chapter Review Questions: Students are required to answer review questions from the Wysocki reader as noted in the text. These questions **MUST** be submitted via Blackboard within the allotted time period. The questions will not be graded, but will count toward the final average. Each question is worth 1 point (for a total of 10 questions).

Lab Exercises: There will be five lab exercises that will be associated with your

research projects. These include 1) Conceptualization, Measurement and Information Research Technique Refinement; 2) Expanding Information Research Techniques; 3) Social Science Citation Index; 4) Assessing Information; and 5) Constructing Testable Hypotheses

Credit for 5 labs = 20 points toward final grade

Credit for 4 labs = 16 points toward final grade

Credit for 3 labs = 12 points toward final grade

Credit for 2 labs = 8 points toward final grade

Credit for 1 lab = 4 points toward final grade

0 labs = 0 points toward final grade

Group Project and Presentation: Each research group will develop a visual and oral presentation based on cumulative findings from their research during the semester. The presentation will be in the form of Power Point presentation. Each group member is required to discuss some component of the poster in an oral presentation to be held during the last lab session.

The grade for individuals will be calculated as follows: 70% poster project, 30% individual presentation.

NOTE REGARDING ELECTRONIC SUBMISSION OF ASSIGNMENTS

The instructor will accept assignments electronically, but ONLY via Blackboard's Electronic Drop Box (Wysocki questions are done as a Blackboard Exam). No assignments will be accepted by E-MAIL! Electronic documents MUST be in MS WORD (note: not MS Works!), WordPerfect or in HTML format.

Due Dates

Lab # 1: Information Research Technique Refinement	9.23
Lab # 2: Expanding Information Research Techniques	9.30
Lab # 3: Social Science Citation Index	10.7
Individual Annotated Bibliography	10.14
Lab # 4: Reading, Understanding and Assessing Information	10.21
Group Literature Review	11.1
Lab # 5: Constructing Testable Hypotheses	11.11
Ethnographic Interview	11.14
Quantitative Quiz	11.21
Individual Hypothesis Testing	11.30
Poster Project and Presentation	12.5-12.14

Course Outline

I. Introduction to Social Research: Theory and Method

9.7 Introduction

9.9-9.12

In Babbie:

Chapter 1- Human Inquiry and Science

In Wysocki:

Chapter 1- Why do you need to understand research methods?

Mills: From the Sociological Imagination

Berger and Luckman: The Reality of Everyday Life (**Review question 3, pg. 18**)

(optional) The Sociology Writing Group: Chapter 1--Getting Started (**Book on Reserve**)

ON ELECTRONIC RESERVE:

DeVault, M.L. Talking Back to Sociology: Distinctive Contributions of

Feminist Method. (*Annual Review of Sociology*, 1996. 22: 29-50)

9.14-9.19 In Babbie

Chapter 2: Paradigms, Theory and Social Research

Chapter 15: Reading and Writing Social Research

In Wysocki:

Chapter 2: Combining Theory with Research Questions

Wong: Delinquency of Chinese-Canadian Youth: A Test of Opportunity, Control, and Intergenerational Conflict Theories (**Review question 1, pg. 32**)

Yogan: School Tracking and Student Violence

Barnes: Murder Followed by Suicide in Australia, 1973-1992: A Research Note

Chapter 12: Writing and Reading a Research Paper

Wysocki and Harrison: AIDS and the Media: A Look at How Periodicals Influence Children and Teachers in Their Knowledge of AIDS

ON ELECTRONIC RESERVE:

Shelton, B.A. and D. John, "The division of household labor." *Annual Review of Sociology*, 1996.

Sheley, "Gang Organization"

The Sociology Writing Group: Part I- Essentials:

Getting Started, The Writing Process, Acknowledging Sources, Polishing Your Paper

Part II. Writing from Various Data Sources:

The Textual Analysis Paper, The General Research Paper Based on Library or Internet Data (**Book on Reserve**)

II. Structuring Research Design

- 9.21-9.23 In Babbie:
Chapter 4: Research Design
- In Wysocki:
Chapter 4: Research Design
Van Hook, Glick and Bean: Public Assistance Receipt Among Immigrants and Natives: How the Unit of Analysis Affects Research Findings. (**Review question 3, pg. 92**)
Veroff, Hatchett and Douvan: Consequences of Participating in a Longitudinal Study of Marriage.
- 9.26-9.30 In Babbie:
Chapter 5: Conceptualization, Operationalization, and Measurement
Chapter 6: Indexes, Scales and Typologies
- In Wysocki:
Chapter 5: Conceptualization and Operationalization
Gibbs: Conceptualization of Terrorism
Avnir and Shor: A Systematic Qualitative Evaluation of Levels of Differentiation in Families with Children at Risk. (**Review question 1, pg. 122**)
Epstein, Nordness, Cullinan and Hertzog: Scale for Assessing Emotional Disturbance: Long-Term Test-Retest Reliability and Convergent Validity with Kindergarten and First Grade
Chapter 6: Indexes and Scales
Larsen: Environmental Waste: Recycling Attitudes and Correlates. (**Review question 2, pg. 141**)
Lee, Sapp and Ray: The Reverse Social Distance Scale.
Lilling and Friedman: Bias Towards Gay Patients by Psychoanalytical Clinicians: An Empirical Investigation
- 10.3-10.7 In Babbie:
Chapter 7: The Logic of Sampling
- In Wysocki:
Chapter 7: Sampling
Michael, Gagnon, Laumann, and Kolata: Sex in America
Rychtarik, Connors, Derman and Stasiewicz: Alcoholics Anonymous and the Use of Medications to Prevent Relapse: An Anonymous Survey of Members Attitudes. (**Review question 3, pg. 172**)

III. Observation/Collecting Data/Analyzing Data

10.10-10.14

In Babbie:

Chapter 8: Experiments (skim)

Chapter 9: Survey Research

In Wysoki:

Chapter 8: Survey and Experimental Research

Leske: Intraoperative Progress Reports Decrease Family Members Anxiety.

Michael, Gagnon, Laumann, and Kolata: Sex in America- The Sex Survey

Koch and Emry: The Internet and Opinion Measurement: Surveying

Marginalized Populations (**Review question 2, pg 200**)

10.17-10.21

In Babbie:

Chapter 10: Qualitative Field Research

Chapter 13: Qualitative Data Analysis

In Wysocki:

Chapter 9: Field Research, Narrative Analysis and Interviewing

Cannon, Calhoun and Fisher: Amateur Stripping and Gaming Encounters:
Fun in Games

Martin: The Evaluation of Al-Anon: A Content Analysis... (**Review question
2, pg. 227**)

Goetting: Thinking Through the Heart.

The Sociology Writing Group: The Ethnographic Field Research Paper (**Book on
Reserve**)

10.31-11.2

In Babbie:

Chapter 11: Unobtrusive Measures

In Wysocki:

Chapter 10: Existing Data, Content Analysis, and Historical Data

Dotzler and Koppel: What Sociologists Do and Where They Do It: The NSF Survey
on Sociologist's Work Activities and Workplaces. (**Review question 3, pg. 247**)

Seiler and Seiler: Professors Who Make the Grade (Factors That Affect Students'
Grades of Professors)

IV. Data Analysis

11.4-11.7

In Babbie:

Chapter 14: Quantitative Data Analysis

In Phillips, *How to Think About Statistics* (**On Reserve**)

Chapter 2: Frequency Distributions

Chapter 3: Measures of Central Tendency

Chapter 4: Measures of Variability

11.9-11.18

In Wysocki:

Chapter 11: An Introduction to Statistics

Freeman: Elementary Applied Statistics: For Students in Behavioral Science

First: Nothing New Under the Sun? A Comparison of Images of Women in Israeli

Advertisements in 1979 and 1994. (**Review question 3, pg. 281**)

In Phillips, *How to Think About Statistics* (**On Reserve**)

Chapter 6: Correlation

Chapter 7: Description to Inference: A Transition

Chapter 9: Significance of A Difference Between Two Means

Chapter 10: More on the Testing of Hypotheses

The Sociology Writing Group: The Quantitative Research Paper (**Book on Reserve**)

11.21 :Quantitative Quiz

11.30 : Individual Hypothesis Testing

12:2

V. The Social Context of Research

In Babbie:

Chapter 3: The Ethics and Politics of Social Research

In Wysocki:

Chapter 3: Ethics

Harkness: Nuremberg and the Issue of Wartime Experiments on U.S.

Prisoners: The Green Committee.

Milgram: Problems of Ethics in Research.

Hamilton: The Ethics of Conducting Social Science Research on the Internet.

12.5-12.14

PRESENTATIONS IN CLASS AND IN LABS