

Graduate Research Methods
SC 710.01
SPRING, 2009
Meets Wednesdays 12:30 TO 3 PM

OFFICE HOURS: THURSDAYS 1 TO 2:30

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A note to my students:

Welcome to our class!

I am excited to have you on-board and look forward to our working together to make your learning experience positive and fruitful. The journey we are embarking on is not easy, but I anticipate that all of you are excited and eager to learn the skills necessary to move forward in your sociological careers. Research methods is a vital piece of the puzzle of research inquiry and is a basic building block to getting at complex social problems. Your journey in this course will require commitment on your part to putting in the time necessary to learn research skills and applications of these skills to a variety of social problems. The course is built around the acquisition of both theoretical and practical methods applications. It requires that you spend the time between our class meetings in dialogue with the readings and application of these reading through “hands-on” assignments” as well as a semester long research proposal preparation. If you do not feel you have the time to engage with this course, then I strongly urge you NOT to take this course unless you are prepared to put in the effort between our course meetings. This course meets only once a week, but you must devote the time during the week to engage with this course.

I look forward to our journey!

My best wishes,

Sharlene Hesse-Biber

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 in-depth interviewing, field research, survey research. Unobtrusive methods (content analysis), experimental research, and action research. Additionally, we will briefly introduce 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.

BE SURE TO TAKE TIME TO APPRECIATE NATURE AND YOUR FAVORITE ANIMAL!!



COURSE REQUIREMENTS

A. Class Attendance and Participation (15%). Four percent (4%) is deducted from your final grade for each class missed.

YOU ARE ALLOWED ONE UNEXCUSED ABSENCE with no grade reduction. ALL OTHER ABSENCES ARE NOT EXCUSED. 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.. **Please bring hard copies of all articles discussed for a given week.**

B. THREE Short Methods Papers



(10% each=30% of your grade)

You will get 3 mini-methods paper assignments be no more than 5 TO 6 pages in length.

during the course of the semester. Each paper should

C. TWO “Hands-on” Assignments (15% each assignment =30% of your grade)



This is the “practice” part of our course.

- 1. Hands-On Assignment #1 is an Observation Study
- 2. Hands-On Assignment #2 Analysis of Data

D. The Research Proposal (25%)



Your Research Proposal is critical to your academic career (25%). It prepares you to TRANSLATE 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.

****Instructions, Tips, & Guidelines for Proposal Assignments (DUE IN STAGES)**

Pre-Proposal Assignment #1 DUE FEBRUARY 11TH.

How you are guided in the writing of your proposal will depend on whether or not your proposal is from a Qualitative or Quantitative Approach. Different Approaches required somewhat different proposal steps. So... I will provide you with more specific guidelines later, depending on what route you decide to take with regard to your research approach.

The objective of this proposal assignment is for you 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.

Pre-proposal assignment number one requires the following:

- Take the IRB (on-line test) to receive your IRB certificate.
- Obtain an IRB research proposal form on the Boston College Research Website. In addition to handing in your pre-proposal assignment number one, go over what is required for an IRB proposal and bring a print out of this form to class filling out all those parts that are required for this pre-proposal assignment number 1 and placing this information on the form. Please attach the IRB -- form filled out up to what you can do --and hand this in with assignment number one.

Your pre-proposal paper requires that you provide:

- *A 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.

[note: IF YOU ARE DOING A QUANTITATIVELY DRIVEN APPROACH YOU WOULD ALSO NEED TO DEFINE YOUR TERMS AND CONCEPTS:

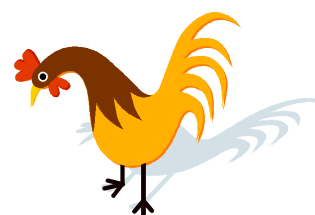
- *Conceptualization and Operationalization*: Specify key concepts on which your study will focus and how you intend to operationalize them as variables. Discuss the issues of reliability and validity of measurement of key variables.
- *Hypotheses*: If applicable, state the key hypotheses to be tested, indicating independent and dependent variables.]
- *A Complete Bibliography*: **Use APA style.** (I HAVE A HANDOUT ON THIS ASK MY FOR IT)

Pre-Proposal Assignment #2: DUE MARCH 18 TH

This assignment will ask you to describe the **research method/s** for your proposed study. You are asked to specify your **primary data collection method/s and sampling procedure/s**. Additionally, if applicable, you should include a description of the design of your instruments and provide sample questions.

NOTE: 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. (2 /3 pages).

IF APPLICABLE:

- *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.
- You are required to hand continue to fill in the IRB proposal form with additional information as per assignment number 2. Attach IRB form to your paper.

Final Proposal Assignment: DUE APRIL 29TH

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. (ASK MEFOR THE RESEARCH PROPOSAL GUIDELINE EVALUATION).** A **complet filled out IRB for is also required and should be attached to your final proposal.**

LATE ASSIGNMENT POLICY:

I CANNOT ACCEPT ASSIGNMENTS VIA EMAIL. ALL ASSIGNMENTS MUST BE HANDED IN THE BEGINNING OF CLASS.

IF AN ASSIGNMENT IS NOT HANDED IN DURING CLASS IT WILL BE CONSIDERED LATE AND THE NEXT TIME YOU CAN HAND IT IN IS THE NEXT CLASS PERIOD.

TO BE FAIR TO OTHER STUDENTS WHO HAND IN THEIR WORK ON TIME, I WILL DEDUCT ONE LETTER GRADE FOR EACH COURSE DAY THE ASSIGNMENT IS LATE.

PLEASE BACK UP ALL YOUR WORK. THIS IS YOUR RESPONSIBILITY. PLEASE NO EXCUSES FOR LATE WORK.

Short Methods Paper #1	FEBRUARY 4TH.
Pre-posal #1	WEDNESDAY, FEBRUARY 11TH
Short Methods Paper #2	WEDNESDAY FEBRUARY 18TH
Hands-On Assignment #1 (Research Observations)	WEDNESDAY MARCH 11TH.
PRE-PROPOSAL #2	WEDNESDAY, MARCH 18TH
HANDS ON ASSIGNMENT #2 (ANALYSIS)	WEDNESDAY, MARCH 25TH

<p>Short Methods Paper#3 (documents)</p> <p>PROPOSAL WORK:</p> <p>EXCHANGE DRAFT PROPOSALS WITH RESEARSH PARTNER</p> <p>PROVIDE FEEDBACK TO PARTNER (VIA FEEDBACK SHEET)</p>	<p>WEDNESDAY, APRIL 1ST</p> <p>NO LATER THAN APRIL 8TH</p> <p>FEEDBACK TO YOUR PARTNER IS DUE NO LATER THAN APRIL 12TH. YOUR RESPONSE TO YOUR PARTNER’S FEEDBACK AND FEEDBACK SHEET OF YOUR PARTNER’S COMMENTS IS DUE IN CLASS ON APRIL 15TH .</p>
<p>FINAL PROPOSAL</p>	<p>WEDNESDAY, APRIL 29TH</p>

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

- Hesse-Biber, Sharlene and Patricia Leavy (2006). *The Practice of Qualitative Research*. Thousand Oaks, CA: Sage Publications.
- Punch, Keith F. (2000). *Developing Effective Research Proposals*. Thousand Oaks, CA: Sage Publications.
- Pyrczak, F. & Bruce, R. R. (2003). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences*. 4rd ed. Los Angeles: Pyrczak .(Very basic “how to.”)
- Wolcott, Harry. (2008). *Writing Up Qualitative Research*. 3rd ed. Thousand Oaks, CA: Sage Publications.

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: Pyrczak Publishing. (Very basic “how to.”)
- Creswell. John W. (2008). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Second Edition. Thousand Oaks, CA: Sage Publications. (Very basic “how to and excellent!”)

***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.

REQUIRED COURSE ARTICLES ARE ONLINE IN BLACKBOARD UNDER SC710—These articles cannot be found in the required course texts. Download and print them and bring them to class for each scheduled day it is to be discussed.

COURSE OUTLINE AND READINGS

January 14th Introduction and Course Overview

**What are qualitative and quantitative approaches to social inquiry?
EXAMPLES OF EACH APPROACH WILL BE DISCUSSED LOOKING AT
SPECIFIC RESEARCH ARTICLES STUDENTS PROVIDE DURING CLASS.**

Assigned Readings:

- Hesse-Biber and Leavy, Chapters 1 and 2.

I. Traditions in Epistemology: Overview and Critical Analysis

**January 21st Overview of Major Epistemological Positions
Positivism and the Scientific Method
Post-empirical Traditions**

Assigned Readings available on Blackboard 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).

**January 28th From Epistemology to Methodology: Implications for Research
What is Induction? Deduction?**

Assigned Readings available on Blackboard for SOC 710:

- 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 (March), 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.

Reminder: Methods Paper #1 due Feb 4th (next week).

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

Please read the following articles:



- Becker, Howard S. (1953). "Becoming a Marijuana 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

SHORT RESEARCH METHODS PAPER ASSIGNMENT # 1 IS DUE TODAY: FEBRUARY 4th.

February 4th. 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:

- Revisit Chapters 1,2, Hesse-Biber and Leavy,
- Chapter 3 Hesse-Biber and Leavy
-
- 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.

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?

February 11th Measurement in the Social Sciences
Quantitative Measurement Conceptualization and Operationalization

Question: What is Qualitative Measurement ? Does it exist? Why or Why not? Be prepared to take a stance on this question.

PRE –PROPOSAL ASSIGNMENT # 1 IS DUE TODAY.

*****In-class exercise*** on measurement will be handed out and is based on today's readings.**

Assigned Readings:

- Neuman. "Qualitative and Quantitative Measurement." Chapter 7. (Available via Blackboard)



- 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 BLACKBOARD for SOC710.



Reminder: Short Methods Paper #2 is Due February 18th ; Here is your Short Methods Paper Assignment #2:

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 all of 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. (ALL THESE ARTICLES ARE AVAILABLE ON BLACKBOARD)

III. Qualitative Research Methods

February 18th

Field Methods/Ethnographic Methods



Assigned Readings:

)
Hesse-Biber and Leavy, Chapter 7.

SELECT ONE (Available in Blackboard 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.
OR
- Spalek, Baslia, (2005). "Researching Black Muslim Women's Lives Post-September 11th." *International Journal of Social Research Methodology* Vol. 8, No. 5, pp. 405-418.

SELECT ONE of the FOLLOWING : (Available in Blackboard 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 BLACKBOARD 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?

February 25th: Intensive Interviewing and Focus Group Interviewing

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 BLACKBOARD for SC710).
- Hesse-Biber, Sharlene and Patricia Leavy. (2006). *The Practice of Qualitative Research*. Chapters 4 and 6.
- **Proposal Reading—Creswell (2008), Chapters 6 & 7. (Available : BlackBoard)**

Practice (All are Available on Blackboard 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.

March 4th

SPRING VACATION



March 11th : Computers in Qualitative Data Analysis

HANDS-ON OBSERVATION ASSIGNMENT #1 IS DUE**TODAY.****Assigned Readings:**

- Harry Wolcott Book: Chapters 1-4
- Fielding, Nigel and Raymond M. Lee. (1998). *Computer Analysis and Qualitative Research*. London: Sage Publications. Chapter 1. (Available in BLACKBOARD 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 BLACKBOARD 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 Blackboard for SC710).

THERE IS NO CLASS ON WEDNESDAY, MARCH 4TH SPRING VACATION**March 11th Analyzing Qualitative Data****Assigned Reading:**

- **Finish Wolcott Book**
- Charmaz, Kathy. Grounded Theory. (Available on Blackboard 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 BLACKBOARD 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 BLACKBOARD for SOC710)

IV. Quantitative Methods : PLEASE NOTE: THIS IS A VERY SHORT INTRO. AS WE ARE PRIMARILY FOCUSING ON QUALITATIVE METHODS IN THIS COURSE BECAUSE OF THE VERY LIMITED TIMEFRAME IF YOU WOULD LIKE MORE EXTENSIVE READINGS IN THESE METHODS, PLEASE SEE ME. YOU WILL BE GETTING A MORE DETAILED INTRODUCTION TO SURVEY RESEARCH IN YOUR REQUIRED STATISTICS COURSES

March 18th PRE-PROPOSAL ASSIGNMENT #2 IS DUE TODAY!**Quantitative Research Methods: Survey Research**

Sampling
Questionnaire Construction
Interviewing
Data Reduction
Assessment of Strengths and Weaknesses of Survey Research



Assigned Readings:

- SELECT A TEXTBOOK CHAPTER ON SURVEY RESEARCH, READ IT AND BRING IT TO CLASS FOR DISCUSS OF WHAT YOU SEE AS THE BASIC ELEMENTS OF THE SURVEY RESEARCH APPROACH.
- 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 Blackboard 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 Blackboard 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 Blackboard for SC710)



March 25th

HANDS ON ASSIGNMENT : DATA ANALYSIS #2 IS DUE TODAY

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 Blackboard 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 April 1st (no fooling)



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?

V. Combining Qualitative and Quantitative Methods

April 1st (we have class today!) 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 Blackboard 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 Blackboard 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 Blackboard for SC710)
- Altabe, Madeline. (1998). "Ethnicity and body image: quantitative and qualitative analysis." *International Journal of Eating Disorder* 23(2): 154-9. (Available on Blackboard for SC710)

April 8th NO CLASS THIS WEEK : EXCHANGE PROPOSALS WEEK AND EASTER BREAK.

PLEASE WORK ON YOUR PROPOSAL THIS WEEK. YOU MUST EXCHANGE A DRAFT OF YOUR PROPOSAL TO YOUR RESEARCH PARTNER SOMETIME THIS WEEK. AND YOUR PARTNER MUST GIVE YOU FEEDBACK ON YOUR PROPOSAL (VIA FEEDBACK SHEET) NO LATER THAN APRIL 15TH. PLEASE HAND IN A COPY OF YOUR FEEDBACK SHEET TO ME AS WELL ON APRIL 15TH.

APRIL 15TH: Action Research

PLEASE PROVIDE YOUR RESEARCH PARTNER WITH YOUR FEEDBACK SHEET BEFORE APRIL 12TH AND PLEASE HAND IN A COPY OF YOUR PARTNER'S FEEDBACK SHEET ON APRIL 15TH. WITH YOUR RESPONSE TO YOUR PARTNER'S COMMENTS.

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 Blackboard for SC710)
- Small, Stephen A. (1995). "Action-oriented research: models and methods." *Journal of Marriage and the Family* 57: 941-55. (Available on Blackboard 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 Blackboard for SC710)

April 22 and April 29th: ALL CLASS ABSTRACTS ARE DUE ON APRIL 22ND.

FINAL PROPSALS ARE DUE APRIL 29TH.

Presentation of Student Proposals

