

SOCIOLOGY 105: RESEARCH DESIGN AND SOCIOLOGICAL METHODS **Fall 2017**

INSTRUCTOR Jill Bakehorn, PhD (Pronouns: she/her or they/them)
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Office: 479 Barrows Hall

Sign-up Office Hours: Mondays 3:00-4:00pm
Sign-up: <http://www.wejoinin.com/sheets/xjanb>
Drop-in Office Hours: Mondays, Wednesdays, and
Fridays 10:05-10:50am

CLASS MEETING Mondays, Wednesdays, and Fridays 9:00-10:00am
104 Barrows

COURSE DESCRIPTION

This course is meant to be an introduction to methods and research design; it is specifically geared toward guiding students in the development of a sociological research project. We will be addressing some of the major concerns and issues related to sociological research including: the goals of sociological research, methodologies, developing a research topic and question, theoretical traditions, literature reviews, ethics, and reporting on research findings.

In this seminar you will begin the transition from being a consumer of sociological research, synthesizing others' work, to a producer of sociological knowledge. This can seem like a particularly intimidating process, so we will break down the steps involved. The small size of the class means that we can spend class time discussing your questions and concerns about the research process. We will treat class time like a workshop for your individual projects. While lecture will be a component of class time, your active participation in the course is required.

You will produce an original research proposal that can be the starting place of your senior or honors thesis or a springboard for graduate school.

COURSE GOALS

By the end of the semester you should be able to:

- ◆ Explain the various goals and missions of sociological research
- ◆ Be conversant in the various methods and their attendant strengths and weaknesses
- ◆ Identify the major ethical issues involved in social research
- ◆ Use theory in research
- ◆ Conduct a literature review
- ◆ Compose a sociological research proposal

REQUIRED TEXTS

Course Reader: Available at Copy Central (2576 Bancroft Way) and on bCourses

ASSIGNMENTS

1) Research Topic/Statement of Interest (5% of final grade)

1 page paper about research topic and purpose of research.

DUE: Wednesday, 9/6

2) Research Question (5% of final grade)

2 page paper detailing your research question or questions.

DUE: Wednesday, 9/27

3) Ethical Issues (5% of final grade)

2 page paper addressing any ethical concerns you might encounter.

DUE: Wednesday, 10/4

4) Theoretical Frame (10% of final grade)

2 page paper discussing possible theories that may offer insight into your project.

DUE: Wednesday, 10/11

5) Literature Review (15% of final grade)

4-6 page paper discussing relevant literature.

DUE: Wednesday, 10/25

6) Methods (15% of final grade)

3-5 page paper detailing what method(s) and research site or case.

DUE: Wednesday, 11/8

7) Final Research Proposal (30% of final grade)

15-20 page research proposal

DUE: Monday, 12/11 at 10pm

COURSE FORMAT AND POLICIES

Readings: Readings should be completed prior to class. You must keep up with the readings to participate in class discussions and complete assignments. Bring your reading materials to every class; you will likely need to refer to them in class discussions. All of your assigned readings are available on bCourses and as a reader from Copy Central on Bancroft.

Participation: This class will incorporate the use of lecture and group discussions. I expect you to be an active participant in the course. I expect you to come to each class meeting having completed the assigned readings for the day, outlined any questions or concerns you have, and ready to discuss. **Participation will constitute 15% of your final grade. Attendance and participation are required.**

If you have a question about the readings, lecture, etc., please post your question to the chatroom or discussion board on bCourses where both your questions and my answers will be visible to other students, rather than e-mailing me. Feel free to answer each other's questions as well.

Missing Class: If you miss a class, do not ask me if you missed anything. Of course you did!--but don't expect me to fill you in. I suggest sharing contact information with a classmate early on in the semester and getting the notes you missed.

Course Slides: I use course slides which often incorporate media. I will post course slides after lecture, not before, but they will only contain the text. Keep in mind that these slides are meant to be a guide during lecture and are therefore not exhaustive or a substitute for attending class.

Course Etiquette: All phones must be silenced and put away during class.

You may not agree with everything we read and discuss, but I expect you to have an open mind and demonstrate your knowledge of the sociological perspective. Debates are expected and welcome in this class, however, I will not tolerate personal attacks.

Laptop Policy: I encourage you to consider taking notes without a computer if you are able.

Email: Clearly indicate to which class you are referring in your emails to me. I endeavor to respond to emails within 24 hours, but this is not always possible; please be patient.

GRADING POLICIES

No **late assignments** will be accepted without prior approval.

Turnitin: All of your assignments will be checked by TurnItIn for plagiarism. Keep in mind, this program keeps a database of previously turned in papers as well.

For assignments turned in via bCourses, your feedback can be found there. Be sure to carefully consider the feedback; it is provided to help you improve.

ACADEMIC DISHONESTY

The University defines academic misconduct as “any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community” (UC Berkeley Code of Student Conduct).

Academic dishonesty includes cheating and plagiarism. Cheating is collaboration with other students on exams or using notes during exams. Plagiarism includes turning in any work that is not your own as well as improper or missing citations of others' works.

As a student of the University of California, you are bound by the Code of Academic Conduct. Any cases of cheating or plagiarism will result in a referral to The Center for Student Conduct and a zero for that assignment.

Plagiarism is most likely to occur because students are unaware of how to cite their sources or because they feel desperate. If you get to this point in your writing, contact me ASAP rather than doing something you'll very likely regret.

OFFICE HOURS

I will be holding **Sign-up** office hours from 3:00pm-4:00pm on Mondays. Sign-up: <http://www.wejoinin.com/sheets/xjanb>

I will be holding **Drop-in** office hours from 10:05am-10:50am on Mondays, Wednesdays, and Fridays—no appointment necessary.

If you are having any difficulties with the material or assignments for the course or if you are having any personal problems that are affecting your ability to complete assignments on time, you should take advantage of office hours early in the semester. I will be much more amenable to granting extensions when I have been made aware of problems early on rather than at the last minute.

Remember that office hours are an important resource if for no other reason than getting to know your instructors could help you in the future when you may need letters of recommendation.

ADDITIONAL SUPPORT SERVICES

Disability Accommodations

If you qualify for any disability accommodations, please let me know early in the semester so you can receive the accommodations to which you are entitled. <http://dsp.berkeley.edu>

Student Learning Center

Provides support for writing, various academic disciplines including social sciences, as well as help for transfer and international students. <http://slc.berkeley.edu>

Sexual Harassment and Violence Support Services

To learn more about these issues, how to support survivors, or how to file a report and receive support services, start here: <http://survivorsupport.berkeley.edu>. Please note that I am **not** a confidential advocate. To speak to a confidential care advocate: <http://sa.berkeley.edu/dean/confidential-care-advocate/>

Course Outline Readings to be **completed** on day listed. Schedule subject to change.

WEEK ONE: INTRODUCTIONS

Wednesday, 8/23 **Introductions**

Friday, 8/25 **The Goals and Mission of Sociology**

Berger, Peter L. 2011. "Sociology as an Individual Pastime." Pp 3-12 in *Readings for Sociology*. Seventh Edition, edited by Massey Garth. New York: W. W. Norton & Company.

Durkheim, Emile. 2011. "What Makes Sociology Different." Pp 19-26 in *Readings for Sociology*. Seventh Edition, edited by Massey Garth. New York: W. W. Norton & Company.

WEEK TWO: INTRODUCING SOCIOLOGICAL RESEARCH

Monday, 8/28 **Before Research: Sociology as a Profession**

Luker, Kristin. 2008. "Chapter 2: What's It All About?" Pp 22-39 in *Salsa Dancing into the Social Sciences: Research in the Age of Info-Glut*. Cambridge, MA: Harvard University Press.

Assignment: Peruse latests program for the American Sociological Association here: <https://convention2.allacademic.com/one/asa/asa17/> What research projects piqued your interest and why?

Wednesday, 8/30 **Basics of Sociological Research: What is Social Research?**

Ragin, Charles C. and Lisa M. Amoroso. 2011. "Chapter 1: What Is (And Is Not) Social Research?" Pp 5-32 in *Constructing Social Research*. Second Edition. Los Angeles, CA: Pine Forge Press.

Friday, 9/1 **Basics of Sociological Research: What are the Goals?**

Adler, Emily Stier and Roger Clark. 2015. "Chapter 1: The Uses of Social Research." Pp 1-18 in *An Invitation to Social Research: How It's Done*. Fifth Edition. Stamford, CT: Cengage Learning.

Suggested reading (Available on bCourses)

Chomsky, Noam. 1967. "The Responsibility of Intellectuals." *The New York Review of Books*. February 23.

WEEKS THREE-FOUR: SOCIOLOGICAL METHODS

Monday, 9/4 **NO CLASS: LABOR DAY**

Wednesday, 9/6 **Survey Research**
****Research Topic Due****

Schuman, Howard. 2002. "Sense and Nonsense about Surveys." *Contexts* 1 (2):40-47.

Best, Joel. 2011. "Telling the Truth About Damned Lies and Statistics." Pp 53-59 in *Readings for Sociology*. Seventh Edition, edited by Massey Garth. New York: W. W. Norton & Company.

Cohn, Nate. 2017. "Affirmative Action is an Example of How Polls Can Mislead." *The New York Times*. August 4.

<https://www.nytimes.com/2017/08/04/upshot/affirmative-action-and-why-polls-on-issues-are-often-misleading.html>

Suggested reading for those interested in Surveys (Available on bCourses):

Adler, Emily Stier and Roger Clark. 2015. "Chapter 9: Questionnaires and Structured Interviews." Pp 203-238 in *An Invitation to Social Research: How It's Done*. Fifth Edition. Stamford, CT: Cengage Learning.

Friday, 9/8 **Existing Data and Content Analysis**

Adler, Emily Stier and Roger Clark. 2015. "Comparing the Context of Immigrant Homicides in Miami: Haitians, Jamaicans, and Mariels." Pp 312-320 in *An Invitation to Social Research: How It's Done*. Fifth Edition. Stamford, CT: Cengage Learning.

Griswold, Wendy. 1981. "American Character and the American Novel: An Expansion of Reflection Theory in the Sociology of Literature." *American Journal of Sociology* 86 (4):740-765.

Suggested reading for those interested in Available Data or Content Analysis (Available on bCourses):

Adler, Emily Stier and Roger Clark. 2015. "Chapter 12: Using Available Data." Pp 309-335 in *An Invitation to Social Research: How It's Done*. Fifth Edition. Stamford, CT: Cengage Learning.

Adler, Emily Stier and Roger Clark. 2015. "Chapter 13: Content Analysis." Pp 337-357 in *An Invitation to Social Research: How It's Done*. Fifth Edition. Stamford, CT: Cengage Learning.

Monday, 9/11 Qualitative Interviews

Weiss, Robert S. 2004. "In Their Own Words: Making the Most of Qualitative Interviews." *Contexts* 3 (4):44-51.

Hoang, Kimberly Kay and Rhacel Salazar Parreñas. 2016. "Accessing the Hardest to Reach Population." *Contexts Blog*. March 19.
<https://contexts.org/blog/accessing-the-hardest-to-reach-populations/>

Suggested reading for those interested in qualitative interviewing (Available on bCourses):

Adler, Emily Stier and Roger Clark. 2015. "Chapter 10: Qualitative Interviewing." Pp 239-275 in *An Invitation to Social Research: How It's Done*. Fifth Edition. Stamford, CT: Cengage Learning.

Wednesday, 9/13 Fieldwork

Adler, Patricia A. and Peter Adler. 2003. "The Promise and Pitfalls of Going into the Field." *Contexts* 2 (2):41-47.
<https://contexts.org/blog/its-about-the-depth-of-your-data/>

Lareau, Annette and Aliya Hamid Rao. 2016. "It's About the Depth of Your Data." *Contexts Blog*. March 19.

Suggested reading for those interested in fieldwork (Available on bCourses):

Adler, Emily Stier and Roger Clark. 2015. "Chapter 11: Observational Techniques." Pp 77-308 in *An Invitation to Social Research: How It's Done*. Fifth Edition. Stamford, CT: Cengage Learning.

Friday, 9/15 Fieldwork (Cont)/Catch-Up

WEEK FIVE: RESEARCH QUESTIONS

Monday, 9/18 Asking a Research Question

Booth, Wayne C et al. 2003. "Chapter Three: From Topics to Questions." Pp 40-55 in *The Craft of Research*. Second Edition. Chicago, IL: The University of Chicago Press.

Wednesday, 9/20 Matching Questions and Methods

Luker, Kristin. 2008. "Chapter 4 : What Is This a Case of, Anyway?" Pp 51-75 in *Salsa Dancing into the Social Sciences: Research in the Age of Info-Glut*. Cambridge, MA: Harvard University Press.

Friday, 9/22 Case Selection/Sampling

Luker, Kristin. 2008. "Chapter 6: On Sampling, Operationalization, and Generalization" Pp 99-128 in *Salsa Dancing into the Social Sciences: Research in the Age of Info-Glut*. Cambridge, MA: Harvard University Press.

WEEK SIX: RESEARCH ETHICS

Monday, 9/25 Ethics and Social Research

Ragin, Charles C. and Lisa M. Amoroso. 2011. "Chapter 4: The Ethics of Social Research." Pp 79-107 in *Constructing Social Research*. Second Edition. Los Angeles, CA: Pine Forge Press.

**Wednesday, 9/27 What is Permissible in the Name of Knowledge?
Research Question(s) Due**

Babbie, Earl. 2004. "Laud Humphreys and Research Ethics." *International Journal of Sociology and Social Policy*. 24 (3-5):12-19.

If unfamiliar with Humphreys's research (Available on bCourses):

Humphreys, Laud. 1970. "Tearoom Trade: Impersonal Sex in Public Places." *Society* 7 (3):10-25.

Friday, 9/29 Who Gets to Speak for Whom?

Lewis-Kraus. Gideon. 2016. "The Trials of Alice Goffman." *The New York Times*. January 12.

If unfamiliar with Goffman's research (Available on bCourses):

Goffman, Alice. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto." *American Sociological Review*. 74 (3):339-357.

WEEK SEVEN: THEORETICAL TRADITIONS

Monday, 10/2 Connecting Theory and Research

Adler, Emily Stier and Roger Clark. 2015. "Chapter 2: Theory and Research." Pp 19-35 in *An Invitation to Social Research: How It's Done*. Fifth Edition. Stamford, CT: Cengage Learning.

**Wednesday, 10/4 Researching Within a Theoretical Tradition
Ethical Issues Paper Due**

Wolf, Diane F. 1996. "Chapter 1: Situating Feminist Dilemmas in Fieldwork." Pp 1-55 in *Feminist Dilemmas in Fieldwork*. Boulder, CO: Westview Press.

Friday, 10/6 Researching Within a Theoretical Tradition

Cho, Sumi et al. 2013. "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis." *Signs* 38 (4):785-810.

WEEK EIGHT: LITERATURE REVIEW

Monday, 10/9 Library Research

Meet at library

Wednesday, 10/11+ What is a Literature Review?
****Theory Paper Due****

Friday, 10/13

Machi, Lawrence A. and Brenda T. McEvoy. 2016. "Introduction: Doing and Producing a Literature Review." Pp 1-15 in *The Literature Review: Six Steps to Success*. Third Edition. Thousand Oaks, CA: Corwin.

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

WEEK NINE: DATA ANALYSIS

Monday, 10/16 What Do I Do with this Data?

Adler, Emily Stier and Roger Clark. 2015. "Chapter 15: Quantitative and Qualitative Data Analysis." Pp **387-392; 420-443** in *An Invitation to Social Research: How It's Done*. Fifth Edition. Stamford, CT: Cengage Learning.

Wednesday, 10/18 Working with Concepts

Becker, Howard S. 1998. "Chapter 4: Concepts." Pp 109-145 in *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago, IL: The University of Chicago Press.

Friday, 10/20 Analysis in Action

Becker, Howard S. 1953. "Becoming a Marijuana User." *American Journal of Sociology*. 59 (3):235-242.

WEEK TEN: DATA AND THEORY

Monday, 10/23 Testing Theories with Data

Sampson, Robert J. and Stephen W. Raudenbush. 2001. "Disorder in Urban Neighborhoods: Does it Lead to Crime?" *National Institute of Justice*.

Wednesday, 10/25 Advancing Theory with Data ****Literature Review Due****

Schilt, Kristen. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." *Gender & Society*. 20 (4):465-490).

Friday, 10/27 Catch-Up/Review

WEEK ELEVEN: REPORTING ON YOUR RESEARCH/WRITING

Monday, 10/30 Academic Persona and Authority

Becker, Howard S. 1986. "Chapter Two: Persona and Authority." Pp 26-42 in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago, IL: The University of Chicago Press.

Becker, Howard S. 2007. "Chapter Ten: A Final Word." Pp 173-183 in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago, IL: The University of Chicago Press.

Wednesday, 11/1 Academic Writing

Fine, Gary Alan. 1988. "Ten Ten Commandments of Writing." *The American Sociologist*. 19 (2):152-157).

Pinker, Steven. 2014. "Why Academics Stink at Writing." *The Chronicle of Higher Education*. September 26.

Friday, 11/3 When the Press Report on Social Science Research (and get it wrong)

Greenwald, Glen. 2017. "Scholars Say Mothers Jones Distorted Their Research for Anti-Homeless Article." *The Intercept*. August 1.

<https://theintercept.com/2017/08/01/scholars-say-mother-jones-distorted-their-research-for-anti-homeless-article/>

WEEK TWELVE: REFLEXIVITY AND POSITIONALITY

Monday, 11/6 The Politics of Representation

Lal, Jayati. 1996. "Situating Locations: The Politics of Self, Identity, and "Other" in Living and Writing the Text." Pp 185-214 in *Feminist Dilemmas in Fieldwork*, edited by Diane F. Wolf. Boulder, CO: Westview Press.

Wednesday, 11/8 When Our Subjects Read What We Write ****Methods/Case Paper Due****

Glazier, Stephen D. 1993. "Responding to the Anthropologist: When the Spiritual Baptists of Trinidad Read What I Write About Them." Pp 37-48 in *When They Read What We Write: The Politics of Ethnography*, edited by Caroline B. Brettell. Westport, CT: Bergin & Garvey.

Greenberg, Ofra. 1993. "When They Read What the Papers Say We Wrote." Pp 107-118 in *When They Read What We Write: The Politics of Ethnography*, edited by Caroline B. Brettell. Westport, CT: Bergin & Garvey.

Friday, 11/10 NO CLASS: VETERANS DAY

WEEKS THIRTEEN-FIFTEEN: INDIVIDUAL MEETINGS

You must sign up to meet with me one-on-one to discuss your research proposal during class time.

Monday, 11/13-Monday, 11/19

Wednesday, 11/22-Friday, 11/24 THANKSGIVING HOLIDAY

Monday, 11/27-Friday, 12/1

WEEK SIXTEEN: READING, REVIEW, RECITATION WEEK

Monday, 12/4- Friday, 12/8

FINAL PAPER DUE: Monday, 12/11 at 10pm