

**Survey of Research Methods
SC 710.01
Fall 2006
Meets Wednesdays: 12-2:30**

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Office Hours: Tuesday and Thursday 3-4 p.m.

Course Description:

This course introduces you to a range of research methods in the social sciences. We will briefly consider epistemological issues by examining a variety of perspectives on knowledge seeking. These perspectives challenge and attempt to move beyond positivist social science.

We will consider a variety of methods including survey research, field research, intensive interviewing, content analysis, experimental research, and action research. Additionally, we will briefly introduce some innovative methodological approaches such as mixed-methods research designs.

This course seeks to prepare you for the complexities of the real world of social research, with all its myriad problems. Considerable attention will be given to the comparisons among alternative methods and an assessment of the relative strengths and limitations of each method. In connection with each methodology, we deal with issues such as measurement, reliability, validity and sampling. The readings in the course reflect both theoretical/conceptual research issues and first-hand experiential research accounts.

Each student is asked to prepare a well-developed research proposal on a topic suitable for an M.A. or Ph.D. thesis.

COURSE REQUIREMENTS

A. Class Attendance and Participation (10%).

Participation in the discussion of class readings is a vital part of the seminar. Students are responsible for the assigned readings, taking part in class discussions, and presenting oral summaries of their research projects. The seminar format relies on your informed contributions and therefore it is important that you read all relevant articles before the class in which they will be discussed. You will be required to lead at least ONE class discussion.

B. Two Short Methods Papers (35%).



You will get 3 mini-methods paper assignments during the course of the semester. Everyone must do the first assignment, but you have a choice to do the second or third papers depending on your specific methods interests. Each paper should be no more than 6 to 7 pages in length.

C. Three “Hands-on Assignments (30%)



The Lion says, “You will be required to complete two (2) Hands-On Research Assignments (35 %). You must complete Hands On Assignment # 1 or #3. Everyone must do Hands on Assignment #2.”

****If you do both 1 and 3 you will receive Extra Credit (10%).**

This is the “practice” part of our course.

- 1. Hands-On Assignment #1 (15%)
Observation Study (Choose this assignment or #3)
- 2. Hands-On Assignment #2 Analysis of Data (15%)--EVERYONE DOES THIS ASSIGNMENT!!
- 3. Hands-On Assignment #3 Survey Interview Study (15%)
(Choose this assignment or #1)

D. The Research Proposal (25%)



The Tiger says, “Your Research Proposal is critical to your career as a sociologist (25%). It prepares you to put what you have learned into your own research praxis.”

- Pre-proposal Assignment #1 (not graded)
- Pre-proposal Assignment #2 (not graded)
- Final Proposal (25%)

One of the goals of this course is to help students prepare a research proposal (see handout on “Proposal Guidelines” on a topic suitable for an M.A. or Ph.D. thesis. To this end, there will be two intermediate assignments that will lead to the generation of a final proposal. You will be asked to team up with a classmate and give each other feedback on your pre-proposal assignments. While the two pre-proposal assignments will not be graded, you are required to submit them on time.

Built into the reading list is a set of required and recommended readings to guide you as you engage in the process of proposal writing. Our class meets only once a week, but I hope that you will also get together with your “research partner(s)” to engage in a collective process of proposal dialogue and writing outside of class. The pre-proposal assignments are set up to enable you to gradually create the building blocks of a complete proposal. You and your partner will give feedback to one another on your pre-proposal assignments.

I have set up a separate (2 day) mini-course on getting your proposal written that will meet for two Mondays in my office (404 McGuinn Hall). These meetings will be between 5 and 7:00 pm. You might consider attending this proposal group workshop for this semester.

****Instructions, Tips, & Guidelines for Proposal Assignments**

Pre-Proposal Assignment #1

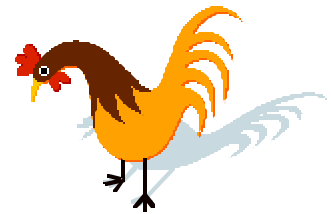
The objective of this assignment is to explore a possible topic for research, to develop skills in formulating a problem, and to learn to specify a research question. You will be asked to justify your proposed research and conduct a literature review. Please follow the instructions below:

- *Research Statement and Research Question* (1-2 pages): Briefly describe the problem. Describe the purpose of your research and conclude with a clearly-stated research question.

- *Significance* (1 page): This section provides the rationale and justification for the research. For example, who cares about the answer? Is present opinion divided? How important is it to have an answer to this question? What are the implications for practice/policy of various possible outcomes of the research?
- *Review of Relevant Literature* (5-6 pages, double spaced): This review provides background information about your topic –it summarizes what is known about the subject, and critically analyzes prior research on the topic. This review lets the reader know that you understand the problem and provides a context for your proposed research. It also discusses studies that include concepts that you are focusing on.
- *Conceptualization and Operationalization*: Specify key concepts on which your study will focus and how you intend to operationalize them as variables. Discuss the issues of reliability and validity of measurement of key variables.
- *Hypotheses*: If applicable, state the key hypotheses to be tested, indicating independent and dependent variables.
- *A Complete Bibliography*: Use ASA style.

Pre-Proposal Assignment #2

This assignment will ask you to describe the research methodology for your proposed study. You are asked to specify your primary data collection method and sampling procedures. Additionally, if applicable, you should include a description of the design of your instruments and provide sample questions. This assignment builds on the previous one and you should include your revised work from assignment #1 when you submit assignment #2. Please be sure to incorporate suggested improvements into both your revisions to assignment #1 and your new work in assignment #2.



Therefore, in addition to your revised assignment #1, please submit:

- (2 pages): Describe your research design and data collection method.
- *Sample*: Specify your sample, how it will be selected, whether it is random, etc.
- *Other Methodological Issues* (1-2 pages): Indicate any additional concerns you have regarding methodological issues in your study, such as response rate, sampling bias etc.
- *Ethical and Political Considerations*: Briefly discuss any ethical or political concerns you may have with your proposed research focus and/or procedures.
- *Instrumentation and Measurement*: Provide and discuss sample instruments to be used. For example, for a survey, you would include a questionnaire or interview schedule; for in-depth interviewing, a set of open-ended questions; for content analysis, a coding sheet. Also include instructions to respondents or recorders.

Final Proposal Assignment

The final proposal should build on the work you did in the previous two assignments. You should have revised and improved your previous work based on the feedback you have received. Please refer to the Research Proposal guidelines in your “handouts” packet to include all relevant sections. Your final proposal should include an abstract, a budget, etc.

DUE DATES for all Assignments

Short Methods Paper #1	October 4th
Short Methods Paper #2	October 11th
Pre-Proposal #1	October 18th
Hands-On Assignment #1 (Research Observations)	October 25th

Hands-On Assignment #2 (Analysis) AND Pre-Proposal #2	November 8th
Hands-On Assignment #3 (Survey/Interviewing)	November 15th
Short Methods Paper#3 (documents)	November 29th
Final Proposal	December 13th

Required Course Texts: (all available in B.C. Bookstore)

- Creswell, John W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Second Edition. Thousand Oaks, CA: Sage Publications.
- Hesse-Biber, Sharlene and Patricia Leavy (2006). *The Practice of Qualitative Research*. Thousand Oaks, CA: Sage Publications.
- Neuman, Lawrence W. (2006). *Social Research Methods*. 6th ed. Needham Heights, MA: Allyn & Bacon.

REQUIRED COURSE ARTICLES ARE ONLINE IN WEBCT UNDER SC710—These articles cannot be found in the required course texts. Download and print them and bring them to class.

Recommended Course Texts (Available in the B.C. bookstore for purchase if you like):

- Galvan, John L. (1999). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*. 2^d ed. Los Angeles: Pyczak Publishing.
- Hesse-Biber, Sharlene and Patricia Leavy. (2004). *Approaches to Qualitative Research*. New York: Oxford University Press.
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- Punch, Keith F. (2000). *Developing Effective Research Proposals*. Thousand Oaks, CA: Sage Publications.
- Pyczak, F. & Bruce, R. R. (2003). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences*. 4rd ed. Los Angeles:
- Wolcott, Harry. (2001). *Writing Up Qualitative Research*. 2^d ed. Thousand Oaks, CA: Sage Publications.

***It should be noted that you are responsible for keeping up with your readings. Come to class prepared to discuss and engage these readings in discussion and practice. Note that assigned readings must be completed, but the “Practice Readings” are there for you to apply and develop your new skills. I recommend that you complete as many of these readings as possible to nourish your learning process!!

COURSE OUTLINE AND READINGS

September 6th Introduction and Course Overview **Review of syllabus and assignments**

****Please come to class with a model of the scientific method from any standard research methods textbook****

Assigned Readings:

- Neuman, "Science and Research." Chapter 1.
- Neuman, "The Meanings of Methodology." Chapter 4.

I. Traditions in Epistemology: Overview and Critical Analysis

**September 13th Overview of Major Epistemological Positions
Positivism and the Scientific Method
Post-empirical Traditions**

Assigned Readings available on WebCT for SOC710:

- Durkheim, Emile. (1938). *The Rules of the Sociological Method*. Glencoe, IL: The Free Press. Chapter II. (pp. 14-46).
- Simmel, Georg. (1984). "Female Culture." In *Georg Simmel: On Women, Sexuality, and Love*. New Haven, CT: Yale University Press. (pp.65-101).
- Nielson, Joyce McCarl (ed.). (1990). *Feminist Research Methods*. Boulder, CO: Westview Press. Introduction. (pp. 1-15).

**September 20th From Epistemology to Methodology: Implications for Research
What is Induction? Deduction?**

Assigned Readings available on WebCT for SOC710:

- Longino, Helen E. (1999). "Feminist Epistemology." In *The Blackwell Guide to Epistemology*. John Greco and Ernest Sosa (eds). Malden MA: Blackwell Publishing. (pp. 327-353).
- Oakley, Ann. (1998). "Gender, Methodology and People's Ways of Knowing: Some Problems with Feminism and the Paradigm in Social Science." *Sociology*, 32:4 (November), 707-31.
- Guba, Egon G. and Yvonna S. Lincoln. (1994). "Competing Paradigms in Qualitative Research." Pp. 105-117 in *Handbook of Qualitative Research*, edited by Norman K. Denzin and Yvonna S. Lincoln. Thousand Oaks, CA: Sage.

Short Methods Paper Assignment #1 (for Everyone): Induction vs. Deduction (Due October 4th)

Please read the following articles: (15%)



- Becker, Howard S. (1953). "Becoming a Marihuana User." *American Journal of Sociology* 59(3): 235-242.
- Bloemraad, Irene. (2004). "Who Claims Dual Citizenship? The Limits of Postnationalism, the Possibilities of Transnationalism, and the Persistence of Traditionalism." *International Migration Review* 38(2): 389-426.

Answer the following questions in essay format (no more than 7 pages). How is Bloemraad's article an example of a deductive sociological approach? In what ways is Becker's piece in line with an inductive, grounded theory approach? How distinct, and in what ways, are deductive and inductive thinking in their approach to empirical analysis? What is the relationship (if any) between 1) statistical analysis and deductive thinking and 2) qualitative

research and inductive thinking? What do you think about the relationship between theory and evidence?

II. Doing Social Research

September 27th

I. Research Dimensions

From Theory to Research

The Stages of Research

The Nature of Causation

II. The Research Problem

Formulation of Specific Research Questions and Hypothesis

Quantitative and Qualitative Designs

Assigned Reading:

- Neuman, "Dimensions of Research." Chapter 2.
- Neuman, "Theory and Research." Chapter 3.
- Neuman, "Qualitative and Quantitative Research Designs." Ch. 6.
- **Proposal Reading—Creswell (2003), Chapter 4.**

Practice: What is Causality?

- Pager, Devah. (2003). "The Mark of a Criminal Record." *American Journal of Sociology* 108(5): 937-975.
- Campbell, Donald T. and Julian C. Stanley. (1963). *Experimental and Quasi-Experimental Designs for Research*. Chicago: Rand McNally. Pp. 2-27.

****REMINDER: Short Methods Paper #1 is due next week on October 4th!!!!**

Be prepared to discuss the following questions in class.

What is Causality? What are quantitative approaches to causality? Qualitative approaches? Why is the experimental approach held out as the best method to unearth causality?

October 4th: Measurement in the Social Sciences Conceptualization and Operationalization

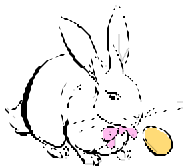


Short Methods Paper Assignment #1 (for Everyone): Induction vs. Deduction is DUE TODAY!!

*****In-class exercise*****

Assigned Readings:

- Neuman. "Qualitative and Quantitative Measurement." Chapter 7.
- Rubin, Zick. (1976). "Measurement of Romantic Love and On Studying Love: Notes on the Researcher-Subject Relationship." Pp. 495-513 in *The Research Experience*, edited by Patricia Golden. Itasca, IL: F. E. Peacock Publishers, Inc.
Available in WEBCT for SOC710.



New Methods Paper #2 is Due October 11th (15%) Remember, you have a choice! You can choose to do methods assignment # 2 or methods assignment # 3]. Methods Assignment #2 is due next week on October 11th.

Race and ethnicity are key sociological concepts in sociology, but how we conceptualize race is a difficult task. Can we conceptualize and operationalize the concept of race? Why or why not? Is there a link between data collection and measurement? What are the strengths and weaknesses of the different ways this concept is conceptualized and measured in these articles? How can we study race with reifying this concept and making it a biological category of analysis?

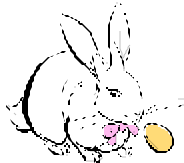
For this assignment please read the following articles:

- Edmonston, Barry, Joshua Goldstein and Juanita Tamayo Lott (eds). (1996). *Spotlight on Heterogeneity: The Federal Standards for Racial and Ethnic Classification*. Washington, DC: National Academy Press. (Pp. 4-34)
- Harris, David and Jeremiah Joseph Sim. (2002). "Who is Multiracial? Assessing the Complexity of Lived Race." *American Sociological Review* 67(4): 614-627.
- Pescosolido, Bernice A., Elizabeth Grauerholz and Melissa A. Milkie. (1997). "Culture and Conflict: The Portrayal of Blacks in U.S. Children's Picture Books Through the Mid- and Late-Twentieth Century." *American Sociological Review* 62(3): 443-464.

III. Qualitative Research Methods

October 11th

Field Methods/Ethnographic Methods



Short Methods Paper #2 is due today!!!

Also, remember that Pre-Proposal #1 is due next week on October 18th!!!!

Assigned Readings:

Neuman. "Field Research." Chapter 13. (pp.343-380)
Hesse-Biber and Leavy, Chapter 7.

SELECT ONE (Available in WebCT for SC710):

- Wolf, Diane L. (1996). "Situating Feminist Dilemmas in Fieldwork." Pp. 1-55 in *Feminist dilemmas in fieldwork*, edited by Diane L. Wolf. New York: Westview.
- OR
- Zavella, Patricia. (1996). "Feminist Insider Dilemmas in Fieldwork." Pp. 138-159 in *Feminist dilemmas in fieldwork*, edited by Diane L. Wolf. New York: Westview.

SELECT ONE (Available in WebCT for SC710):

- bell hooks. (1990). "Culture to Culture: ethnography and cultural studies as critical intervention." Pp. 123-135 in *Yearning: race, gender and cultural politics*. Boston, MA: South End Press.
- OR
- Thorne, Barrie. (1980). "You Still Takin' Notes? Fieldwork and Problems of Informed Consent." *Social Problems* 27(3) (February 1980): 284-297.

READ ALL:

- Campbell, Marie L. (1998). "Institutional Ethnography and Experience as Data." *Qualitative Sociology* 21(1): 55-73. (Available in WEBCT for SC710).
- Buraway, Michael. (1991). "The Extended Case Method." Pp. 271-300 in

Ethnography Unbound: Power and Resistance in the Modern Metropolis.
Berkeley and Los Angeles: University of California Press.

- Goldthorpe, John H. (2000). "Sociological Ethnography Today: Problems and Possibilities." Pp. 65-93 in *On Sociology: Numbers, Narratives, and the Integration of Research and Theory*. Oxford: Oxford University Press.

Food for Thought: Be prepared to answer the following questions in class.

**What are the underlying assumptions and ideas each of these authors brings to the study of ethnography?
What insights and suggestions do you find that particularly resonate with you? What is not addressed that needs to be?**

October 18th: Intensive Interviewing and Focus Group Interviewing



***** Pre-proposal Assignment #1 is due today!*****

Exchange assignments with your research partner

*****In-class exercise*****

The Tiger wants to remind you that Hands-On Assignment #1 is due next week on October 25th; you have a choice between this assignment and Assignment #3. Choose wisely!

Food for Thought: Be prepared to answer the following questions in class.

What are the underlying assumptions about interviewing and data collection held by DeVault, Riessman, Morgan and Edwards? What specific insights and ideas are helpful? Problematic? What is not covered that you think is important? Where do these authors diverge in their opinions on the interview process? Converge? Compare and contrast a positivistic perspective on the interview process with a feminist perspective. In what ways are they different? Similar?

Assigned Readings:

- DeVault, Marjorie. (1990). "Talking and Listening from Women's Standpoint: Feminist Strategies for Interviewing and Analysis." *Social Problems* 37(1), 96-115. (Available in WEBCT for SC710).
- Hesse-Biber, Sharlene and Patricia Leavy. (2006). *The Practice of Qualitative Research*. Chapters 4 and 6.
- **Proposal Reading—Creswell (2003), Chapters 6 & 7.**

Practice (All are Available on WebCT for SOC710):

- Reissman, Catherine K. (1987). "When gender is not enough: women interviewing women." *Gender and Society* 1(2): 172-207.
- Morgan, David. (1996). "Focus Groups." *Annual Review of Sociology* 22: 129-152.
- Edwards, Rosalind. (1990). "Connecting Methods and Epistemology: A White Woman Interviewing Black Women." *Women's Studies International Forum* 13(5), pp. 477-490.
- Kasper, Anne S. (1994). "A Feminist Qualitative Methodology: A Study of Women with Breast Cancer." *Qualitative Sociology* 17(3): 263-281.

October 25th Computers in Qualitative Data Analysis



***** Hands-On Assignment # 1 Observation Exercise is due today!!! (Choose between Hands-On Assignments #1 & # 3; everyone must do Hands-On Assignment #2)**

Assigned Readings:

- Neuman, "Analysis of Qualitative Data." Chapter 15.
- Fielding, Nigel and Raymond M. Lee. (1998). *Computer Analysis and Qualitative Research*. London: Sage Publications. Chapter 1. (Available in WEBCT for SC710)
- Hesse-Biber, Paul Dupuis, and T. Scott Kinder. (1991). "HyperRESEARCH: A Computer Program for the Analysis of Qualitative Data with an Emphasis on Hypothesis Testing and Multimedia Analysis." *Qualitative Sociology* 14(4). (Available in WEBCT for SC710)
- Hesse-Biber, Sharlene. (2004). "Unleashing Frankenstein's Monster: The Use of Computers in Analyzing Qualitative Data." Pp.535-545 in *Approaches to Qualitative Research*, edited by Sharlene N. Hesse-Biber and Patricia Leavy. New York: Oxford University Press. (Available in WebCT for SC710).

November 1st Analyzing Qualitative Data

LION ALERT! See your Handout for Hands-On Assignment #2, which is due for EVERYONE next week on Nov. 8!! Also, remember Pre-Proposal #2 is due November 8th, too!!



Assigned Reading:

- Charmaz, Kathy. Grounded Theory. (Available on WebCT for SC710).
- Strauss, Anselm and Juliet Corbin. (1994). "Grounded Theory Methodology: An Overview." Pp. 273-285 in *Handbook of Qualitative Research*, edited by Norman K. Denzin and Yvonna S. Lincoln. Thousand Oaks, CA: Sage Publications. (Available in WEBCT for SOC710)
- Hesse-Biber and Leavy. *The Practice of Qualitative Research*, Chapter 10.
- Coffey, Amanda and Paul Atkinson. (1996). *Making Sense of Qualitative Data: Complimentary Research Strategies*. Thousand Oaks, CA: Sage Publications. Chapter 2. (Available in WEBCT for SOC710)

IV. Quantitative Methods

November 8th Quantitative Research Methods: Survey Research
Sampling
Questionnaire Construction
Interviewing
Data Reduction
Assessment of Strengths and Weaknesses of Survey Research



**Pre-Proposal # 2 is due today!!!
Hands-On Assignment #2 (Data Analysis) is due today for everyone!!**

LION ALERT: Your survey interview assignment is due next week if you chose to do Assignment #3!



Assigned Readings:

- Neuman, "Qualitative and Quantitative Sampling." Chapter 8

- Neuman, "Survey Research." Chapter 10.
- Neuman, "Analysis of Quantitative Data." Chapter 12.
- Jacobs, Jerry and Ronnie Steinberg. (1990). Compensating Differentials and the Male-Female Wage Gap: Evidence from the New York State Comparable Worth Study." *Social Forces*. 69(2): 439-468. (Available in WebCT for SC710)
- Pager, Devah, and Lincoln Quillian. (2005). "Walking the Talk? What Employers Say vs. What They Do." *American Sociological Review* 70(3): 355-380. (Available on WebCT for SC710).
- Rychtarik, Robert G., Gerald J. Connors, Kurt H. Dermen and Paul R. Stasiewicz. (2000). "Alcoholics Anonymous and the Use of Medications to Prevent Relapse: an Anonymous Survey of Member Attitudes." *Journal of Studies on Alcohol* 61(1): 134-138



- Smith, Michael D. (1994). "Enhancing the Quality of Survey Data on Violence Against Women: A Feminist Approach." *Gender and Society* 18(1): 109-127. (Available in WebCT for SC710)

November 15th

**** Hands-On Assignment #3 (Interviewing) is due today! Remember that you had a choice between this assignment and Assignment #1. Exchange assignments with your research partner.**

Unobtrusive and Experimental Methods

Assigned Readings:

- Hesse-Biber and Leavy. The Practice of Qualitative Research, Chapter 8.
- Neuman, "Experimental Research." Chapter 9.

Practice (Available on WebCT for SC710):

- Ferree, Myra Marx, William Anthony Gamson, Jürgen Gerhards and Dieter Rucht. (2002). *Shaping Abortion Discourse: Democracy and the Public Sphere in Germany and the United States*. Cambridge, England: Cambridge University Press.
- Skim chapters 1, 2, 3, 5, 6. Foschi, Martha, Larissa Lai, and Kristen Siegerson. (1994). "Gender and Double Standards in Assessment of Job Applications." *Social Psychology Quarterly* 57(4): 326-339.
- Haney, C., Banks, W.C., and Zimbardo, P.G. (1973). "Interpersonal dynamics in a simulated prison." *International Journal of Criminology and Penology* 1: 69-97.
- Jenkins, C. (1998). "From Queer to Gay and Back Again: Young Adult Novels with Gay/Lesbian/Queer Content, 1969-1997." *Library Quarterly* 68(3): 298-334.
- Lyubomirsky, S. (2001). "Why Are Some People Happier Than Others?" *American Psychologist* 56(3): 239-249



Methods Paper Assignment #3: Document Research

Bunny Alert: This is due in one week on November 29th!!!



Instead of talking to people or observing people, Ferree and colleagues try to understand society through the analysis of documents. What are the advantages and drawbacks of doing research using documents? Why are their data and research design appropriate for their research question? (Or, why wasn't it?) How confident do you feel

about their data collection, data analysis and conclusions? Why do you feel this way? Is there anything you would have done to improve the research?

November 22nd

No class!!

****There is no class, but don't forget to have your Short Methods Paper #3 ready to turn in on November 29th!!**

V. Combining Qualitative and Quantitative Methods

November 29th Mixed Methods Research: Combining Qualitative and Quantitative Methods



****** Short Methods Paper Assignment #3 (document research) is due today******

*****In-class exercise:**

**Assigned Readings:
Theory:**

- Hesse-Biber, Sharlene and Patricia Leavy. (2006). "Mixed Methods (Chapter 9)." Pp. 315-240 in *The Practice of Qualitative Research*, edited by Sharlene Hesse-Biber and Patricia Leavy.
- Julia Brannen. (1992). "Combining Qualitative and Quantitative Approaches: An Overview." Pp. 3-37 in *Mixing Methods: Qualitative and Quantitative Research*, edited by Julia Brannen. Aldershot: Avebury. (Available on WebCT for SC710)
- Rank, Mark R. (1992). "The Blending of Qualitative and Quantitative Methods in Understanding Childbearing among Welfare Recipients." Pp. 81-96 in *Approaches to Qualitative Research*, edited by Sharlene Hesse-Biber and Patricia Leavy. (Available on WebCT for SC710).

Food for Thought: Are two methods better than one? Is the whole greater than the sum of its parts?

Practice:

- Tolman, Deborah L. and Laura A. Szalacha. (1999). "Dimensions of Desire: Bridging Qualitative and Quantitative Methods in a Study of Female Adolescent Sexuality." *Psychology of Women Quarterly*, 23(1), 9-41. (Available in WebCT for SC710)
- Altabe, Madeline. (1998). "Ethnicity and body image: quantitative and qualitative analysis." *International Journal of Eating Disorder* 23(2): 154-9. (Available on WebCT for SC710)

December 6th

Action Research and Wrap Up

Remember to have your Final Proposals ready to turn in next week on December 13th!!

Assigned Readings:

- Lykes, M Brinton. (1997). "Activist participatory research among the Maya of Guatemala: Constructing meanings from situated knowledge." *The Journal of Social Issues* 53(4):725-46. (Available on WebCT for SC710)
- Small, Stephen A. (1995). "Action-oriented research: models and methods." *Journal of Marriage and the Family* 57: 941-55. (Available on WebCT for SC710)
- Vitucci, Judi and Whiteford, Linda M. (1997). "Pregnancy and addiction: translating research into practice." *Social Science & Medicine* 44(9):1371-80. (Available on WebCT for SC710)

December 13th. ***Final Proposal due today*******

Presentation of Student Proposals

