

Soc 5 – Evaluation of Evidence
University of California, Berkeley
Tuesdays and Thursdays, 11am-12:30pm
Online: Live Synchronous Classes

Instructor: Edwin Lin, Fall 2020

Email: edklin@berkeley.edu

Office Hours: Tuesdays and Thursdays, 1-3pm via Zoom

Zoom OH, Sign-Up @ <http://www.wejoinin.com/sheets/icwie>

Zoom OH Link: <https://berkeley.zoom.us/j/99441395960>

Discussion Section #	Instructor	Instructor Email	Date and Time
101	Thomas Gepts	tgepts@berkeley.edu	Tu/Th 8-9am
102	Thomas Gepts	tgepts@berkeley.edu	Tu/Th 9-10am
103	Reuben Perez	reubemp@berkeley.edu	M/W 8-9am
104	Reuben Perez	reubemp@berkeley.edu	M/W 9-10am
105	Jesus Camacho	jmcamach@berkeley.edu	Tu/Th 2-3pm
106	Jesus Camacho	jmcamach@berkeley.edu	Tu/Th 3-4pm
107	Luis Tenorio	luistenorio@berkeley.edu	M/W 8-9am
108	Luis Tenorio	luistenorio@berkeley.edu	M/W 9-10am
109	Allison Brooke	allisonbrooke@berkeley.edu	M/W 10-11am
110	Allison Brooke	allisonbrooke@berkeley.edu	M/W 11am-12pm
111	Meghna Mukherjee	meghna_mukherjee@berkeley.edu	M/W 3-4pm
112	Meghna Mukherjee	meghna_mukherjee@berkeley.edu	M/W 2-3pm

***NOTE:** First section meets on Wednesday, September 2.

Overview of Course Content:

People today are barraged by information - a torrent of facts, opinions, and analyses that appear in social media, the news, podcasts, on TV, etc. The pressure to make sense of that information has never been greater. This course will introduce you to the major types of data that sociologists use. Our overall goal is to make students better consumers of social science research found in academia, the media, and the government. This course will give you an overview of the tools used by social scientists and a sense of what distinguishes good research from bad. By the end of the semester, you will be able to assess the soundness of research by evaluating research designs and data-collection strategies in light of research questions and theory.

Explicitly, the goals of this course are: 1) to practice some basic sociological methods that collect and analyze data about social phenomena, and 2) to critically read social research and effectively evaluate its contexts, data, methods and claims.

About This Syllabus:

This syllabus is essentially a contract between you (the student) and me (the instructor). Many policies are listed in the syllabus that may not be relevant to you now, but may come up as the semester goes along. Please keep this handy and refer to it for detailed information about the course, such as grading, email, office hours, late assignments, DSP, extensions, etc.

Email Policy:

I am usually very good about answering emails, but please leave at least 2 days for me to get to you, especially over the weekend (I may not get to you until Monday/Tuesday). Also, please keep emails to questions that are relatively easy to answer, such as questions about logistics, instructions, office hours, etc. **For questions about class content or your papers, please talk to me before/after class or by appointment in office hours.**

During busy weeks, I get upwards of *50 emails a day* from students. As a result, sometimes I will only be able to provide short, curt answers. I apologize if it comes across as rude or uncaring, but it is simply due to the volume of responses I have to get through in a reasonable time frame.

I also reserve the right to simply respond to your email with “see syllabus” if the information is covered in this syllabus.

Office Hours:

Feel free to come into office hours for anything, course or life related! Please sign up at the link at the top of the syllabus if you know in advance that you’d like to come in. If you do not sign up, you are still welcome to drop in, but I do sometimes step out of the office/Zoom call when there is no appointment to run a quick errand.

If office hours are full or you cannot make the times, you may email me to set up another time. If you have a very short question, you can try to drop by and sneak in before/after a student for a quick question (as not every student will use the entire 15 minutes they signed up for)—but be prepared to wait patiently as well.

Grade Breakdown:

Discussion Section Grade	15%
2 Quizzes (5% each)	10% Total
4 Research Projects:	55% Total
Research Question	10%
Quantitative Existing Data	15%
Survey Design	15%
In-Depth Interview/Ethnography	15%
Summative Final Exam	20%

*****If English is not your first language**, or you have trouble writing in English, there are resources on campus to help in writing your papers. I have posted some such resources on bCourses under “Files” and “Writing Resources.” You can also check out the Student Learning Center (SLC) at their website <http://slc.berkeley.edu> for more information.

Structure of Our Online Class

Our remote learning class will be held synchronously (or at the same time). This means that you are expected to be able to attend all live class sessions that will be held on Zoom at the designated class times. All Zoom lectures will be recorded and posted as soon as possible on our bCourses website.

You are responsible for all materials discussed in our synchronous times together, as well as any announcements made or questions answered. Although official lecture attendance is not taken, you will be tested on this material throughout the semester. I will also do my best to make these times manageable, interesting, and engaging!

Discussion Sections

Sections provide you with opportunities to ask questions about the readings or lectures and actively engage the material, which is hard to do in a large lecture. Sections are led by Graduate Student Instructors (GSIs). Your GSI will be grading all your work, so any questions regarding assignments and course content should probably start there; I also give my GSIs a lot of freedom in interpreting assignments and applying course concepts.

Your discussion grade (15%) will be determined by your GSI. It will be based on whatever the GSI decides, most likely including elements like attendance, participation, homework, and/or classwork. Please see the GSI's syllabus for more information.

Quizzes

You will be given 2 quizzes during the semester for major topic areas of the course. They will be announced beforehand, taken online, and have a time limit. These quizzes will essentially be synchronous and live, meaning that you will have to make sure you are free around class time and have an environment where you can focus to take the quiz.

These quizzes are not meant to be arbitrarily difficult, but instead, have the goal of checking for your understanding of important course concepts. They are also meant to be low-stakes quizzes, which is why they are only worth 5% of your grade each and will be graded in a low-stakes fashion. I will design these quizzes in conjunction with your GSIs.

Four Research Projects

You will be completing four research projects on a simple research question of your choosing. The first project will just be defining and coming up with your research question. You will work with your GSI in section to come up with a valid and good research question. This is meant to be a methodological exercise, so the research question does not need to have incredible depth or complexity. Additionally, because of lack of time, you will not be doing any theory or literature review reading on this research question. As a result, we might suggest for you to choose a research question that is 1) based on something you already know a bit about (e.g. based on a previous course you took) and 2) something that you are genuinely interested in. Having both of these components to your research question will make these research assignments both manageable and exciting.

One potentially simple way of thinking of your research question is considering two variables you are interested in. For example, you could ask: How does race affect political engagement/voting? We will discuss this in more detail in the first couple weeks as well as in your discussion section.

You will be designing three different methodological research projects to learn about your simple research question. Part of the methodological challenge and practice of these assignments is to consider gathering data on the same research question three different ways.

Quantitative Existing Data

You will be using a combination of Excel and a website (<https://gssdataexplorer.norc.org/>) that allows you to manipulate and analyze data from the GSS (General Social Survey). Much of the details of using this website will be taught in discussion

section—but ultimately it is your responsibility to keep up and make sure you know how to use the site and access GSS data. You will need to sign up for an account to use the necessary functions for this assignment. Using this tool, you will do the following:

- Looking through the “search variables” tool, identify and choose two variables that represent measures you are interested in for gathering data on your research question. One of these variables should be independent and the other should be dependent.
- Using GSS data for the most recent year that has both of your chosen variables, create two tables, one for each variable, showing the actual distribution of observations, the central tendency, and the dispersion.
- Create one table (cross tab) that shows the bivariate association between the two variables you chose.
- Each table should be clearly labeled and should allow your reader to clearly understand what the data means.

After creating these three tables, write a 2-3 page report that discusses the following:

- Explain the rationale behind choosing your two variables and how the data will help you understand your research question.
- Describe the nature of the two variables you chose. What kind of variables are they and what is the level of measurement used to quantify the variables?
- Describe the central tendency of both variables. Use appropriate measures and also discuss what it means.
- Describe the association between the two variables. What does the data show about this relationship?
- In the end, what conclusions, if any, can you draw from the data you gathered as it pertains to your research question? What would you do next if you were to gather more survey data from the GSS to continue exploring your research question? Explain this in some detail.

Survey Design

You will design a questionnaire that might be used in a survey to gather data about your research question (you will not be required to actually administer the survey). The survey should try to capture multiple dimensions of your key variables—even simple variables can have depth, color, and dimension. Your questionnaire should also effectively use different types of survey questions to get different degrees of measurements of your key variables.

The paper you submit should be 3-4 pages long. The first page should be the questionnaire laid out in the format you would use if you were actually conducting the survey. Make sure that the format will be easy to read and will not be difficult for respondents to answer. Be sure to provide appropriate spaces for respondents to check or write-in their answers.

Questions should follow all the guidelines discussed in class and you will be graded based on the effective utilization of course content. For example, valuable use of different question types, effective and clear wording, questions and answers avoiding potential bias, etc.

In the following 2-3 pages, discuss these issues:

- The rationale for using a close-ended or open-ended questions
- The operationalization and measurement of your key variables

- The wording of your questions in order to avoid common problems discussed in lecture/readings. Also, give a couple examples of some alternative wordings that you rejected and why.
- Explain why you asked the questions in this order. Did this ordering allow you to avoid some sort of bias? Help increase engagement?
- Put it all together for us. State one hypothesis that you could test by analyzing the data the you would collect with this survey. Refer to specific variables and the concepts that they are designed to capture.

In-Depth Interview OR Ethnography

For your third and final research project, you can choose between either in-depth interviewing or ethnography. You will need to have a methodological explanation for why you chose one over the other, especially in relation to your research question and/or your key variables.

If you decide to do an in-depth interview, you will start with writing an in-depth interview guide. This guide will be approximately one page and consist of the main questions that you will ask during your interview. You will format this interview guide in the form that you will bring with you on your interview. Questions need to follow guidelines discussed in lectures/readings. Include relevant probes as well to show the purpose of some of your important questions. Importantly, questions should also seek out the subjective experience of your respondent, rather than only their opinion of the variables of interest. You will be graded on how well you apply and integrate course content into your interview guide.

Once you have written your interview guide, go out and conduct one 30-minute interview! Before finding a person to interview, you should have some basic idea of what your sampling plan would be. In other words, who would you interview if you were to use this method to gather data on your research question? This person must be someone who you do not know and you should find them using a basic sampling method discussed in class. Record the interview, and then transcribe the results. You will include the transcription (5-10 pages) in the paper you submit.

After conducting and transcribing the interview, you will submit a 3-5 page paper that discusses the following:

- Why did you choose to use in-depth interviewing to gather data on your research question/key variables?
- Which questions do you believe are the most important ones? How do they help you measure your key variables in your research question?
- How does the wording of your key questions target the respondent's subjective experience and memory recall rather than ask for their opinion or a creative answer?
- Why did you order the questions the way you did? How does the order encourage deeper and more personal answers?
- If you were to continue to gather more interviews, what sampling plan would you employ? Why would this sampling plan help you get good data to answer your research question? How did you get the one interview that you did do?
- What questions did well and what questions did poorly in your interview? What would you do differently if you had to do another interview? Provide some critical analysis of your own interview.

If you decide to do an ethnography, you will start with considering what location or event would be an ideal place to conduct ethnography to gather more data on your research question and the key variables. You will need to methodologically explain how and why you chose this field site. You will also need to do some research on multiple potential sites and then defend how you made your final decision. It should be a relatively neutral field site, meaning you cannot do a location that you are already familiar with.

Once you have chosen a location, in your field notes, write a few key variables and interactions that you want to pay attention to. In a sense, write out some hypotheses of things that you predict you might observe as a way to prepare for your ethnography. Then, you will need to designate at least an hour to go to the field site and conduct your ethnography.

While on site, take copious and specific notes on interactions and experiences that you observe as well as respond to some of the hypotheses that you wrote beforehand. Apply guidelines and instructions on ethnography from the course to your hour-long endeavor. Potentially put yourself in situations where you can also engage and gather rich data (or even engage in conversation with people if that helps your research). As the hour passes, you should be noting more specifics and key themes that develop. These specifics and themes should be related to your research question and key variables.

After conducting your ethnography, type up all your field notes. Include some reflection comments in the margins of your field notes that you add-in after your fieldwork—these reflection comments should help connect your field notes to larger themes or what was interesting and important about what you noted. You will submit these typed-up notes and reflection comments (5-10 pages) at the end of your paper.

After transcribing your field notes and in-margin reflections of your ethnography, write a 3-5 page paper that discusses the following:

- Why did you choose to use ethnography to gather data on your research question/key variables?
- How did you choose your specific field site? What research did you do before choosing it? And why did you choose it?
- Before conducting your fieldwork, what did you choose to pay attention to and why? How do paying attention to these hypotheses help you gather data on your research question and key variables?
- What cultural aspects did you notice that may normally be taken-for-granted, but seemed significant during your ethnography? How would this help you understand your research question more deeply?
- Give one example of a key experience or interaction that you think could be rich or meaningful data to help you understand your research question/key variables. Describe the interaction (you may refer to your typed-up field notes) and explain its importance.
- If you were to go back to continue doing ethnography at your field site, what would you pay attention to next? What could you change about your fieldwork that would get you richer data? Would you engage more or less with subjects at the field site? Why?

Readings

All readings will be posted on bCourses. We also have a number of readings from the textbook: Deborah Carr, et al. 2018. *The Art and Science of Social Research*. New York: W.W. Norton. ISBN 9780393911589. If you would like to purchase it from independent outlets, you may do so—but it is not necessary for completion of the course. All the readings from the

textbook are available on bCourses and I sometimes use other textbook chapters for certain topics.

Final Exam

The final exam will be a summative assessment that looks at putting to use all the information you've learned throughout the semester. It will be a take-home final, which means there is no time pressure. I will write the final in conjunction with your GSI to ensure covering important topics from both lecture and section and to ensure fairness of evaluation. More details to follow as we get closer to the end of the semester.

Grading Scale for the Class:

A+ (98-100)

A (93-97)

A- (90-92)

B+ (88-89)

B (83-87)

B- (80-82)

C+ (78-79)

C (73-77)

C- (70-72)

D+ (68-69)

D (63-67)

D- (60-62)

F (everything below 60)

Course Policies

LATE ASSIGNMENTS ARE NOT ACCEPTED! The only exception is for approved DSP accommodations and documented extreme emergencies (e.g. hospitalization, death in the family). All assignments will all be “handed out” and completed through the bCourses website. There is a one-hour grace period where you can still submit your assignment even though it will be considered late. Late assignments, even assignments just a couple minutes late, are penalized up to a full grade (e.g. up to a 10% deduction). If you miss this grace period, you will be unable to get credit for your assignment and you will be given a 0 on it. Please be sure to turn things in on time and before the stated due date and time.

*NOTE: The reason I have a strict policy on late assignments is because I am concerned about unknowingly participating in a system that privileges certain racial, cultural, socioeconomic, family background influences that may account for one student asking for an extension while others keep silent about their circumstances. In a rather sizeable class, I feel it is important to have a strict “no late assignments” policy.

- PLEASE submit your assignments early! Do not wait for the last minute, especially given the late assignment policy for the class, so please save us all some stress and extra work and submit things *at least an hour in advance of the due date and time.*
- On bCourses, you can submit assignments early and re-submit them (to override the submission) at a later date. They will not be graded until the due date passes. So submit assignments early to avoid last minute technological errors so that you at least get some credit in case of emergency.
- **Back-up your work!** Stolen laptops, broken laptops, etc. are a real risk of the technological era. If you encounter such a problem, ***no extension will be given.*** It is therefore your responsibility to back up your work so that you can still turn in the assignment in case a technologically related tragedy occurs.
- **If you encounter an error in submission,** please take a screenshot of the error that includes the date and time of the error (your computer’s date/time clock is good enough) and email your assignment with the screenshot attached to your GSI. In order for your assignment to be accepted as on time, **your GSI must receive this email before the submission due date.**
- It is your responsibility to make sure you submitted the correct assignment and that the assignment was fully submitted, so **please after submitting your assignment, check to be sure that the correct document was successfully uploaded onto bCourses.** If you submit the wrong assignment or if it was unsuccessfully uploaded, we have no choice but to give you a 0 on the assignment.

This is the course wide policy, but your GSI is able to make exceptions as she/he sees fit.

Disabled Students’ Program (DSP)

If you are part of the Disabled Students’ Program (DSP) and require special accommodations, please try to make arrangements at least a week in advance—this will guarantee you access to your accommodations. If you do make arrangements last minute, we will try our best to still accommodate, but try to ask in advance, even if it’s just in case.

To ask for an extension or accommodation using your DSP letter, you must first be sure that your DSP letter allows for the accommodation you are requesting. Then, **send an email with your DSP letter attached to your GSI**—if you are asking for an extension, please also **suggest a reasonable due date** (allowed by your letter) of when to turn in your assignment. Extensions will be handled directly through your GSI and it will be up to them to approve and to agree on a new due date.

Grading Philosophy:

I believe that the grade you get is the grade *you earn*. I also believe that your final grade in the course should reflect an accurate assessment of the entire body of work you submit for the class. If something unexpected or tragic occurs with one assignment (e.g. you do much worse on an assignment due to personal circumstances, you were unable to turn it in on time and received a 0, etc.), I will still evaluate the rest of your coursework to see what grade you deserve for the entire course—in other words, focus on the other assignments and show you deserve an A in the course in spite of one major slip-up. You will never receive a grade **lower** than what you earned by sheer point calculation, but you may receive a grade **higher** if your work proves it (e.g. improvement, exceptional final exam, etc.).

I review every grade submitted at the end of the course and will handle things like borderline grades, rounding, etc. based on the performance of your work as a whole. I even (sometimes) re-read your already graded work to see if you should be bumped up from a B+ to an A- if you are on the borderline. These are done for **every** student, regardless of whether you email me or not (to ensure a fair playing field for all my students), so there is no need to “advocate” for yourself—just focus on the work and prove you deserve (i.e. earn) the grade you are hoping for.

Because we have GSIs in this class, all of this will be done in conjunction with your GSIs.

Re-grade Policy:

If you want a re-grade, please follow the following steps. You have two weeks after receiving your grade to initiate the beginning of this process. I do not do re-grades after this two-week cut-off (to avoid people asking for re-grades at the end of the semester because their grades are borderline).

1. Meet with the GSI (remotely) to discuss why you got the grade you got.
2. Write a cover letter to the GSI and to me that explains how you understand his/her perspective and why you still have an issue with the grade (what you thought was mis-graded). I realize that you hopefully also discussed this in your conversation, but we would like to have something written down for clarity and reference.
3. Your GSI or I will re-grade your work (the entire thing) and whatever grade you get becomes the final grade (either higher or lower). Whether your GSI re-grades it or I do depends on whether your reader believes there is something that could be adjusted or not.
4. If your GSI re-grades the assignment and you are still unsatisfied, you may refer the issue to me. I should warn you that in general (on average from what I have seen), I might be a tougher grader than the GSI. Whatever grade I end up giving is the final say on the matter.

Keep in mind, your GSI grades **many** assignments. They probably have a sense for how your assignment compares to other people in the class. But grading many assignments could also

allow for mistakes, so while that is possible, please have **sober judgment** over your own work and really consider the grader's perspective. Regardless of how much time or effort you put into the assignment, if it simply did not meet the requirements or if you did not adequately communicate what was in your head, you may still have gotten a lower grade (keep in mind, your GSI has no idea how much time you spent on the assignment and isn't evaluating effort, but the expectation of the assignment based on a rubric or answer key).

Reading List and Semester Schedule

Assignments that are “handed out” means they will be explained in class and available on bCourses. Please complete readings before class on the day listed below.

Tips About the Readings:

Overall, read for understanding, overarching meanings, and the big picture. Do not worry too much about specifics—you can always go back and look at key parts of the reading to apply to your assignments. If you can write 3-5 sentences to summarize the main points of the readings, you are doing great.

Skim aggressively—learn when to slow down and focus and when to speed up and even skip! I **DO NOT expect you to read every word of every reading**, nor should you, as this is actually a bad reading habit to develop (for academic, course reading). On bCourses, many readings come along with a short video to give you tips on how to read the assigned reading—use these tips to work smarter and make the readings more manageable.

I would MUCH prefer that you spent even just 10 minutes on every reading on the syllabus rather than giving up and reading only 10% of the readings here. Ideally, you should be able to do a good skim on each day’s reading in about 30 minutes—a closer read may take closer to 60 minutes.

Week 0

1. Thursday, August 27

Introduction

- Mills, C. Wright. 2000. “Chapter One: The Promise,” *The Sociological Imagination*. 4th Anniversary Edition. Oxford: Oxford University Press, pp. 3-11.

Week 1

2. Tuesday, September 1

Sociology and Social Science

- 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.

HANDOUT: Research Question Assignment via bCourses Due Tuesday, September 22

3. Thursday, September 3

Variables and Research Questions

- 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.

Week 2

4. Tuesday, September 8

Theories and Paradigms

- Collins, Harry, and Trevor Pinch. 1993. The sex life of the whiptail lizard. Chapter 6 in *The Golem: What Everyone Should Know about Science*. Cambridge: Cambridge University Press.

5. Thursday, September 10

Theories and Hypotheses

- Carr, Deborah. 2017. *The Art and Science of Social Research*. "Chapter 2. Research foundations: Linking sociological theory to research," p. 32-40, 45-56.

Week 3

6. Tuesday, September 15

Testing Hypotheses: Deductive Research

- Arthur L. Stinchcombe. 1968. Fundamental forms of scientific inference. Chapter 2 in *Constructing Social Theories*, pp. 15-28. Chicago: University of Chicago Press.

7. Thursday, September 17

Inductive vs. Deductive Research

- Devah Pager. 2003. The mark of a criminal record. *American Journal of Sociology*, 108 (5): 937-975. (<http://www.jstor.org/stable/10.1086/374403>)

Week 4

8. Tuesday, September 22

Analyzing Quantitative Data

- Carr, Deborah. 2017. *The Art and Science of Social Research*. "Chapter 14. Univariate and bivariate analysis of quantitative data."

*****Research Question Assignment Due TODAY*****

HANDOUT: Quantitative Existing Data Project via bCourses Due Tuesday, October 13

9. Thursday, September 24

Hypothesis Testing With Quantitative Data

- Carr, Deborah. 2017. *The Art and Science of Social Research*. "Chapter 15. Multivariate and advanced quantitative methods."

Week 5

10. Tuesday, September 29

Conceptualization and Operationalization

- Carr, Deborah. 2017. *The Art and Science of Social Research*. "Chapter 4. From concepts to models: Hypotheses, operationalization, and measurement."

11. Thursday, October 1

*****Application and Review Day + Quiz 1*****

- Do some asynchronous application and review on your own before taking the quiz
- Quiz must be taken between 10am and 2pm

Week 6

12. Tuesday, October 6

Measurement: Validity and Reliability

- Carr, Deborah. 2017. *The Art and Science of Social Research*. "Chapter 5. Evaluating research: Reliability and validity."

13. Thursday, October 8

Sampling

- King, Gary, Robert O. Keohane, and Sidney Verba. 1994. Excerpt “Intentional Selection of Observations” pp. 139-49 and “Increasing the Number of Observations” pp. 208-217 in *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.
- Nancy Reichman, Julien Teitler, Irwin Garfinkel, and Sara McLanahan. 2001. Fragile families: Sample and design. *Children and Youth Services Review*, 23 (4-5): 303-326.

Week 7

14. Tuesday, October 13

Surveys (I)

- Carr, Deborah. 2017. *The Art and Science of Social Research*. “Chapter 7. Survey research.”
- Howard Schuman. 2002. Sense and nonsense about surveys. *Contexts*, 1 (2): 40-47.
(<http://www.jstor.org/stable/41800720>)

*****Quantitative Existing Data Project Due TODAY*****

HANDOUT: Survey Design Project via bCourses Due Thursday, November 5

15. Thursday, October 15

Surveys (II)

- Daniel Schneider and Kirsten Harknett. 2019. Schedule instability and unpredictability: Worker and family health and wellbeing. *American Sociological Review*.

Week 8

16. Tuesday, October 20

Ethics

- Adler, Emily Stier and Roger Clark. 2011. “Chapter 3: Ethics and Social Research” Pp 39-70 in *An Invitation to Social Research: How It's Done*. Fourth Edition. Belmont, CA: Wadsworth Cengage Learning.
- The Milgram Obedience Experiment:
<https://www.youtube.com/watch?v=fCVII-4GZQ>
- The Stanford Prison Experiment:
<https://www.youtube.com/watch?v=eL9vLJoK4T8>

17. Thursday, October 22

Experiments (I)

- Carr, Deborah. 2017. *The Art and Science of Social Research*. “Reading: Textbook. Chapter 8. Experimental research.”

Week 9

18. Tuesday, October 27

Experiments (II)

- Robb Willer, Christabel Rogalin, Bridget Conlon, and Michael T. Wojnowicz. 2013. Overdoing gender: A test of the masculine overcompensation thesis. *American Journal of Sociology*, 118 (4): 980-1022. (<http://www.jstor.org/stable/10.1086/668417>)

19. Thursday, October 29

Natural Experiments

- Thad Dunning. 2012. Natural Experiments in the Social Sciences: A Design-Based Approach, Chapter 1 (Introduction), pp. 1-18. New York: Cambridge University Press.

Week 10

20. Tuesday, November 3

ELECTION DAY – VOTE!!!

- Spend some time reading about voting issues you care about! I'll send out some resources closer to the date.

21. Thursday, November 5

In-Depth Interviewing (I)

- Lareau, Annette and Aliya Hamid Rao. 2016. "It's about the depth of your data," *Research Collection School of Social Sciences*. Paper 2555.
- Robert S. Weiss. 2004. In their own words: Making the most of qualitative interviews. *Contexts*, 3 (4): 44-51. (<http://www.jstor.org/stable/41800855>)

*****Survey Design Project Due TODAY*****

HANDOUT: In-Depth Interviewing/Direct Observation Project Due Tuesday, December 1

Week 11

22. Tuesday, November 10

Direct Observation (and Ethnography) (I)

- Patricia Adler and Peter Adler. 2003. The promise and pitfalls of going into the field. *Contexts*, 2 (2): 41-47. (<http://www.jstor.org/stable/41800774>)

23. Thursday, November 12

In-Depth Interviewing / Direct Observation (II)

- Hochschild, Arlie. 2012 [1989]. *The Second Shift: Working Families and the Revolution at Home*. Penguin. Ch. 1, 2, and 4.

Week 12

24. Tuesday, November 17

Analyzing Qualitative Data

- Ian Dey. 1999. Introduction. Chapter 1 in *Grounding Grounded Theory: Guidelines for Qualitative Inquiry*, pp. 1-12. New York: Academic Press.

25. Thursday, November 19

Using Existing Data

- Alder, Emily Stier and Roger Clark. 2015. "Chapter 12: Using Available Data," and "Chapter 13: Content Analysis," pp. 309-357 in *An Invitation to Social Research: How It's Done*. Fourth Edition. Stamford, CT: Cengage Learning.

Week 13

26. Tuesday, November 24

*****Application and Review Day + Quiz 2*****

- Do some asynchronous application and review on your own before taking the quiz
- Quiz must be taken between 10am and 2pm

27. Thursday, November 26

THANKSGIVING – NO CLASS

Week 14

28. Tuesday, December 1

Putting It All Together / Comparing Methods

*****In-Depth Interviewing/Direct Observation Project Due TODAY*****

29. Thursday, December 3

Official Take-Home Final Review

HANDOUT: Take-Home Final Exam Due Friday, December 18