Research Methods (SYA 3300 U01)

Instructor: Katie Rainwater (krainwat@fiu.edu)

Tu/Th 9:30 – 10:45

PC 443

Course Description and Purpose

Welcome to Research Methods! Together we will learn basic principles of social research and use them to explore *working during the Great Resignation.*

This course is divided into three modules. First, we will explore the foundations of social research. (What is it? What makes research valid?) Second, we will consider (and try our hand at) methods of data collection and analysis. Finally, we will reflect upon the ethics and purpose of social research.

Course materials include models of exemplary research, how-to-guides on the nuts and bolts of research, and a textbook. Much of the exemplary research will be drawn from literature on work and labor given this semester's theme of working during the Great Resignation.

Course Objectives

Upon completing this course, students will be able to:

- Articulate the goals and limitations of social research
- Identify and apply principles of social research design
- Use two different research methods to collect social data
- Analyze social research data
- Report the findings, importance, and limitations of social research data
- Identify and apply principles of social research ethics

How to Succeed in this Course

Learning social research methods is incredibly rewarding. A firm understanding of research methods will enable you to better evaluate social research. Social research skills are applicable in many contexts beyond the university such as in community organizations, government offices, and for-profit companies.

Many students find social research methods difficult. You may find it helpful to designate a regular time to do the readings and coursework for this class (e.g. Mondays and Fridays from 10am – noon). Keeping up with the material as we progress is essential – it is simply too much material to try to learn the week before the exam. Also, note that certain weeks

(especially before the exams and before the interview assignments are due) will require more time outside of class so be sure that you plan accordingly.

Pedagogy experts speak of two general categories of assessments: *formative* and *summative.* *Formative assessments* help me monitor how you are learning. The reading response questions are formative assessments that require you to familiarize yourself with the material before class and enable me to understand how well you are comprehending the reading. As explained below, to earn a passing grade on the reading responses it is not necessary to totally understand the material. Similarly, I assess participation formatively. Your participation grade is not determined by the extent to which you demonstrate mastery of the material but by the extent to which you are engaging with the course content.

On the other hand, the Module 1 and Module 2 exams are *summative assessments.* By the time we reach the end of each module, I expect you to have learned the content. These exams will assess your knowledge of the content. Because of the different standards for grading the two types of assignments, it is possible to perform well on formative assessments but to perform poorly on summative assessments.

How can you ensure that you perform well on summative assessments? My advice would be to take the formative assessments seriously. Read closely, consider the reading response questions carefully, engage in class discussion, and ask questions when you don't understand. In addition, at the beginning of each module, I provide a study guide with the concepts that I expect you to understand and be able to apply from each module. I recommend consulting this study guide throughout the course and not just right before an exam.

Policies

Before starting this course, please review the following pages:

- Policies
- Netiquette (Links to an external site.)
- Technical Requirements and Skills
- Accessibility and Accommodation
- Panthers Care & Counseling and Psychological Services (CAPS)
- Academic Misconduct Statement
- Inclusivity Statement

Religious Holidays

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith.

Statement on Academic Freedom

Academic freedom and responsibility are essential to the integrity of the University. The principles of academic freedom are integral to the conception of the University as a community of scholars engaged in the pursuit of truth and the communication of knowledge in an atmosphere of tolerance and freedom. The University serves the common good through teaching, research, scholarship/creative activities, and service. The fulfillment of these functions rests upon the preservation of the intellectual freedoms of teaching, expression, research, and debate. The University and UFF affirm that academic freedom is a right protected by this Agreement in addition to a faculty member's constitutionally protected freedom of expression and is fundamental to the faculty member's responsibility to seek and to state truth as he/she sees it.

Academic Honesty Statement

FIU defines academic misconduct in the Student Conduct and Honor Code (Code) as, "any act or omission by a Student, which violates the concept of academic integrity and undermines the academic mission of the University in violation of the Code." Code violations include, but are not limited to: academic dishonesty, bribery, cheating, commercial use, complicity, falsification, and plagiarism. The Code is available here: https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/student-conduct-and-honor-code/index.php (Links to an external site.)

A Note on Plagiarism

Plagiarism is a serious offense. **Don't do it**. The minimum penalty for plagiarism will be a zero on the assignment. I will pursue the case with the Office of Academic Integrity. The reason I take this so seriously is that plagiarism completely undermines our educational aims. You are expected to think for yourself in this class and passing off someone else's work as your own is the worst way to fail at this.

Not knowing what plagiarism is does not count as an excuse. Even quoting someone's definition of a term can count as plagiarism. Whenever you use someone else's wording, *you must put it in quotation marks and cite the source*. Do not use someone else's words as if they were your own.

If you are unsure, you should familiarize with the definition and the university's policy. Here is a list of things that count as plagiarism (the list is not exhaustive):

1. Using someone else's words without attribution (even for something as small as a definition). You are welcome to use someone else's words. Quoting other people is fine. Just put those words in quotation marks and *cite the source*.

2. Paraphrasing someone else's words. This even applies to assigned readings. Do not simply paraphrase something or replace words with synonyms. That's plagiarism.
3. Using someone else's ideas and arguments. Let's say you consult a secondary source. You do not steal their words or paraphrase them (so you are not breaking the rules mentioned above). But you take the structure of their argument and their ideas and you present them as your own. That's plagiarism.

Avoiding plagiarism is not hard. All you have to do is give credit to the source. Be very careful about consulting outside materials. If you do decide to use an outside source you **must** tell me about it by citing the source.

Names and pronouns

I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). I will do my best to address and refer to all students accordingly and will support you in doing so as well.

Disability Services

FIU is committed to providing reasonable accommodations for all persons with disabilities under the Americans with Disabilities Act. Students who require course accommodations are required to register with the Disability Resource Center (DRC) by the beginning of the semester and to follow the DRC's procedures. Contact information:

- MMC, Graham Center 190, (305) 348-3532, email: drcupgl@fiu.edu
- BBC, Wolfe University Center 131, (305) 919-5345, email: drcbbc@fiu.edu

Accommodations During Covid-19

My goal for this course is to support students as they learn and grow. I acknowledge that this course is being conducted during a global pandemic that is creating substantial difficulty for some students. If you experience a life event that could affect your ability to participate in the class or complete the activities, please contact me and I will do my best to accommodate you. Please approach me as soon as you experience a disruption. If you come to be at the end of the semester, there will be little that I can do accommodate you.

University Covid-19 Protocol

1. **Daily and before arriving to campus, complete the P3 app.** If you are not given the green check mark to enter campus, then stay home, and contact me by email by forwarding your P3 app email notification advising you to stay home.
2. **Please check your FIU email account and your Canvas course at least once a day.** Email and Canvas are the official ways for the university, and your professors, to contact you.

3. If you do not feel well and/or have tested positive for COVID-19, **please** *do not come to class, immediately complete the P3 app to notify the COVID Response Team and contact me by email by forwarding your P3 app email notification as soon as you can.* **In order to receive an excused absence for P3 failure/COVID-19, you must complete the P3 app and forward the email notification.** If directed to stay home by the P3 app, that email notification will serve as your excused absence when you forward it to me. The make-up policies are outlined in this syllabus.

4. FIU is following current [CDC Guidance (Links to an external site.)](#). Please refer to the link where you can access their most current information.

5. Please take every precaution to keep yourself and others healthy. Per CDC guidelines, you are encouraged to get vaccinated and strongly advised to wear a mask indoors and in public including all FIU facilities.

6. Missing excessive days may lead to failing a class or a grade of incomplete.

7. For me to assist you in achieving your goals, it is important for you to contact me as soon as you experience any events that might disrupt your course participation. For up-to-date information about COVID-19, please see the [fiu.edu (Links to an external site.)](#) FAQs.

8. Please be advised that classes may be audio and visually recorded and/or subject to course capture for future access by students in this course. Your attendance/participation in this course constitutes consent to such recordings, which will only be used for educational purposes by students in the course and securely stored in University systems. If there is a concern regarding the recording and use of such recording, please contact FERPA@fiu.edu.

Textbook and Course Materials

Chambliss and Schutt, *Making Sense of the Social World: Methods of Investigation*, 5th or 6th ed. (Sage Publications). [Note, if you purchase the 6th edition it may be expensive. Used, inexpensive copies of the 5th edition may be found for purchase or rent online].

Other readings are available via Canvas under the Module tab in the "Readings and Overview" section for each module.

Office Hours

- Email: krainwat@fiu.edu
- In-person office hours (SIPA 316B): Tuesdays 2-3pm; Thursdays 1-2pm; or by appointment
- Virtual office hours Wednesdays, 12pm – 1pm via Zoom: https://fiu.zoom.us/j/5456764451)
- OR by appointment

Please get in touch via email if you have a logistical issue that you need to communicate. For discussion of course materials or assignments please come to my office hours.

Office hours are not only for students who are struggling with the material. (However, if you are having difficulties, please reach out sooner rather than later). I'm also here to help you engage more deeply with the readings, to recommend further readings, or to talk about applications of course material beyond school. So please stop by!

Course Communication

I am happy to answer short questions about assignments and grading over email (krainwat@fiu.edu). However, if you have a question requiring extended discussion, please come to my office hours or make an appointment to discuss over zoom.

Assignments

Reading Responses

For each unit, you will be required to respond to one or more questions that demonstrates your engagement with the assigned readings. For the reading response, I will require you to write a short (about 4 sentences, please do not exceed this length unless I indicate otherwise) response to a question. Sometimes you may choose a question from among several questions. Reading responses are graded according to the following rubric:

Reading Responses Grading Scale

100	Demonstrates **excellent** engagement with the reading. Answers all parts of the question.
85	Demonstrates good engagement with the reading. Answers all parts of the question.
50	Demonstrates minimal engagement with the reading. AND/OR answers only part of the question.
0	Response post is not submitted, plagiarized, or demonstrates NO engagement with the reading.

Some notes on the grading of reading responses:

- Observe that if you *both* demonstrate evidence of having read *and* answer the reading response question in its entirety, then you will receive an 85. This means that to earn an 85 you do not need to have answered the question correctly or to have understood the material perfectly.

- If your response does not reveal evidence of having read or demonstrates evidence of superficial reading/skimming, then the maximum that you can score is a 50.

- For the reading responses to have their intended pedagogical purpose (i.e. to encourage you to engage thoughtfully with the course readings), I must grade reading response posts strictly. If your response is ambiguous or leaves doubt in my mind as to whether you have read, then the highest you will receive is a 50.

- 100s are reserved for students who demonstrate evidence of exceptionally close reading or exceptionally thoughtful engagement with the material.

***Given the number of students and response posts, I will not provide detailed individual feedback on each reading response. However, I will provide feedback on your first several reading responses so that you understand my expectations. I will be available to discuss your response posts with you if you come to office hours or set up an appointment. ***

Mini-Assignments

Mini-assignments are short assignments designed to give you an opportunity to apply what you have learned. Many of these will be completed in class but some may require a small amount of time outside of class. They are graded on a pass fail basis. There will be between 8 – 13 for the semester.

Participation

The success of this class depends on the participation of ALL students. We each bring a unique set of experiences and perspectives to this course and mutual learning happens when we share our experiences and perspectives. Moreover, pedagogy research indicates that class participation helps students to retain knowledge and to maintain focus.

You are expected to attend class (*but please note the Covid-19 policy below*), to prepare for class by completing the readings, and to engage in class discussion about the readings.
I will assess your participation grade based on the thoughtfulness of your contributions to class discussion. To make an A or B for your participation grade, it is **not** enough simply to come to class. You must actively participate in discussion about the readings. We will come up with collective guidelines about how to participate in class.

I will grade your participation twice during the semester: once at the semester's mid-point (around Feb 27) and once at the end of the semester (around April 24). Your final

- Assignment 1: Interview Guide (5%)
- Assignment 2: Interview Audio & Transcript (5%)
- Assignment 3: Coded Transcript (5%)
- Assignment 4: Memo & Debrief (5%)

participation grade will be an average of the two grades. I will also give you an (ungraded) assessment of your participation around the end of Week 3 or Week 4.

Interview Assignment

The interview assignment is designed to give you experience carrying out social research. It is divided into four parts with separate due dates as specified on canvas.

Exams

Exams will be assigned at the end of Module One (covering the material from Module One) and at the end of Module Three (covering the material from Modules Two and Three). Exams will consist of multiple-choice and short essay questions. Study guides will be available at the beginning of each Module. *Essay prompts will be given in advance*.

Essays will be given in class on the following days:

- Exam 1: Foundations of Social Research (October 11)
- Exam 2: Data Collection and Analysis & Ethics (Designated Final Exam Period)

Grading

Late Assignments

Reading responses are not accepted late. I understand that sometimes your internet connection fails, you get sick, you have an important work or caregiving responsibility. To account for how life sometimes gets in the way of deadlines, I will drop your THREE lowest reading response grades.

If something major happens (illness etc.) which is going to prevent you from being able to submit **multiple** reading response posts and/or memos on time, then please get in touch with me **before** the deadline of the response posts to see if we can work out an alternate

deadline/arrangement. If you contact me after the fact, I will not be able to accept your assignments.

Research assignments are accepted late but with a penalty. (I deduct 5% when the assignment is submitted within 24-hours of the due date; 10% when the assignment/quiz is submitted within two weeks of the due date; 15% when the assignment is submitted more than two weeks after the due date.)

Letter Grade Distribution Table

Letter	Range%	Letter	Range%	Letter	Range%
A	92.5 or above	B	82.5 - 87.4	C	70 - 77.4
A-	90 - 92.4	B-	80 - 82.4	D	60 - 69
B+	87.5 - 89	C+	77.5 - 79	F	59 or less

Course Grades Distribution Table

Course Requirements	Weight
Reading Responses	20%
Participation	20%
Interview Assignment • Assignment 1: Interview Guide (5%) • Assignment 2: Interview Audio & Transcript (5%) • Assignment 3: Coded Transcript (5%) • Assignment 4: Memo & Debrief (5%)	20%
Mini-Assignments	10%
Exam • Exam 1: Intro to Social Research and Research Design (15%) • Exam 2: Data Collection and Analysis (15%)	30%
Total	100%

Weekly Reading Schedule

Subject to minor modification and change. In the event of a discrepancy between this version and the readings posted in the Module section on canvas, please default to the module section on canvas.

Module One: Foundations of Social Research

In this module, we will consider the premises of social research. The textbook will be our guide as we consider two orientations to research (inductive and deductive) and three different standards of validity (measurement validity, generalizability, and causality). We will look at how these principles are manifest in real social research by reading award-winning scholarship.

We will ask and answer questions including: what distinguishes the interpretations of the social world made by social research from those informed by everyday understandings? What does it mean to understand the world from a sociological perspective? What constitutes a good social research question? How is our investigation of the social world informed by our research questions and the existing scientific literature? What makes social research valid? To what extent can we generalize our research findings to persons and social settings not directly studied? What are the criteria for proving that one social phenomenon causes another? Should we as social researchers strive for objectivity?

By the end of the module, students will be able to:

- Name the three dimensions of good social research questions
- Compare and contrast deductive and inductive research strategies
- Analyze social phenomenon by engaging the "sociological imagination"
- Identify and describe three types of validity
- Formulate variables and indicators to operationalize social research questions
- Explain how to make concepts measurable
- Justify use of sampling methods
- Explain under what conditions research findings may be generalized
- Indicate the criteria for establishing causal validity
- Differentiate between correlation and causation
- Scrutinize claims of objectivity

What is Social Research?

Our initial foray into social research is through an examination of what social research is NOT. Through consideration of the controversial Au Pair Exchange Visitor Program, we discuss the "everyday errors" that people make when they interpret the social world without scientific methods and how social researchers avoid these errors. We also become acquainted with the theme of the course: Work During Covid-19.

"Introduction to course and course theme" (August 23)

Read the Syllabus

"Goals of Social Research" (August 25)

> C &S, Chp. 1, "Science, Society, and Social Research"

> "Jimmy's Experience" (Watch the first 3 mins of YouTube video)

> "Kung's Experience" (Read 1-page document)

The Sociological Imagination

What does it mean to view the world through a sociological lens? We consider this question by first reading C.W. Mills' classic account of the "sociological imagination" and then considering how the sociological imagination is deployed in Milkman et al's analysis of platform-based food delivery workers.

"The Sociological Imagination" (August 30)

> C. Wright Mills (1959). *The Sociological Imagination.* "The Promise".

> Milkman, R., Elliott-Negri, L., Griesbach, K., & Reich, A. (2020). Gender, Class, and the Gig Economy: The Case of Platform-Based Food Delivery. *Critical Sociology.*

Research Strategies

"Inductive Research" (September 1)

This is the first of two units on research strategies. In the textbook, we read about inductive and deductive approaches to research.

> C & S Chp. 2 ("The Process and Problems of Social Research"). *You can stop reading at the section, "Units and Levels of Analysis. This is on page 58 in my edition. *

> Selected Abstracts.

"Deductive Research" (Research Strategies II) (September 6)

*This week, we continue our investigation of research strategies by considering how Schneider and Reich's study of the impact of union membership on entry into first marriage exemplifies a deductive research strategy. *Please note, the article by Schneider & Reich may be difficult for those of you who are not familiar with quantitative analysis. For this reason, I'm only requiring that you read the first part of the article (see page numbers below).*

> Schneider, D., & Reich, A. (2014). Marrying Ain't Hard When You Got A Union Card? Labor Union Membership and First Marriage. *Social Problems*, *61*(4), 625–632. *Pp. 625 – 632 are required; the remainder of the article is optional. *

> Selected Abstracts.

Measurement Validity: Conceptualization and Operationalization

"Conceptualization and Operationalization" (September 8)

In this unit, we look at the first of three measures of validity: measurement validity. In our unit on conceptualization and operationalization, we learn how to break abstract concepts down into measurable variables and indicators. This process is illustrated by a study of working mothers' wellbeing during the pandemic.

> C & S Chp. 4 * *You can skip the section. "How much information do we really have?". Begin reading again at the section titled "Did We Measure What We Wanted to Measure?" This would mean skipping pages 104 - 107 in my text*)*

> Calarco, J.M., Anderson, E., Meanwell, E. & Knopf, A. (2020). "Let's Not Pretend It's Fun" How COVID-19 Related School and Childcare Closures are Damaging Mothers' Well-Being. SocArXiv. (*Focus on pages 1-8 & 22-25. You can skim the remaining parts of the article.*) *

"Course Theme: The Great Resignation" (September 13)

Watch these two videos (20 minutes total) and then read three of the articles below.

> "The Great Resignation: Its origins and what it means for future business". (3 May 2022). *ABC News.* (7 minutes).

> "Is Quitting Your Job Challenging Capitalism?" (11 Feb 2022). *The Jacobin Show.* (13 minutes).

You must read 3 of the following 5 articles. (Choose the ones that look most interesting to you!)

> "Majority of workers who quit a job in 2021 cite low pay, no opportunities for advancement, feeling disrespected." (9 March 2022). *Pew Research Center.*

> "You Quit. I Quit. We All Quit. And It's Not a Coincidence. (2022, Jan 21). *The New York Times.*

> "The Great Escape". (29 November 2021). *The American Prospect.*

> "Three Myths of the Great Resignation." (8 Dec 2012). *The Atlantic.*

> "The Great Resignation" Is a Great Exaggeration". (18 April 2022). *The Nation / Economic Hardship Reporting Project.*

Generalizability

This unit is devoted to considering generalizability. Generalizability is the second measure of validity that we consider. Because it is not often feasible or desirable to collect data from every member of a population, we must determine how to choose members of the population from which to collect data.

This process is called sampling. Our chosen method of sampling informs the extent to which conclusions from our research can be applied to the population of interest. However, as we will learn, the validity of all social science research does not need to evaluated according to the criteria of "sampling logic".

"Sampling Logic vs Case Study Logic" (September 15)

Small, M. L. (2009). `How many cases do I need?' On science and the logic of case selection in field-based research. *Ethnography*, *10*(1), 5–38. *You can SKIP the section "First alternative: extending the extended case method" pp. 19 – 23. Start again at the section, "Second alternative: sequential interviewing".*

Lareau, Annette and Rao, Aliya Hamid. (2016). "It's about the depth of your data" *Contexts*.

"Probability Sampling" (September 20)

C&S Chp. 5

"Probability Sampling" University of Amsterdam Quantitative Methods Video (5 minutes) (*This is a very clear discussion of probability sampling. It goes into a bit more depth than the textbook, so, please know that you won't be tested on "margin of error" or "confidence interval"*).

"Probability Sampling – Complex Types" University of Amsterdam Quantitative Methods Video (6 minutes) (*This is a good discussion of stratified random sampling and cluster sampling*).

"Non-Probability Sampling" (September 22)

"Non-probability Sampling" University of Amsterdam Quantitative Methods Video (6 minutes). (*This is a clear review of the four types of non-probability sample described in the textbook.*)

Other readings TBD.

Causality

In this unit, we consider a third measure of validity: causal effect. We observe how causal effect is established in an audit study of employment discrimination against gay jobseekers.

"Causality and Field Experiments" (September 27)

C & S Chp. 6. (Skip the section on quasi-experimental design, this is page 148 - 158 in the 2017 edition. If you have the earlier edition, stop reading at the subsection titled, 'What If a True Experiment Isn't Possible?' and begin reading again at the section, "Threats to Generalizability").

"Audit Studies" (September 29)

Tilcsik, A. (2011). Pride and Prejudice: Employment Discrimination against Openly Gay Men in the United States. *American Journal of Sociology*, *117*(2), 586–626. *Here, focus on how Tilcsik sets up the experiment and on his articulation of the strengths and limitations of this research method. Of particular relevance are the following sections: Introduction; An Audit Approach; Methods; Discussion.)*

Objectivity?

"Objectivity and Validity" (Objectivity I)" (October 4)

Must a study be "objective" to be valid? In this unit, we consider this question by comparing two different approaches to quantitative studies of Black Americans in the late 19th and early 20th century. If "numbers can lie" (as we learned in the last unit) and the most "objective" research is not necessarily the most valid, then how can we evaluate knowledge claims? We will consider one answer to this question by reading feminist social scientists.

Khalil Gibran Muhammad. (2016). "How Numbers Lie". Talk at Harvard University. (1 hour).

[Jason Forrest. (2018). "Data Journalism in the study of W.E.B. Du Bois' 'The Negro Problem" (Part 2)](#)

["What is Data Feminism?" Catherine D'Ignazio & Lauren Klien. Wondros Podcast Ep 92.](#)

Review

Module One Quiz Review (October 6)

Exam

Module One Exam, In-class (October 11)

Module Two: Data Collection & Analysis

In this module, we will consider how social researchers collect and analyze data. Methods of data collection considered include interviews, ethnography, participatory methods, and surveys. We will also learn about qualitative and quantitative data analysis.

By the end of this module, students are expected to be able to:

- Identify and apply principles of social research design
- Use two different research methods to collect social data
- Analyze social research data
- Report the findings, importance, and limitations of social data

In-depth Interviews (I)

"Interview Guide" (October 13)

> C & S Chp. 9 (Note: Ethnography is also discussed in this chapter which we'll consider in the next unit.)

> Lareau, Annette. (2021). "Creating the Interview Guide". In *Listening to People: A Practical Guide to Interviewing, Participation Observation, Data Analysis, and Writing it All Up.* Chicago: University of Chicago Press (8 pages).

Ethnography

"Deconstructing an Ethnography" (October 18)

> Hoang, K. K. (2015). "Appendix: The Empirical Puzzle and the Embodied Cost of Ethnography". In Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work. Univ of California Press, pp. 181 - 194. (Links to an external site.)

> Hoang, K. K. (2015). Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work. Univ of California Press, pp. 107 - 115.

"Fieldnotes" (October 20)

> Emerson et al. (2011). *Writing Ethnographic Fieldnotes.* Chicago: University of Chicago Press: 29 – 43.

In-depth Interviews (II)

"Conducting an Interview" (October 25)

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

Lareau, Annette. (2021). "Sample Interview 1: An Interview That is Not Very Detailed". In *Listening to People: A Practical Guide to Interviewing, Participation Observation, Data Analysis, and Writing it All Up.* Chicago: University of Chicago Press (21 pages).

Activist Research

"Partnering with an Organization" (October 27)

Stuesse, A. (2016). "Postscript: Home to Roost, Reflections on Activist Research." Scratching Out a Living: Latinos, Race, and Work in the Deep South. University of California Press: 227-247.

SKIM. Nissen, B. (2014). Serving the Faculty Union in Fighting Austerity Policies: A Case Study of Labor Studies Research on One's Own Campus. Labor Studies Journal, 39(1), 46–59.

Questionnaire Design/Administration and Quantitative Analysis

"Questionnaire Design and Administration (I)" (November 1)

C & S Chp. 4 pp. 99 – 102. and pp. 104 – 113. (*Or start with the section, "Constructing Questions" and stop at "Making Observations. Resume again at "How Much Information Do We Really Have and read through the end of the chapter.*)

C & S Chp. 7

"Questionnaire Design and Administration (II)" (November 3)

No readings. Come to class with survey questions.

"Quantitative Analysis (I): Elementary Data Analysis" (November 8)

C&S Chp. 8 (*You can stop reading at the section "Big Data". This is page 223 in my edition.*)

OPTIONAL. Wrigley-Field, Elizabeth (2021). "Realities of Race and the Pandemic: Reckoning with Mortality." (27 minutes). *Please do not skip this! A quantitative researcher who initially thought quantitative analysis was "so boring…just a bunch of accounting tricks, excel tricks" explains how quantitative analysis enables her to ask and answer questions of the utmost social significance.*

Interview (III)

"Coding" (November 10)

When you are reading the "housewife" and "auto mechanic" dialogues that were recorded by Studs Terkel consider how you would code them according to the various methods described by Saldana.

> Saldana, J. (2011). "A Survey of Qualitative Data Analytic Methods" (pp. 89 -104). In <u>*Fundamentals of Qualitative Research.*</u>
>
> Nicole Kipar. (2019). "Coding Qualitative Data for Categories and Themes". (9 minutes).
>
> "Housewife". Studs Terkel. *Working.*
>
> "Auto Mechanic". Studs Terkel. *Working.*

Module Three: Research Ethics

In this module, we will consider how institutional ethical codes and procedures (such as the IRB) were born when research participants were harmed during research. We will consider how to avoid doing harm while conducting research. We will also consider how researchers can aspire not just to avoiding harm but can also attempt to contribute to the public good through their research. Finally, we will consider obstacles to the production of social research for the public and how these obstacles might be overcome.

By the end of this module, students are expected to:

- Distinguish between a procedural and nuanced view of research ethics
- Explain disciplinary and institutional obstacles to public sociology

On Not Doing Harm

"Research Ethics & The IRB" (On Not Doing Harm) (November 15)
This week, we will learn about the Tuskegee Study and other research projects that harmed research participants. We will also learn about the Institutional Review Board (IRB) which by federal mandate evaluates research projects to ensure that protections for research participants are in place. As you are doing this week's readings, please consider: how were research participants harmed by the Tuskegee Study? How would the IRB prevent these harms? Can you think of other harms that may result from social research that the IRB requirements do not regulate?

C & S, Chp. 3

The Tuskegee Study". Black History in 2 Minutes (Or So). (3 mins).

[“Harassed: An Interview with Rebecca Hanson and Patricia Richards.”](#)

Reconsidering Harm

“Reconsidering Harm”: Is “Not Doing Harm” Enough? (November 17)
We read a piece of longform journalism that considers the divergent fates of a photographer and the girl who appeared in his Pulitzer-Prize winning photograph. As you are reading this piece, consider: To what extent are power differentials and variegated reward structures also present in academic research? What do you think of how Gloria Gonzalez-Lopez reconciles this situation?

> The Girl in the Kent State Photo." *The Washington Post Magazine.*

> Gonzalez-Lopez, Gloria. (2013) “The Maquiladora Syndrome.” *Contexts.* 12 (1): 14.

“Representation and Veracity” (November 22)
This week, we read a chapter from Alice Goffman's controversial ethnography, "On the Run". As you are reading Goffman's account, please consider, how does Goffman represent the people in her research community? How does she represent herself? Does she harm Black Americans with her representations? We also read two short reflections - the first on the ethics of representation and the second on veracity in ethnography - emerging from the Goffman controversy.

> Goffman, A. (2014). On the Run: Fugitive Life in an American City. University of Chicago Press: 23-39

> Small, M. L. (2015). De-Exoticizing Ghetto Poverty: On the Ethics of Representation in Urban Ethnography. City & Community, 14(4), 352–358.

> Ali, S. (2017). Watching the Ethnographers. Contexts, 16(4), 60–62.

Public and Applied Sociology

“The Debate Over Public Sociology (Public Sociology I)” (November 29)
Do sociologists have a moral obligation to produce research for the public? If so, which publics? How? In what capacity? What are the opportunities and obstacles to public sociology?

> Readings TBD.

Review

“Module 2 & 3 Review” (December 1)