

Mondays 4-6pm

Zoom <https://berkeley.zoom.us/j/94081326998?pwd=NmkzNERqaVBLsXlhdlD6UWJ5WW1wUT09>

Zoom through bcourses:

<https://berkeley.zoom.us/j/95542288034?pwd=UFRmQ0hKcU9PVGtLbXNTMm9KMVg2UT09>

Office Hours <https://www.wejoinin.com/sheets/qplrq>; zoom link at top of wejoinin sheet

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Who should take this course, and why?

This seminar will guide you through the process of writing an empirical paper that can be submitted to a sociology journal, either a general journal like *AJS*, *ASR*, or *Social Forces*, or a specialty journal like *Administrative Science Quarterly*, *Demography*, *Gender and Society*, or *Social Networks*. It is intended for students working on their MA papers (sociology) or second-year papers (Haas), as well as students working on another article-sized empirical project, such as a portion of their dissertation. **All students must have some data in hand, ready to analyze (or analysis already underway)**, even if they do not have **all** the data they plan to analyze.

Everyone who attends the seminar must enroll. I will not accept auditors because this course requires active participation. To really improve your paper or dissertation piece, you have to complete all the assignments and apply what you've learned from them to your research. You won't benefit much from simply reading the assignments and participating in class discussions because the knowledge transmitted in this course is tacit – it cannot be fully articulated. In other words, you learn how to write empirical papers only by **writing** them, not reading them or talking about writing them.

Course objectives

Throughout the semester, you will answer a series of questions about your research that are essential for writing an empirical paper that could be submitted to a journal:

- 1) What is your phenomenon of interest, what question are you asking about it, and why would other scholars care about it?
- 2) What have other scholars said about this phenomenon? (The goal is to derive at least one different argument/prediction from the literature, in order to generate theoretical tension and confront skeptics who have arguments that are different from your own.)
- 3) How and why did you gather your data (specifically, how did you sample that phenomenon's population), and how does your sampling plan relate to the literature? (Did you follow standard procedures or do something different. If different, how is your sampling plan better than what other authors have used?)

- 4) How and why did you measure/operationalize theoretical constructs, and how do those measures relate to the literature? (Are they the same as other authors have used or different? If different, how are they better than what other authors have used?)
- 5) How and why did you analyze the data, and how do your analytical methods relate to the literature? (Did you follow established procedures or do something different than others have done? If different, how are your methods better than the those used by other authors?)
- 6) What pattern did you observe in the data? What are the most (theoretically or substantively) interesting empirical facts you discovered?
- 7) What contribution does your paper make to (a) our base of empirical evidence about the phenomenon and (b) theories that explain the phenomenon? In other words, **what's the news?** Do your findings support the extant literature, oppose it, or add nuance to it; e.g., by establishing scope conditions or contingencies?

Over the course of the semester, you will also learn (a) the structure of the typical empirical sociology article and (b) how the journal review process works.

Special Pedagogical Techniques to Manage Remote Learning.

- I recognize that it's more difficult to learn remotely, so I have reduced the required readings each week, removing one item (article or section from a book). This will give us a chance to compensate for the informational "thinness" of zoom meetings with more in-depth discussions of each reading.
- I reduced the number of short weekly assignments from 9 to 7.
- I have invited a few guest speakers to attend the seminar during the last half-hour. They will briefly discuss how they handled that session's topic (e.g., reviewing the literature, sampling) in their own work. These guest cameos are intended to be very interactive, so come prepared to ask questions on the fly.
- We are holding class on Presidents' Day (15 Feb.) because if we don't, the class will have only 12 sessions – it's a quirk of the calendar that Monday classes during spring semester have fewer timeslots.

Assignments and evaluation

The almost-weekly short writing assignments are designed to help you improve your research by taking you through the process of writing an empirical paper. These assignments are listed on the schedule of classes and detailed in the table at the end of the syllabus. They are designed to be cumulative. Please email me a hard copy before the start of each class. Page limits assume double-spaced text, 12-point fonts, and 1" margins; the page limits include the body of the text and reference lists, but not any tables or figures. Include all references.

The final paper for the course – the culmination of your efforts over the semester – is due two weeks after our last class meeting – on **Mon. 10 May by 4pm**. Email the paper to me at haveman@berkeley.edu as an Adobe pdf file. Label it “Firstname_Lastname.pdf” (e.g., Haveman_Heather.pdf). I will return your papers with comments.

All assignments except the final paper will be graded on a great/satisfactory/unsatisfactory basis (check plus, check, check minus); the final paper will be graded on a letter scale.

Your grade for the course will be based on my overall assessment of short assignments 1-8 (20%), the quality (more than sheer quantity) of your participation in class discussions, including with guest speakers (15%), and your final paper (65%).

Readings

Required book

Williams, Joseph M. 1990. *Style: Toward Clarity and Grace*. Chicago: University of Chicago Press. (Do NOT buy this undergraduate textbook: Williams and Bizup. *Style: Lessons in Clarity and Grace*. Pearson.)

Recommended books

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press. (*I highly recommend this book. It's a clear, logical guide to designing research, and the lessons it teaches apply equally well to qualitative and quantitative research.*)

Miller, Jane E. 2004. *The Chicago Guide to Writing about Numbers: The Effective Presentation of Quantitative Information*. Chicago: University of Chicago Press. (*better for those who do mostly qualitative research*)

Miller, Jane E. 2005. *The Chicago Guide to Writing about Multivariate Analyses*. Chicago: University of Chicago Press. (*better for those who do mostly quantitative research*)

All of these books should be easy to find second-hand, either at Moe's on Telegraph or through www.abebooks.com.

We will also read several articles and chapters from other books that provide important advice on how to design and write research papers, as well as some examples of excellent research. Links to all articles through the UC Berkeley library are given in the schedule of classes. All book chapters are on the bcourses page.

Class 1: 25 Jan. Introduction

- ◆ What are the goals of the course? How will we achieve them?
- ◆ Who should (and who should not) take the course?

Class 2: 1 Feb. Your research topic

- ◆ What are you interested in explaining (your outcome/phenomenon of interest)?
- ◆ What is your research question?
- ◆ What is the phenomenon you are studying a case of? To what larger, more general class of phenomena does it belong?
- ◆ Why is it interesting ... to other scholars?

Readings

*Examples of describing and justifying cases (read **only** the introductions):*

Guthrie, Douglas. 1997. Between markets and politics: Organizational responses to reform in China. *American Journal of Sociology*, 102 (5): 1258–1303.

(<http://www.jstor.org/stable/10.1086/231084>)

Penner, Andrew M. 2008. Gender differences in extreme mathematical achievement: An international perspective on biological and social factors. *American Journal of Sociology*, 114 (S1): S138-S170. (<http://www.jstor.org/stable/10.1086/589252>)

Fox, Cybelle. 2010. Three worlds of relief: Race, immigration, and public and private social welfare spending in American cities, 1929. *American Journal of Sociology*, 116 (2): 453-502. (<http://www.jstor.org/stable/10.1086/653836>)

Due: Assignment 1: Describe what you're studying and explain why it's interesting to sociologists. (3-4 pp) (NOT the same as an introduction to a paper!)

Class 3: 8 Feb. Writing: style and substance part 1

- ◆ How can you make your writing better (style, grammar) and more persuasive (rhetoric)?
- ◆ What makes academic writing good (or bad) writing?
- ◆ What are the components of a (typical) empirical paper?

Readings

Williams, Joseph M. 1990. *Style*. Preface, chapter 1, "Causes," and chapter 2, "Clarity."

Class 4: 15 Feb. Reviewing the literature

- ◆ What do other scholars have to say about your outcome/phenomenon of interest?
- ◆ How do you find out what sociologists (and scholars in related disciplines) know about it?
- ◆ How do you join a scholarly conversation? How do you claim to be contributing to the literature on this phenomenon?

Readings

Becker, Howard S. 1986. *Writing for Social Scientists: How to Start and Finish your Thesis, Book, or Article*. Chicago: University of Chicago Press. Chapter 8, "Terrorized by the literature."

Platt, John. 1964. Strong inference. *Science*, 146 (3642): 347-353.

(<http://www.jstor.org/stable/1714268>)

Due: Assignment 2: Review the literature: Based on what you know of the literature, lay out 2 (or 3) different arguments about the outcome of interest. They may involve different explanatory variables/processes or different predicted effects/outcomes of a single explanatory variable/process. (6 pp)

Class 5: 22 Feb. Writing up research methods part 1

- ◆ How did you gather your data – lab or field experiment, survey, interviews, direct observation, from existing (qualitative or quantitative) data?
- ◆ What are your unit(s) of analysis?
- ◆ How did you select unit(s) to observe – from what universe did you sample?
- ◆ How does your sampling plan relate to the literature?

Reading

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press. Chapter 4, "Determining what to observe," pp. 124-149.

Due: Assignment 5: Describe how you gathered the data, focusing on just your sampling plan. (5-6 pp)

Class 6: 1 Mar. Writing: style and substance part 2

- ◆ How can you make your writing better (style, grammar) and more persuasive (rhetoric)?

Readings

Williams, Joseph M. 1990. *Style*. Chapter 5, "Coherence 1," and chapter 6 "Coherence 2."

Class 7: 8 Mar. Writing up research methods part 2

- ◆ How does the way you measured constructs relate to the existing literature: same measures or novel measures?
- ◆ How do you know your measures of theoretical constructs are valid?
- ◆ How do you know your measures of theoretical constructs are reliable?

Reading

Becker, Howard S. 1998. *Tricks of the Trade: How to Think about Your Research While You're Doing It*. Chicago: University of Chicago Press. Chapter 4, "Concepts."

Due: Assignment 4: Describe how you measured the constructs/variables in your analysis, and how those measures relate to the literature. (6 pp)

Class 8: 15 Mar. Writing: style and substance part 3

- ◆ How can you make your writing better (style, grammar) and more persuasive (rhetoric)?

Reading

Williams, Joseph M. 1990. *Style*. Chapter 7, "Concision," and chapter 8, "Length."

***** No class 22 Mar. – Spring Break 22-26 Mar. *****

Class 9: 29 Mar. Writing up research methods part 3

Due: Assignment 5: Describe how you analyzed the data, and how your analytical method(s) relate to the literature. (4-5 pp)

Class 10: 5 Apr. Describing patterns in data

- ◆ All research is comparative, meaning that researchers either compare observations over time (usually within 1 case/unit of analysis) or across cross-sectionally (across multiple cases/units of analysis at one point in time), so all research requires us to understand variation in our data.
 - ◆ What patterns of variation do you see in your data?
 - ◆ What changes over time?
 - ◆ What differences are there across cases at any one point in time?

Readings

Williams, Joseph M. 1990. *Style*. Chapter 3, "Cohesion," and chapter 4, "Emphasis."

Due: Assignment 6: Describe the strongest and most interesting pattern in your data. (3-4 pp, plus 1 figure, chart, or table, if that makes the pattern clear)

Class 11: 12 Apr. Explanation

- ◆ Explaining the outcome – why it behaves as it does (why it varies across cases at any point in time, why it changes over time) – is the central goal of all social-science research.
 - ◆ Explanation requires a causal argument: what explanatory variable causes the observed variation in the outcome of interest?
 - ◆ Explanation is most persuasive when (a) it covers all possible empirical consequences of the argument/theory, and (b) it pits one theory/argument against another.
- ◆ How do the patterns you have uncovered relate to arguments in the sociological literature – to existing theories?

Readings

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. (focus on pp. 2-12)

Due: Assignment 7: What is your (initial) explanation of the pattern you see in your data? How does this relate to the existing literature about the phenomenon of interest? (3-4 pp.)

Class 12: 19 Apr. Writing up results

- ◆ How can/should you describe/show your data in pictures?
- ◆ How can/should you show your data in numbers?
- ◆ What should go into a table of statistical results?
- ◆ How can/should you “build” tables across statistical models?

Readings

Miller, Jane E. 2005. *The Chicago Guide to Writing about Multivariate Analyses*. Chicago: University of Chicago Press. Chapter 5, “Creating effective tables,” and chapter 6, “Creating effective charts.”

Tufte, Edward R. 1983. *The Visual Display of Quantitative Information*. Cheshire, CT: Graphics Press. Chapter 1, “Graphical excellence.”

Class 13: 26 Apr. Handling feedback

- ◆ Whom should you ask for comments on papers? At what stage? How many people should you ask? How many times can you reasonably ask any one person?
- ◆ How does the journal review process work?
- ◆ How should you respond to those \$%^&#@!!! reviewers?

Readings

Stinchcombe, Arthur L., and Richard Ofshe. 1969. Journal editing as a statistical process.

American Sociologist, 4: 116-117. (<http://www.jstor.org/stable/27701478>)

Reviewer forms for *ASR* and *AJS*. (Note that these journals don't have forms like this anymore because they have shifted to an online submission and review process, rather than mail and email. But these forms still reflect the interests and goals of these journals' editors.)

Example of reviews and responses to reviews: Haveman, Heather A., and Daniel Kluttz. 2018. Cultural spillovers: Copyright, conceptions of authors, and commercial practices. *Law & Society Review*, 52 (1): 7-40. (Skim the paper, then read the 2 sets of reviews and our response to both. The paper, the reviews, and our responses are on bcourses.)

FINAL PAPER due 10 May by 4pm sharp: A complete draft paper, including results so far: abstract, 30pp for the text and references, plus up to 4 tables or figures.

Description	Due	Length (# Pages)
<p>1) Describe the phenomenon of interest</p> <ul style="list-style-type: none"> ◆ Describe what you're studying. ◆ Use no jargon unless it's absolutely inescapable. Define all terms. ◆ Explain which sociologists would be interested in the phenomenon you want to study and why it would interest them. ◆ <u>Hint</u>: To do this, you have to know who they are (which subgroup(s) within sociology) and what they do and don't know from previous research. 	Class 2	3-4
<p>2) Review the literature</p> <ul style="list-style-type: none"> ◆ Tell us what we know and don't know about this phenomenon – what is generally accepted, what remains controversial, what is puzzling/a gap in our knowledge. <ul style="list-style-type: none"> ◆ Lay out 2 different arguments about the phenomenon. ◆ You may find it useful to draw a boxes-and-arrows diagram of these relationships. ◆ Be careful and thoughtful about citations. Cite only what you yourself have read. (You may have to read more for this assignment than you'd read in a substantive course.) Follow citations back to the first work on the topic. Critically evaluate the literature, and cite only work that is theoretically and methodologically sound. 	Class 4	6
<p>3) Describe your sampling plan</p> <ul style="list-style-type: none"> ◆ Describe your unit(s) of analysis: artifact (e.g., novel, record album, web page), individual, dyad/social tie, social network, organization, industry/field, residential community, geographic region, nation-state, multi-state region, the world. ◆ Define the population you are studying. ◆ Describe your method(s) for gathering/generating data on that population (e.g., lab/field experiment, survey, interview, participant/non-participant observation, historical archives, administrative data, other existing data (e.g., from the Internet or existing survey)). ◆ Tell me how you sampled the data from that population – simple random, stratified, convenience, snowball, ... ◆ Explain how your sampling plan is similar to or different from sampling plans used by other scholars. If your sampling plan is different from others, justify it. 	Class 5	5-6
<p>4) Describe how you measured/operationalized constructs</p> <ul style="list-style-type: none"> ◆ Describe measures of all key variables/constructs. ◆ For qualitative analysis, explain how you controlled for the alternative explanation or dismissed it by design. ◆ For quantitative analysis, explain how you measured the control variable(s) – the variables that you use to thwart the skeptics, the variables that are central to the alternative explanation. ◆ Explain how your measures are similar to or different from those used by other scholars. If different, justify. 	Class 7	4-6

Description	Due	Length (# Pages)
<p>5) Describe how you analyzed your data</p> <ul style="list-style-type: none"> ◆ The goal is to fairly test both explanations – to pit them against each other – by revealing the mechanisms underlying each explanation, or by obviating one of them by design. ◆ Explain how you analyzed these data to see if which theory/argument was supported. ◆ Explain how your analytical methods are similar to or different from those used by other scholars. If different, justify. 	Class 9	8
<p>6) Describe the strongest and most interesting pattern in your data</p> <ul style="list-style-type: none"> ◆ Report the central tendency of key variables/constructs – mean, median, or mode, depending on level of measurement (ratio, interval, ordinal, nominal). ◆ Report the dispersion of key variables/constructs – range or standard deviation. ◆ Describe some association between 2 or among 3 variables: direction, strength, and (if large-N project) statistical significance. 	Class 10	3-4 + 1 figure or table, if that clarifies results
<p>7) Explain this pattern</p> <ul style="list-style-type: none"> ◆ What do you think could be causing the pattern? ◆ Base this on (a) what variation you see in the data and (b) your reading to date of the literature on this phenomenon. 	Class 11	3-4
<p>8) Final paper for course</p> <ul style="list-style-type: none"> ◆ Complete empirical paper: introduction, theory, research design, results, and conclusion. 	10 May (4pm)	30 (text & refs)

Writing: Style and Syntax (highlighted = most highly recommended overall)

- Barzun, Jacques. 1986. *On Writing, Editing, and Publishing, 2nd Ed.* Chicago: University of Chicago Press.
- Barzun, Jacques. 1985. *Simple and Direct: A Rhetoric for Writers, Revised Ed.* Chicago: University of Chicago Press.
- Gordon, Karen Elizabeth. 1983. *The Well-Tempered Sentence: A Punctuation Handbook for the Innocent, the Eager, and the Doomed.* New York: Ticknor & Fields.
- Gordon, Karen Elizabeth. 1984. *The Transitive Vampire: A Handbook of Grammar for the Innocent, the Eager, and the Damned.* New York: Times Books.
- Gordon, Karen Elizabeth. 1997. *The Disheveled Dictionary: A Curious Caper through Our Sumptuous Lexicon.* New York: Houghton-Mifflin.
- Gordon, Karen Elizabeth. 1997. *Torn Wings and Faux Pas: A Flashbook of Style, a Beastly Guide through the Writer's Labyrinth.* New York: Pantheon.
- Gordon, Karen Elizabeth. 1998. *Out of the Loud Hound of Darkness: A Dictionarrative.* New York: Pantheon.
- Hale, Constance, and Karen Elizabeth Gordon. 2001. *Sin and Syntax: How to Craft Wickedly Effective Prose.* New York: Broadway Books.
- Lanham, Richard A. 2005. *Revising Prose, 5th Ed.* New York: Longham.
- Lodge, David. 1996. *The Practice of Writing.* London: Penguin Books.
- Miller, Jane E. 2004. *The Chicago Guide to Writing about Numbers: The Effective Presentation of Quantitative Information.* Chicago: University of Chicago Press. (\$17)
- Miller, Jane E. 2005. *The Chicago Guide to Writing about Multivariate Analyses.* Chicago: University of Chicago Press. (\$30)
- Strunk, William, Jr., and E.B. White. 1979. *The Elements of Style, 3rd Ed.* New York: Macmillan Publishing Co., Inc.
- Turabian, Kate L. 2010. *A Manual for Writers of Term Papers, Theses, and Dissertations, 7th Ed.* Chicago: University of Chicago Press. (\$10)
- van Maanen, John. *Tales of the Field: On Writing Ethnography.* Chicago: University of Chicago Press.
- Walsh, Bill. 2000. *Lapsing into a Comma: A Curmudgeon's Guide to the Many Things That Can Go Wrong in Print – and How to Avoid Them.* Chicago: Contemporary Books.
- Williams, Joseph M. 1990. *Style: Toward Clarity and Grace.* Chicago: University of Chicago Press.
- Zinsser, William. 1988. *Writing to Learn.* New York: Harper & Row.
- Zinsser, William. 2006. *On Writing Well: An Informal Guide to Writing Nonfiction, 30th Anniversary Edition.* New York: Collins.

Research Design (highlighted = most highly recommended overall)

- Alford, Robert R. 1998. *The Craft of Inquiry: Theories, Methods, Evidence*. Oxford: Oxford University Press.
- Blalock, Hubert M. 1969. *Theory Construction: From Verbal to Mathematical Formulation*. Englewood Cliffs, NJ: Prentice-Hall.
- Braithwaite, Richard B. 1960. *Scientific Explanation: A Study of the Function of Theory, Probability and Law in Science*. Cambridge: Cambridge University Press.
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research, 3rd Ed.* Chicago: University of Chicago Press. (\$10)
- Campbell, Donald T., and Julian C. Stanley. 1963. *Experimental and Quasi-experimental Designs for Research*. Boston, MA: Houghton-Mifflin.
- Cook, Thomas D., and Donald T. Campbell. 1979. *Quasi-Experimentation: Design and Analysis Issues for Field Settings*. Boston: Houghton Mifflin.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- Evans, Richard J. 1997. *In Defense of History*. London: W.W. Norton.
- Fischer, David Hackett. 1970. *Historians' Fallacies: Toward a Logic of Historical Thought*. New York: Harper Torchbooks.
- Kuhn, Thomas S. 1970. *The Structure of Scientific Revolutions, 2nd Edition, Enlarged*. Chicago: University of Chicago Press.
- Lieberson, Stanley. 1985. *Making It Count: The Improvement of Social Research and Theory*. Berkeley: University of California Press.
- Morgan, Stephen L., and Christopher Winship. 2007. *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. New York: Cambridge University Press.
- Nagel, Ernest. 1961 [1979]. *The Structure of Science: Problems in the Logic of Scientific Explanation*. Indianapolis: Hackett Publishing.
- Pearl, Judea. 2009. *Causality: Models, Reasoning, and Inference, 2nd Ed.* Cambridge: Cambridge University Press.
- Popper, Karl R. 1934 [1968]. *The Logic of Scientific Discovery*. New York: Harper and Row.
- Ragin, Charles C. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press.
- Ragin, Charles C., and Howard S. Becker, eds. 1992. *What is a Case? Exploring the Foundations of Social Inquiry*. Cambridge: Cambridge University Press.
- Rosenbaum, Paul R. 2010. *Design of Observational Studies*. New York: Springer-Verlag.
- Rosenwasser, David, and Jill Stephen. 2012. *Writing Analytically, 6th Ed.* Boston: Wadsworth.

Tufte, Edward R. 1983. *The Visual Display of Quantitative Information*. Cheshire, CT: Graphics Press.

Tufte, Edward R. 1990. *Envisioning Information*. Cheshire, CT: Graphics Press.

Getting Work Done (highlighted = most highly recommended overall)

Becker, Howard S. 1986. *Writing for Social Scientists: How to Start and Finish your Thesis, Book, or Article*. Chicago: University of Chicago 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. 2107. *Evidence*. Chicago: University of Chicago Press.

Belcher, Wendy Laura. 2009. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Thousand Oaks, CA: Sage.

Machi, Lawrence A., and Brenda T. McEvoy. 2008. *The Literature Review: Six Steps to Success*. Thousand Oaks, CA: Corwin Press.

Zerubavel, Eviatar. 1999. *The Clockwork Muse: A Practical Guide to Writing Theses, Dissertations, and Books*. Cambridge, MA: Harvard University Press.

Research Methods, Qualitative and Quantitative (very incomplete)

Abelson, Robert C. 1995. *Statistics as Principled Argument*. Hillsdale, NJ: Lawrence Erlbaum Associates.
(This entertaining book discusses how social scientists use statistics as a method for presenting arguments. His MAGIC criteria are a good basis for evaluating the impact of a piece of research.)

Agresti, Alan, and Barbara Finlay. 2009. *Statistical Methods for the Social Sciences, 4th Ed.* (1st ed. 1979, 2nd ed. 1986, 3rd ed. 1997) Upper Saddle River, NJ: Prentice-Hall.

Angrist, Joshua D., and Jörn-Steffan Pischke. 2009. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton, NJ: Princeton University Press.

Glaser, Barney B., and Anselm L. Strauss. 1967. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine de Gruyter.
The primer on how and why to do inductive, qualitative, ethnographic research.

Huff, Darrell. 1954. *How to Lie with Statistics*. New York: W.W. Norton.

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

Levine, Joel H. 1993. *Exceptions are the Rule: An Inquiry into Methods in the Social Sciences*. Boulder, CO: Westview Press.

Light, Richard J., and David B. Pillemer. 1984. *Summing Up: The Science of Reviewing Research*. Cambridge, MA: Harvard University Press.
Useful for making literature reviews more systematic and for learning how to do formal meta-analyses.

How Book Publishing Works

Coser, Lewis A., Charles Kadushin, and Walter W. Powell. 1982. *Books: The Culture and Commerce of Publishing*. New York: Basic Books.

Germano, William. 2001. *Getting It Published: A Guide for Scholars and Anyone Else Serious about Serious Books*. Chicago: University of Chicago Press.

Powell, Walter W. 1985. *Getting into Print: The Decision-Making Process in Scholarly Publishing*. Chicago: University of Chicago Press.
A lovely ethnography of how two scholarly book publishers handle manuscripts, both those that are solicited by editors from known authors, and those that come "over the transom."

Web Resources (very incomplete – I welcome your suggestions)

Finding your way into the literature

UCB Library Find E-Journals. To find articles online. This gives results that are broader than jstor in that it includes the most recent issues of the journals in jstor, as well as many journals that are not in jstor. http://ucelinks.cdlib.org:8888/sfx_ucb/a-z/default

UC Library Web of Science. Use this online database to follow citation patterns to a particular book or article forward in time, to see what other studies have cited something cited in what you are reading. Also use it to see the quality of journals, as measured by journal impact factors. www.webofscience.com

Annual Review of Sociology. A great place to start when you want critical summaries of what we know and don't know about a topic. Some good musings on methods, too. Also insights into related social-science fields. <http://www.annualreviews.org/>

Help with writing

ASA Style Guide – summary. <http://owl.english.purdue.edu/owl/resource/583/01/>

Chicago Manual of Style, 16th Edition online

Table of Contents: <http://www.chicagomanualofstyle.org/16/contents.html>

Citation Guide: http://www.chicagomanualofstyle.org/tools_citationguide.html

Proofreaders' Marks: http://www.chicagomanualofstyle.org/tools_proof.html

Social Science Research Center – proposal writing.

<http://www.ssrc.org/publications/view/7A9CB4F4-815F-DE11-BD80-001CC477EC70/>

UC Berkeley, Institute for International Studies – dissertation proposal resources

<https://iis.berkeley.edu/node/424> (this links you to the “nuts and bolts” page; there are other useful pages listed on the right)

National Science Foundation – improving qualitative research proposals. Report of the workshop on scientific foundations of qualitative research. Available at

<http://www.nsf.gov/pubs/2004/nsf04219/start.htm>

Career advice

Becoming a successful academic: Tips for grad students and junior faculty – time management, writing discipline, mentoring, teaching, etc. <http://successfulacademic.com/>

Surviving grad school & beyond: Rojas, Fabio. 2011. *Grad Skool Rulz: Everything You Need to Know About Academia from Admissions to Tenure*.

<http://www.smashwords.com/books/view/93455>; the cost is only \$3.00.

Statistics advice

UCLA stats help website: This has guides for most common statistical software packages (SPSS, SAS, and Stata) and some other less well-known ones. It also has links to many useful online help sites. <http://www.ats.ucla.edu/stat/>

Princeton stats help website: Great links to sources of data as well as advice on statistics and on data-analysis programs (SPSS, SAS, Stata, R).

http://dss.princeton.edu/online_help/online_help.htm

What statistical analysis to do: <http://bama.ua.edu/~jleeper/627/choosestat.html>

Statistics textbook: <http://www.statsoft.com/Textbook>

Network analysis online textbook & course:

<http://faculty.ucr.edu/~hanneman/nettext/http://faculty.ucr.edu/~hanneman/teaching.html>

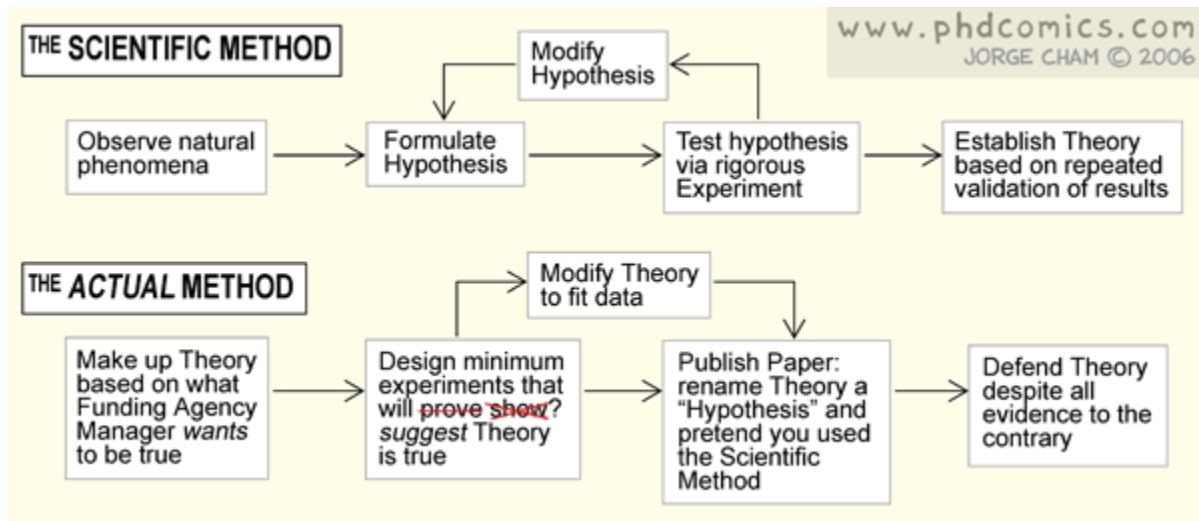
Latent class analysis website: Introductory lecture-like material plus links to software, bibliography, and other web sites. <http://www.john-uebersax.com/stat/>

Ways to waste time thoughtfully

Essential p: PhD comics web page. When all else fails, sometimes you just have to laugh...<http://www.phdcomics.com/comics.php>

Essential grumpiness: The disgruntled sociologist blog. When general humour about graduate school and higher education fails, you can always laugh about sociology...<http://thedisgruntledsociologist.wordpress.com/> (TDS has stopped posting, but what he/she said in the past still has great value.)

Non-essential (?) grammar jokes: These may be necessary when you're grading undergraduate papers. <http://www.mcsweeneys.net/articles/seven-bar-jokes-involving-grammar-and-punctuation>



<http://www.phdcomics.com/comics/archive.php?comid=761>