Sociology 275
Social Research Methods
T/TH 9:30-10:45

Instructor: Kelly Bergstrand
Office: Social Sciences 439b
Email: kellyjb@d2l.arizona.edu
Office hours: WF, 3:00-4:00 pm or by appointment

Course Description
This course is designed to introduce you to the process of conducting research. We will overview why and how we conduct research, ethical considerations, measurement issues, and sampling procedures. By the end of the course you will be able to critically assess others’ research, making you a more informed reader who can evaluate whether the conclusions of studies are accurate or whether they might be biased or misleading. But you will also go beyond becoming a critical consumer of information to becoming a producer of research. You will acquire knowledge and skills that will allow you to formulate research questions, design measures for your concepts, craft research instruments, collect data, analyze data and report the results. There are many methodological procedures that researchers use to understand the social world, and we will explore a variety of them. This includes both quantitative methods, such as surveys and experiments, as well as qualitative methods, such as interviews and ethnographic observation.

Required Texts and Reading Materials


Additional reading assignments, announcements and class handouts will be posted on the course D2L site. To access the D2L site, go to http://d2l.arizona.edu, click on the UANetID Login in the upper left corner, and then click on the course link to SOC 275.
Course Requirements

1. Research Projects: There will be two research projects due in this course: one using a qualitative method and one using a quantitative method. You can choose which qualitative (e.g. interviews, ethnographic participation) and which quantitative (e.g. survey, experiment) method you would like to use. For each of these projects, you will be responsible for developing a research question, designing a research instrument or procedure to answer the question, collecting data, and reporting the results. Students will be responsible for documenting this research process in a 5-10 page paper, with the research instrument (if used) attached as an appendix. I will distribute a handout in class that clearly outlines the steps and requirements of each research project. Additionally, for each project, students will need to submit a 1-2 page research proposal that identifies a research question and documents how they plan to investigate the question. This will provide me with an opportunity to provide feedback at an early stage. The qualitative and quantitative research project will each be worth 75 points and 60% of your grade total.

2. Midterm Exam: The midterm exam will include multiple choice questions and short-answer questions. The exam will be worth 100 points and 40% of your grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative Research Project</td>
<td>75</td>
<td>30%</td>
</tr>
<tr>
<td>Quantitative Research Project</td>
<td>75</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>40%</td>
</tr>
</tbody>
</table>

Total Points 250 100%

Grading scale for course
90-100% A
80-89% B
70-79% C
60-69% D
59% or below E
Course Policies

Missed Exam
A make-up exam will be scheduled for students who have talked with the professor before the exam and have an approved absence or have had a documented illness/family emergency.

Late Work
Late work will be accepted but will drop one letter grade for each day past the due date that the assignment is turned in. For example, a paper due on Friday that would have received an A if turned in on time on Friday, will receive a B if turned in Saturday and a C if turned in Sunday.

Classroom Courtesy and Respectful Discussion
Students are expected to arrive to class on time and to turn off any personal electronic devices (cell phones, iPods) during class. During class, students are expected to be respectful by listening carefully to others and not engaging in disruptive or distracting behavior. Every student has the right to disagree with opinions expressed by the professor or other students, however the student must respond in a courteous, respectful way that ensures a safe and tolerant classroom environment. Hostility, intimidation or derogatory comments absolutely will not be tolerated and students who do not act in a respectful manner will be asked to leave the class.

Academic Integrity
Any form of academic misconduct will not be tolerated. Students are expected to observe the University’s Code of Academic Integrity. This Code can be found at: http://deanofstudents.arizona.edu/codeofacademicintegrity.

Students with disabilities
Students with disabilities who require reasonable accommodations to fully participate in course activities or to meet course requirements must register with the Disability Resource Center. If you qualify for services through DRC, please bring your letter of accommodations to me as soon as possible.
Course Outline and Schedule

Section 1: Basics of Social Research

Week 1: Introduction

T       Welcome and Introduction to the Course

Th      Introduction to Social Research
        Reading: Babbie, Ch. 1 “Human Inquiry and Social Science”

Week 2: Ethical Issues in Social Research

T       Ethical Considerations and Violations
        Reading: Babbie, Ch. 3 “The Ethics and Politics of Social Research”

Th      Controversies
        Reading: Harkness, “Nuremburg and the Issue of Wartime Experiments on U.S.
        Prisoners: The Green Committee” (pp. 58-65 in Wysocki)

        Milgram, “Problems of Ethics in Research” (pp. 66-73 in Wysocki)

        Video: Quiet Rage: The Stanford Prison Experiment

Week 3: Research Design

T       How to Design a Research Project
        Reading: Babbie, Ch. 4 “Research Design”

Th      Units of Analysis
        Reading: Hook, Glick and Bean, “Public Assistance Receipt among Immigrants and
        Natives: How the Unit of Analysis Affects Research Findings” (pp. 84-92 in Wysocki)
Week 4: Moving from Concepts to Measures

T Conceptualization, Operationalization and Measurement
Reading: Babbie, Ch. 5 “Conceptualization, Operationalization and Measurement”

Gibbs, “Conceptualization of Terrorism” (pp. 104-110 in Wysocki)

Th Creating Measures
Reading: Babbie, Ch. 6 “Indexes, Scales and Typologies”

Week 5: Sampling: Logic and Design

T Theory and Practice of Sampling
Reading: Babbie, Ch. 7 “The Logic of Sampling”

Th Difficulties in Sampling
Reading: Michael, Gagnon, Laumann and Kolata, “Sex in America” (pp. 159-166 in Wysocki)

Week 6: Midterm

T Review for Exam

Th Midterm Exam

Section 2: Qualitative Methods

Week 7: Qualitative Field Research

T Field Research
Reading: Babbie, Ch. 10 “Qualitative Field Research”

Cannon, Calhoun, and Fisher: “Amateur Stripping and Gaming Encounters: Fun in Games or Gaming as Fun?” (pp. 206-215 in Wysocki)
Th | Ethnography


**Week 8: Qualitative Interviewing**

T | Interviews


Th | Interviews

*Reading*: Davidson and Layder, “Interviewing.” Ch. 5 in *Methods, Sex and Madness*

**1-2 page Qualitative Research Proposal Due**

**Week 9: Qualitative Data Analysis**

T | Qualitative Data Analysis

*Reading*: Babbie, Ch. 13 “Qualitative Data Analysis”

Th | Fieldnotes

*Reading*: Emerson, Fretz and Shaw, “Processing Fieldnotes: Coding and Memoing” Ch. 6 in *Writing Ethnographic Fieldnotes*

**Week 10: Writing up your Research**

T | Writing Social Research

*Reading*: Babbie, Ch. 15 “Reading and Writing Social Research”

Th | Writing a Research Paper

*Reading*: Wysocki, Ch. 12 “Writing and Reading a Research Paper” pp. 283-297

**Qualitative Research Project Due**
Section 3: Quantitative Methods

Week 11: Surveys

T  Survey Research
    *Reading: Babbie, Ch. 9 “Survey Research”*

Th  Surveys
    *Reading: Koch and Emrey, “The Internet and Opinion Measurement: Surveying Marginalized Populations” (pp. 194-200 in Wysocki)*

Week 12: Experiments

T  Experiments
    *Reading: Babbie, Ch. 8 “Experiments”*

Th  Experimental Design and Vignettes
    *Reading: Zelditch, “Can You Really Study an Army in the Laboratory?” Pp. 528-539 in A Sociological Reader on Complex Organizations.*


**1-2 page Quantitative Research Proposal Due**

Week 13: Quantitative Data Analysis

T  Quantitative Data Analysis
    *Reading: Babbie, Ch. 14 “Quantitative Data Analysis”*

Th  Introduction to Statistics
    *Reading: Freeman, “Elementary Applied Statistics: For Students in Behavioral Science” (pp. 262-271 in Wysocki)*
Section 4: Additional Methods

Week 14: Comparative, Historical and Visual Methods

T        Comparative and Historical Research
Reading: Babbie, “Comparative and Historical Research” pp. 375-383

Th       Visual and Arts-Based Research
Reading: First, “Nothing New Under the Sun? A Comparison of Images of Women in Israeli Advertisements in 1979 and 1994” (pp. 272-282 in Wysocki)

Week 15: Secondary Data Analysis and Conclusion

T        Secondary Data

Th       Course Overview and Conclusion

**Quantitative Research Project Due**