The course will introduce participants to Structural Equation Models (SEMs) using LISREL, one of the most widely available computer programs for structural equation modeling in social, behavioral, and economic research. SEMs simultaneously model the measurement and conceptual structure of social phenomena and thus combine the strengths of factor analysis, path analysis, and simultaneous equation models. The course will be taught in the Social Research Institute Laboratory. Participants will be assisted in constructing, estimating and interpreting SEMs based on their own data. They will be expected to make an oral presentation based on their research and to prepare a manuscript that may be submitted to a professional journal in their field.

Topics will include:
1. Basics: Causality and Causal Models
2. Models with Directly Observed Variables
3. Measurement Models: Confirmatory Factor Analysis
4. Structural Equation Models with Latent Variables
5. Model Building: Testing Goodness of Fit
6. Analysis of Longitudinal Data
7. Multiple Groups Analysis
8. Analysis of Experimental Data

COURSE DESCRIPTION

Throughout the course, participants will use data analysis exercises to illustrate the various topics covered in class. Participants will be expected to construct, critique, and estimate structural equation models using LISREL. Exercises will be due each week. They will be graded and returned for you to make corrections. You will also be expected to complete a term project involving the construction, the estimation, and testing of a structural equation model involving measurement error and latent variables. The project is to be written in article format and you are encouraged to submit it to a journal for possible publication.
TEXTS


Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Assignment</th>
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<tbody>
<tr>
<td>Jan 11, 18</td>
<td>Introduction to Structural Equation Models</td>
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<td></td>
<td>Data Preparation Using PRELIS</td>
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<td></td>
<td>Exercise 1: Setting up a LISREL Program</td>
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<td>Jan 25</td>
<td>Causal Models with Directly Observed Variables</td>
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<td>Exercise 2: Causal models with Directly observed Variables</td>
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<td>Feb 1</td>
<td>Confirmatory Factor Analysis</td>
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<td>Exercise 3: Confirmatory Factor Analysis</td>
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<tr>
<td>Feb 3</td>
<td>Preliminary Outline of Research Project Due</td>
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<td>Feb. 8, 15</td>
<td>Structural Equation Models with Latent Variables</td>
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<td>Exercise 4: Structural Equation Models with Latent Variables</td>
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<td>Feb 17</td>
<td>Preliminary Analysis Due</td>
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<td>Feb 22</td>
<td>Model Building</td>
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<td>Exercise 5: Testing Goodness of Fit</td>
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<td>Feb 29</td>
<td>Model Building</td>
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<td>Exercise 6: Model Building – Alternative Models</td>
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<td>Mar 7</td>
<td>Analysis of Longitudinal Data</td>
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<tr>
<td></td>
<td>Exercise 7: Structural Equation Models with Longitudinal Data</td>
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</tbody>
</table>
Chapter 1 – Introduction to Structural Equation Models

Causal Theories
Variables – Manifest and Latent
Relationships
Covariation
Causal Relationships
Formulation of Causal Theories

Data preparation Using PRELIS
Class Exercise 1 – Data Preparation with PRELIS

Reading Assignments:

A Beginner’s Guide to SEM, Chaps. 1-2
PRELIS Users Guide and Reference
Principles and Practices of SEM, Chaps. 1-4

Chapter 2 - Causal Models with Directly Observed Variables

1. Setting up a LISREL program with the SIMPLIS command language.
2. Multiple regression and path analysis
3. Class Exercise 2 Setting up a LISREL program.
4. Interpreting the results.
   A. Examining values of the parameters
   B. Testing parameter estimates for significance
5. Exercise 2: Causal Models with Directly Observed Variables

Reading Assignments:
A Beginner's Guide to SEM, Chapt. 3
LISREL 8, Chapt. 1.1-1.2
Principles and Practices of SEM, Chaps. 5-6

Chapter 3- Confirmatory Factor Analysis

1. Manifest and Latent Variables.
2. Confirmatory Versus Exploratory Factor Analysis.
3. Structural Relations Among the Factors.
5. Identification of the Confirmatory Factor Model.
   A. Conditions for Identification
   B. Scale Indeterminacy/Setting a Metric

Reading Assignments:
A Beginner's Guide to SEM, Chapt. 3
LISREL 8, Chapt. 1.3-1.4
Principles and Practices of SEM, Chapt. 7

Chapter 4 - Structural Equation Models with Latent Variables

1. Steps in Structural Equation Modeling
   A. Model Specification
   B. Identification
   C. Estimation
   D. Testing Fit
   E. Respecification
2. The Models.
   A. The Measurement Model
      (1). Specification of the Measurement Model
      (2). The Covariance Structure.
   B. The Structural Model
      (1) Specification of the Structural Model
(2) The Covariance Structure
(3) Types of Structural Equation Models

4. Standardized Solutions
5. Total, Direct and Indirect Effects
6. Path Diagrams
7. LISREL output
8. Exercise 3: Structural Equation Models with Latent Variables

Reading Assignments:

A Beginner's Guide to SEM, Chaps. 4-5
LISREL 8, Chaps 1.5,3,5
Principles and Practices of SEM, Chapt. 8

Chapter 5 - Model Building

1. The Model Building Process
   A. Verbal Theory
   B. Specification of a Theoretical Model
   C. Data Collection
   D. Model Specification
   E. Identification
   F. Parameter Estimation
   G. Testing Model's Goodness of Fit
   H. Respecification of the Model
   I. Inferences from the Model

2. Assessment of the Goodness of Fit of a Structural Equation Model
3. Exercise 4: Model Building
   Exercise 5: Evaluating the Goodness of Fit of a Structural Equation Model

Reading Assignments:

A Beginner's Guide to SEM, Chaps. 6,7
LISREL 8, Chaps. 4,5
Principles and Practices of SEM, Chaps. 9-10
Chapter 6 - Analysis of Longitudinal Data

1. The Causal Analysis of Change
   A. Inferring a Causal Relationship
   B. Research Designs
      (1) Experimental Research
      (2) Cross-Section Analysis
         a. Multiple Regression Analysis
         b. Path Analysis
      (3) Panel Analysis
2. Identification of Panel Models
   A. Fixing Values of Parameters
   B. Constraining Associations with Control Variables
   C. Consistency Constraints in Multi-Wave Models
3. Types of Effects
   A. Stability Effects
   B. Cross-Sectional Effects
   C. Cross-Lagged Effects
4. Panel Analysis: Examples
5. Exercise 7: Structural Equation Models with Longitudinal Data

Chapter 7 - Multiple Groups Analysis

1. Simultaneous Analysis of Data from Two or More Groups
   A. Use of Covariance Matrices
   B. Input Data for LISREL
2. Multiple Groups Analysis
   A. Testing for the Invariance of the Covariance Matrix
   B. Testing for the Invariance of the Measurement Models
      (1) Testing the Factor Loadings
      (2) Testing the Errors of Measurement
      (3) Testing the Correlations Among the Factors
   C. Testing for the Invariance of the Structural Models
      (1) Testing the Structural Parameters
      (2) Testing the Errors in the Equations
3. Exercise 3: Multiple Groups Analysis

Reading, Assignments:

A Beginner's Guide to SEM, Chapt. 10.3
LISREL 8, Chapt. 2.
Principles and Practices of SEM, Chaps. 6-7
Chapter 8 - Structural Equation Models in Experimental Research

1. The Experimental Method
   A. Basics
   B. Problems with Traditional Experimental Methods
2. Example 7
3. Diagnosing Problems in Experimental Research.
4. Structural Equation Models in More Complicated Experimental Designs
5. Exercise 9: Analysis of Experimental Data

Chapter 9 – Writing About Structural Equation Models

1. Describing the Conceptual and Statistical Models
2. Describing the Data and Methods
3. Describing the Results
4. Interpretation of the Results
5. Conclusions

Reading Assignment:

Soc 681 - Introduction to Linear Structural Equation Models (LISREL)

Spring 2000  Tu, Th 4:30-5:45
James G. Anderson, Ph.D.
Stone 353, 494-4703

Questionnaire

1. Students Name ____________________________________________________________
2. Campus Address __________________________________________________________
3. Telephone __________________________
4. e-mail ____________________________
5. Major _____________________________
6. Career Plans ____________________________
7. Do you have a data set that you plan to analyze? Yes ____  No ____
8. Briefly list and describe advanced courses in statistics that you have completed:
   ______________________________________________________________________
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SOC 681: INTRODUCTION TO LINEAR STRUCTURAL EQUATION MODELS (LISREL)
JAMES G. ANDERSON, Ph.D.
PROFESSOR OF SOCIOLOGY
PURDUE UNIVERSITY
WEST LAFAYETTE, IN 47907

12
Sociological Research Methods I: Understanding Attitudes Toward Poverty and Reproduction in the United States
Sociology 302/001

Dr. J. M. Badagliacco      Spring 1998
1573 Patterson Office Tower
Phone: 257-4335; Email: jmb@pop.uky.edu

Tuesday 5-7:30 p.m.   Room CB 342

Office Hours: Tuesday and Thursday 12:30-1:30 p.m.; Wednesday 1-3 p.m.

Teaching Assistant: Debra Jackson; office hours: T/R 11-12, 1506 POT, phone: 257-6897; email: djjack0@pop.uky.edu

Course Description: Sociology 302 satisfies one requirement for the Sociology major or minor degree. In this course we will explore how sociologists use scientific methods to research questions and issues important to the discipline. We will examine and use some of the methods and techniques that are used to conduct research. Sociology 303, the second course in the methods series, teaches students how to further analyze data.

Course Objectives: By the completion of this course you should be able to demonstrate a knowledge of methods used by sociologists to conduct research (i.e., be able to discuss techniques and analyze data using a sociological approach). You will learn how to research an agreed upon topic by producing a research proposal, conducting a literature search, writing hypotheses, designing a research project, interviewing, conducting focus group analysis, and designing a survey questionnaire. You will use analytical techniques to describe and synthesize your work. In addition, you will strengthen your skills in reading, comparing, critically examining, evaluating, and summarizing journal articles, readings, and other textual materials. As well, you will enhance your computing and other technological abilities.

By the end of this course you will have learned skills that are transferable to many different areas of employment. Indeed, sociology graduates most often mention skills learned in methods classes as very important in getting a job.

Course Content. This semester, Sociology 302 001 is being taught as part of the Social Inequalities Pathway developed by the Department of Sociology at UK. That is, our emphasis throughout the course will be on issues concerning the intersection of poverty and parenthood in the United States, and in particular, on individuals knowledge about government assistance, attitudes toward those in poverty, beliefs about who should be and who shouldn’t be parenting, and opinions about proposed changes to the welfare system in Kentucky and the United States.
You will be assigned to work on a team with other students enrolled in the course. Collaborative learning is encouraged in this course, and you are expected to work cooperatively with the other members of your team. Of course, project papers and examinations will be your own individual work.

Team 1 will work on defining poverty and welfare
Team 2 will examine attitudes toward motherhood and poverty
Team 3 will examine attitudes toward fatherhood and poverty
Team 4 will investigate attitudes toward welfare change (or “reform”)

Note About the Workload: As someone once said, "there's no such thing as a free lunch," and that is true of this course. Learning transferable research techniques and skills requires considerable commitment and effort. You should expect to spend several hours a week working on this course: using a computer and the Internet, reading, doing library research, conducting qualitative research, writing survey questions, administering questionnaires, entering data, and writing analyses. This course can be quite enjoyable and pain free if you pace your workload throughout the semester. Note that assignments 2 - 5 build on the prior assignments and can be most successfully done only if you make a serious commitment from the very start.

Required Texts:
The Berkeley Writing Group, The Guide To Writing Sociology Papers

Course Requirements and Grading:
Readings: You are expected to read all of the assigned readings before the due date, and be prepared to discuss them in class.

Your grade will be based upon a 500 point scale, and will be determined using several measures. Note: Instructions on writing assignments mentioned below are fully detailed in separate handouts.

1. Exams: Exams are 25% of your grade. There will be two exams, each worth 62.5 points. They will be cumulative. Make-up exams will be oral, and will be given only for documented medical or other serious emergencies.

2. Participation: Participation is worth 11% of your grade (55 points). Points will be figured by your attendance, group and individual class assignments, and your classroom participation. Your attendance at all class sessions is essential, and I will take attendance. One exercise we will do every class period is to choose one person at random who will begin the class for us with a 5 minute summary on the material covered in the previous class period. If you have an emergency and cannot make it to class, please contact me (electronic mail is a good way), and explain why you will be out. I will deduct points from your grade for undocumented unexcused absences.
3. Written Assignments: Written assignments make up 64% of your grade (320 points). There will be six written assignments of varying lengths. Assignments build on each other, and later assignments are worth more points. Late papers will NOT be accepted for full credit except with acceptable documented reason, prior permission, or because of a medical emergency. A late paper without an acceptable written excuse will lose one full letter grade per day for each day it is late. Rewrites will not be accepted, as you will have ample time to meet with me or the Teaching Assistant for clarification and/or explanation prior to the assignment due date. You should avail yourself of this opportunity.

Assignments are as follows (see also due dates below):

1. Informative paper and literature review on your team topic
2. Hypotheses, causation, and research design
3. Directed Focus Group Interview
4. Self-Administered Questionnaire (includes design, administration to five randomly selected UK students, and input into a database)
5. Proposal to the National Science Foundation to fund a study on attitudes toward poverty and reproduction.

To summarize points:

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>55</td>
<td>11</td>
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<td>Tests</td>
<td>125</td>
<td>25</td>
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<td>Written Assignment 1</td>
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<td>Written Assignment 2</td>
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<td>Written Assignment 5</td>
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<td>Total</td>
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A  =  94% or better  =  465 - 500 points
A-  =  90 - 93%  =  450 - 465 points
B+  =  87 - 89%  =  435 - 449 points
B  =  83 - 86%  =  415 - 434 points
B-  =  80 - 82%  =  400 - 414 points
C+  =  77 - 79%  =  385 - 399 points
C  =  73 - 76%  =  365 - 384 points
C-  =  70 - 72%  =  350 - 364 points
D+  =  67 - 69%  =  335 - 349 points
D  =  63 - 66%  =  315 - 334 points
D- = 60 - 62% = 300 - 314 points
E = less than 60% = 0 - 299 points

A grade of I (incomplete) are not usually given for this course and will only be considered in the case of a serious emergency, and must be discussed with me prior to the final exam date.

Policies related to excused absences, cheating/plagiarism, withdrawal, incompletes, and final exams can be found in your copy of Student Rights and Responsibilities. As students and faculty in the University of Kentucky, we are all responsible for adhering to these policies.

Schedule, Readings, Due Dates for Assignments, Exams

A. Introduction to Social Science Inquiry (January 20, 27)
   Read: Babbie: Prologue, pp. xix-xxii; Holographic Overview, pp. 1-12; Appendix A; Appendix B; Ch. 1
   Topics:
   - Introduction to course
   - What is social inquiry?
   - How do we know?
     - agreement and experiential reality
   - Errors in human inquiry
   - Foundations of social science inquiry:
     - logic or rationality and observation
   - Using the library to investigate your topic

B. Beginning the Research Process (February 3)
   Read: Babbie: Ch. 2, 3;
   Topics:
   - The relationship between theory and research
   - Motivations for research
   - Main elements in science
   - Hypotheses
   - Logical systems of theory
   - Deductive theory construction
   - The nature of causation

   Dates: Assignment 1 due February 3

C. Defining the Research Undertaking (February 10, 17)
Read:  Babbie: Ch. 4, 5, 6, 8;

Topics:  Major aspects of research design  
Purposes of research  
Units of Analysis  
Points of Focus, Time Dimension  
How to design a research project  
Measurement (which methodology?)  
Feminist Research Methods  
Reliability, Validity  
Operationalization  
Asking questions, part 1

Dates:  Exam 1 - February 10  
Assignment 2 due February 17

D.  The Nature of Social Research I: Collecting Qualitative Data  
(February 24, March 3, 10)

Read:  Babbie: Ch. 11, 12;

Topics:  Overview of qualitative data collection techniques  
Participant Observation  
Focus Groups  
Case Studies  
Content Analysis  
Historical/comparative analysis

Dates:  Assignment 3 due March 10  
(Spring Break: March 16-20)

E.  The Nature of Social Research II: Survey Research Data  
(March 24, 31, April 7, 14)

Read:  Babbie: Ch. 10;

Topics:  Overview of survey research  
Polls and surveys  
Secondary data analyses  
Self-administered questionnaires  
Asking questions: part 2
Dates: Assignment 4-part 1 due March 24  
    Assignment 4-part 2 due by March 31  
    Assignment 4-part 3 due by April 7  

Exam 2 - April 14

F. Ethics, Politics, and Social Research (April 21)

Read: Babbie: Ch. 18;

Topics:  
    Ethical issues in social research  
    Bad company? Politics and social research

G. Evaluating and Synthesizing What We've Learned (April 28)

Read: Babbie: Ch. 19

Topics:  
    Report on class survey  
    How we use social research  
    Are my students ready for life?  
    Are my students ready for SOC303?

Dates: Assignment 5 due May 8, by 5 p.m. in my office or mailbox
Written Assignment 1: Choosing a topic and reviewing the literature

This assignment is worth 25 points toward your overall grade (5%), and is due in class on Thursday, September 16th. Technical particulars: I expect your paper to be word processed, using 1 inch margins and 12-point type font. Your paper does not need to be longer than three pages; indeed, parsimony and succinctness are good, but you must do the assignment in a thorough and complete manner. Remember that the quality of written expression is very important to research, and how you say something as well as what you say is important. Recall that this is the first assignment of your on-going final project; please acquire a folder or binder of some sort where you will keep adding your assignments and turn in the complete folder each time.

Part 1: Introducing your topic

For this assignment you should consult Chapter 1, and the appendix in Babbie on writing a research paper. You will probably want to review this appendix over the course of the semester. Always be prepared to discuss your research question briefly in class throughout the course.

As we mentioned in class, throughout this semester you will be working on your own research topic, within the broader topic of poverty. For this part of the assignment you are asked to write a brief description of your particular, specific research area. Remember that we are focusing on poverty and that you have been assigned to team. Moreover, all of our work focuses on projects that measure attitudes, opinions, believes, and values. So, be sure your topic can be measured in that way. For example, a research questions might be, "What are Americans' attitudes toward unmarried teenage pregnancy as a cause of poverty?" Or, “What do Americans know about poverty among the elderly?” Choose one research question, and keep your focus sufficiently narrow within your team’s topic so that you are able to effectively and efficiently research it. In this paper, you should:

• write an introduction to your topic
  This should be a paragraph that introduces what it is you are planning to study and research. Usually you would begin your paper with an introduction, mentioning your topic in the first sentence.

• fully discuss what it is you are going to study
  This is the bulk of your assignment. Be sure to choose a topic that you are interested in within the scope of team research area. Nothing will be more boring and difficult for you than to research a topic that you choose because you didn't take the time to really think about it, or because your friend gave you an idea and "well, it sounded okay." State your research question clearly and precisely. Here is also where you should begin to formulate your ideas on how you
might study your question, although you need not be very specific because we will deal with specifics in future assignments. For example, if you were studying attitudes toward teenage pregnancy, you might suggest which characteristics about individuals might influence their attitudes -- religion? income? hair color? etc.

- explain to the reader why it is important to study this question and put your topic into a larger context of broad sociological areas of interest.

Here is where you answer the "So what?" question. That is, you plan to study XYZ. So what? Why it is important to study this topic? What is the intrinsic sociological importance of this research? What can society gain by your having researched this question? This is your opportunity to be broad, general, and theoretical in your thinking.

Part II: Reviewing the literature

For this part of the assignment, you will add a literature review that examines the research that already exists on your research topic. There is no need to reinvent the wheel -- build your research on what has already been done. This part of students' projects has typically been one of the weakest parts of the overall work. It is only through a review of the literature that you get to know what the discipline of sociology is thinking, researching, and writing about on your specific topic. A researcher needs to demonstrate a reasonable awareness of past research and writing that bears upon her or his question. This review is not merely a summary, but a critical discussion.

1. Use Sociological Journals or Books. Only one newspaper, magazine, or journal article in disciplines outside the social sciences is acceptable; that is, at least 3 other sources must be from sociology. If you are in doubt about the acceptability of a particular source, ask the Teaching Assistant or me.

2. You should have a minimum of four sources, and, generally, they should be recent, i.e., within the last 10-15 years. In some cases there may have been an important article or book written earlier that you may wish to include. Of course, it would also be appropriate for you to relate your work to one or more of the Masters of Sociology, e.g. Marx, Weber, Durkheim, etc.

3. What have others social scientists learned about your topic? Describe briefly what others have found. Have we found out everything we can about the topic? If not, what are the shortcomings of their research? If so, tell the reader why you should continue with this research if there is nothing to add to our collective knowledge.

4. Hints to help you:
   -- a well written journal article can serve as an example for your work. Examine an article on your topic; it should also contain a literature review. (Be careful not to plagiarize, or your will receive no credit for this assignment.)
   -- journal articles will have bibliographies that should point you to other relevant articles.
-- computerized searches can't be beat! Reference librarians are on hand to help to do a search for relevant articles.

-- a good place to start is to check Introductory Sociology textbooks to see which works they reference. There are several texts in the Sociology Department Library, Room 1543 POT; you may read the texts in the library -- they do not circulate.

5. Because it is impossible for me (or the Teaching Assistant) to know all possible articles that you might cite, you MUST turn in copies of each of the articles with your assignment. The articles will be returned to you to be kept in your Research Folder and turned in again at the end of the semester.

Note: Be sure to end your paper well. The reader should be looking forward to your next bit of work. That is, state your topic for study, tell what about previous research and propose further research.
Assignment 2: Concepts, Research Question, Theory, Variables, Causation, and Hypotheses

This assignment is worth 50 points toward your overall grade, and is due in class on Thursday, October 21. I expect your paper to be typed or word processed. Your paper should be about three or four double-spaced pages. Remember that the quality of written expression is very important to research, and how you say something as well as what you say is important. As always, I encourage you to work in study groups, and to come to office hours before your assignment is due.

For this assignment, you will clarify your topic, and to some extent revise assignment 1. Specify the following:

1. Write a brief introductory paragraph that discusses the Research Questions you are studying (hint: you would probably mention your overall concept too). Be sure to write your one sentence research questions. Example, What do UK students know about welfare to work programs in KY?

2. Identify and describe your dependent variable and choose no more than four independent variables. Remember that your dependent variable -- the one that is dependent on the other variable(s) -- is closely related to your concept. Example: dependent variable: students’ knowledge of welfare to work programs; independent variables: social class, political views, gender, experience with welfare system. Remember that you must choose your variables carefully and they should accurately reflect the best possible variables to study your part of this topic.

3. Which of the major sociological theoretical paradigms do you think is best for explaining your research question? Good research is always well connected to theory. Use Babbie!

4. Based on Rosenberg's conceptual analysis, discuss the causal relationship(s) between the variables you have chosen. Are the relationships symmetrical, reciprocal, or asymmetrical, and in what ways are they so? Fully explain how you have come to this conclusion. Use diagrams to illustrate the relationships, and include plus and minus and arrows to illustrate causal relationships.

5. Finally, derive the theoretical bivariate hypotheses that you are addressing in your research. These hypotheses MUST be related to your chosen variables. Moreover, if you mentioned a variable, it must be included in at least one hypothesis. Remember that our goal is to empirically test these hypotheses with survey research, so your hypotheses must be testable with qualitative interviews and a survey questionnaire. State your hypotheses formally, writing the null
hypothesis first, followed by the alternative hypothesis. You must have one hypothesis of each type for each relationship. Use the proper notation. For example:

\[ H_0: \text{Attitudes toward welfare to work programs are not related to income.} \]
\[ H_1: \text{The wealthier a person is, the more likely he or she will hold favorable attitudes toward welfare to work programs.} \]

Social Research Methods I/Sociology 302/Spring 1998/Dr. Badagliacco

Sociology 302  Social Research Methods Prof. J. Badagliacco
Fall 1999

Assignment 3: Focus Group Interview

This assignment is worth 60 points toward your overall grade, and is due in class on Thursday, November 11. Be prepared to discuss your results in class on November 11. I expect your paper to be typed or wordprocessed. Your paper should be a minimum of 5 double-spaced pages. Remember that the quality of written expression is very important to research, and how you say something as well as what you say is important. Reminder: hand in your complete folder which includes all previous assignments.

For this assignment, you will conduct a focus group interview as part of your research project. A focus group interview is a group interview and conversation with several subjects wherein the researcher attempts to elicit information about her or his research topic without specifically questioning the subjects directly on that topic.

1. Your focus group should have in it 5 to 7 persons. The minimum number is 5 participants. If you desire to, and if this is possible for you, you may want to tape record the interview. However, it not required that you do so. The interview should last approximately 30 minutes.

2. Choose your participants carefully. Do NOT include persons enrolled in this course in your focus group. Participants should be relevant to your particular study. For example, if I were studying happiness among college women, I would probably choose only women who were attending college. I would want to include women who were first through fourth years.

3. You MUST take notes during the interview, and HAND IN those notes as an appendix to your paper. If you tape record the interview, hand in a transcription of the major portions of the interview.

4. Remember that you are the facilitator, the researcher. Practice how to be in control of the process using the techniques we discussed and demonstrated in class.

5. Remember that participants need not know what you are specifically researching. Do not ask direct questions about your research topic, but also do not allow the group to go off on a tangent.
6. Write up the results of your focus group interview, covering the following.

   a) describe the research setting and environment, and demographically describe the participants
   b) discuss your findings in detail (include also: what kind of issues arose, how the issues evolved, etc.). This is most of your paper. Important: report on the group, NOT individuals.
   c) discuss the dynamics of the group (how successful was the interview? what problems did you encounter and how did you handle them?)
   d) what did you learn about your research project from having done the interview? (e.g., did your participants conceptualize your study question in the same way you did? should you include additional dimensions to your study based on what you found? how will your focus group interview inform your survey research?)
Final Assignment: Proposal

This assignment is worth 125 points toward your overall grade, and is due by Wednesday, May 8 by 5:30 in my office or in the pocket of my door (1573 POT). Late papers will not be accepted without an emergency medical excuse. I expect your paper to be typed or wordprocessed. Remember that the quality of written expression is very important to research, and how you say something as well as what you say is important.

For this assignment you are required to examine, evaluate, and synthesize all your previous work into a coherent whole. Using much of the materials you have already written, produce a paper according to the guidelines below and that is approximately 15 pages. Please number your pages. Good luck.

Remember that you have already done the majority of this work. Here you are asked to pull it all together into a complete and coherent whole. Do not just merely retype or cut and paste what you have done previously. Instead, examine and evaluate your previous work, decide what needs to be included in the proposal, rewrite parts if you need to, shorten or lengthen sections as appropriate based on the comments that have been provided to you. You should be sure to include which question you wrote on the class questionnaire.

Final Project:
You are a student at the University of Kentucky, a Research I University, and you have been invited by the National Science Foundation to write a competitive proposal on sociologically studying the attitudes of college students in the United States regarding welfare reform or poverty. Your aim is to convince the NSF to fund your project for a large national study on the attitudes of college students. You will explain to them in this proposal that you have done two pretests (pilot studies): a) your focus group, and b) the group analysis of the class questionnaire. In this proposal we will not be concerned with a budget and a timetable, but recognize that were this an actual proposal you would be expected to provide a budget explaining what you need the money for, how you will spend it, and a time frame for getting the work done. Be sure to use appropriate headings and a neat format for all sections of the proposal. The NSF wants you to write a brief proposal that includes the following:

COVER PAGE (not included in the overall number of pages)
Title (centered; middle of page)
Your name (centered just below the title)
ABSTRACT (not included in the overall number of pages)
150 word summary, emphasizing results
Goes before the proposal (i.e., right after the cover page on its own page)
Write it after you have completed everything else

INTRODUCTION
Introduce your research topic (be brief; 1 page)
What is your topic? (be first general about welfare or poverty, then very specific about your own particular slant on how to study these broad issues.
Why is it sociologically important?

LITERATURE REVIEW (about 2 pages)
What others have found regarding your research?
Discuss why your work is fundable (i.e., why should they give you money if the research has already been done? Here's where you can point out the shortcomings of what's already been done.)

PROPOSED RESEARCH (about 3 pages)
Full Discussion of your topic
Research questions
Theoretical Perspective regarding this study
Dependent and Independent Variables
Hypotheses
Discussion of hypothesized causal relationships

RESEARCH PLAN (about 4 pages) (Note: Appendices do not count in total pages and should be numbered with Roman Numerals)
Exactly how did you carry out the preliminary research?
Discuss chosen method (survey questionnaire)
Attach Appendix A -- your question(s) of survey instrument (SAQ)
Attach Appendix B -- informed consent document
Discuss using Focus group methodology as pretest for larger SAQ
Discuss time dimension (cross-sectional or longitudinal?)
Discuss sampling for pretest and proposed study (who will you sample and why?)

PRELIMINARY FINDINGS (about 3 or 4 pages)
Results of your Focus Group Interviews
   Draw some preliminary conclusions about your research
   Summarize your Focus Group and discuss how it informed your
       thinking regarding survey research (SAQ)
   Attach Appendix C -- Focus Group Transcript
Results of your analysis of your question(s) from the survey of UK students
   Draw some preliminary conclusions about your research
   Summarize your analysis and discuss if you will change your proposed
       project.

SIGNIFICANCE AND CONCLUSION (1 or 2 pages)
   End your proposal in a convincing manner
       Discuss how your SAQ was guided by the focus group interview
   What is the significance of this research?
   Why should they give you funding?
   Policy Implications

BIBLIOGRAPHY (not included in the overall number of pages)
   Book and journal articles you used in your literature review
   Do not include texts (e.g., Babbie), nor cite them in your paper
Sociology 302-001       Prof. J. Badagliacco
Spring 1998

Exam 1 (worth 62.5 points)

Section A. Terms  Please define five of the following terms.  (2 points each)

1. symbolic interactionism
2. objectivity
3. variable
4. deductive logic
5. operationalization
6. inductive logic
7. Dimension of a concept

Section B: Short answer (2 points each)

1. True or False: The Guide to Writing Sociology Papers argues that while library research is not time consuming, the current state of CD-ROM databases is problematic in that it is hard to find what you are looking for.

2. Which of the following statements is TRUE?
   a. Being arrested is a necessary cause for having a criminal trial.
   b. A child’s birth is a sufficient cause for having a cigar.
   c. A child’s birth is a necessary cause for having a cigar.
   d. Being arrested is a sufficient cause for having a criminal trial.

3. If we can establish that variable X comes before variable Q in time, then we can say
   a. variable X is a cause of variable Q
   b. variable X is not a cause of variable Q
   c. variable Q is a cause of variable X
   d. variable Q is not a cause of variable X
   e. variable Q may cause variable X

4. Variables are:
5. True or False: Wallace’s research cycle argues that one must have hypotheses before making empirical observations.

Section C: Conceptualization (42 points)

The aim of this section is to see how well you can transfer some of the knowledge you have learned and the thinking you invested on your own projects onto a new project.

As you most certainly know, the United States has entered cyberspace (high technology) in a variety of ways, including the Internet, electronic mail, and bulletin boards. Recently, a well-respected international group of human rights activists asked universities, including UK, to examine communication on their computers for human rights abuses, for example, racist, anti-Semitic, homophobic, or sexist messages. You are, of course, aware that free speech is guaranteed by our Constitution, yet many of these messages are extremely offensive to most Americans.

Imagine that UK President Charles Wethington asked you to help him with an investigation into hate messages on the UK network. You explain to Dr. Wethington that sociologists would probably study the behavior of UK computer users, or their opinions toward offensive communication and/or the monitoring of it.

Design a research study that takes one approach toward understanding this situation. In order to design your research, you will need to answer the following questions:

1. What is your research question? (3 points)

2. What is the concept you are studying? (3 points)

3. Name and describe your dependent variable. (6 points)

4. Name and describe two independent variables. Defend your choices. (Why did you choose these variables? Hint: your choices ought to be those variables that you think most influence your dependent variable.) (10 points)

5. What is the applicable sociological theory on which to base your study? Why? (3 points)
6. What are two appropriate hypotheses based on your chosen variables? Explain why you chose these. (10 points)

7. Diagram the relationships among the independent and dependent variables specified above, using Rosenberg's scheme for causation. Mention which kind of relationships you have. (4 points)

8. What is the unit of analysis that you would use to do this study, and why would you choose this particular unit of analysis? (3 points)
Course Description

In this course we will study a variety of methods used in sociological research. In the fall term of the course we will cover field methods—those methods that are typically used in natural settings and lend themselves to generally qualitative (non-statistical) analysis—by intensively studying examples of the methods and applying them in a series of short research projects. The field methods that we will study are: analysis of texts and cultural artifacts, in which the researcher does not obtrude on the world of the research subjects; observation and participant observation methods, in which the researcher enters the subjects' world; experiments, in which researchers deliberately manipulate a seemingly natural setting; and qualitative interviewing methods, including oral history research. In addition, we will study two cross-cutting topics: ethics, and the construction of sameness and difference in sociological research. The strengths and weaknesses of each approach will be explored in an effort to understand the compromises inherent in methods decisions.

In the winter term, we will study survey research methods and the basic statistical skills needed to analyze the survey data. The assignments this term are all connected as part of a research process that begins with a research proposal, proceeds with research development and initial analysis, and concludes with a completed analysis paper. This research project will require some group work in the early stages, but individual components will always be present in the assignments. A more extensive description of the winter term, with a weekly schedule, will be included in the Winter kit.
Required Reading

The Fall reading kit is available at the York University Bookstore. A second (inexpensive) kit will be required for the winter term. No text is required.

The articles and books listed in the syllabus are on reserve at the Scott Library. The videos are also available at the Scott Library in the Sound & Moving Image Library.
Assignments and Grades

1. Fall Assignments 30%

Four assignments will be distributed for the fall term (Analysis of Available Data, Observation Study, Breaching Experiment + Ethics Review, Depth Interview). Each student can choose whether to hand in two or three assignments. If two are handed in, each will be worth 15%; if three are handed in, each will be worth 10%.

2. Fall Test 15

The test will be during exams period, Dec. 8-22. No multiple choice.

3. Winter Research Process (Proposal, Pretest Report, and Analysis Draft for 20%, 5%, and 0% respectively) 25

4. Winter Final Paper 20

5. Tutorial Attendance and Participation 10

100

Course Policies

1. Academic Dishonesty

Be aware of the Senate Policy on Academic Honesty, attached. Please read the statement very carefully and raise any questions you have about it with your tutorial leader. For example, you may want to find out what kind of materials need references, under what conditions you would use quotation marks, and what a good format for references is. In addition, note that making up interview, observation, or other data is considered academic dishonesty. We will adhere very strictly to the policy's rules, interpretations, and procedures.

2. Late Assignments

Grades will be lowered by 1/2 grade per day (e.g., from B+ to B) for late assignments. In the Fall term, you can determine your own schedule to some extent since four assignments are given and either two or three are required.

3. Are There Rewrites or Extra Assignments to Raise Grades?

No rewrites are given. The Winter term assignments are set up so that each one builds on previous assignments. Beyond your choice about whether to do a third Fall assignment, extra assignments are not possible.
4. **Who Grades What?**
In the Fall term, the Analysis of Available Data, Observation Study, and Breaching Experiment + Ethics Review assignments will be graded by the Diane Crocker and Oscar Wolfman. The Depth Interview and Test will be graded by Kathy Bischoping.

In the Winter term, Kathy will grade the Proposal. The remaining assignments will be graded by Oscar and Diane.

If you are concerned about a grade, please discuss it first with the person who assigned it.

5. **What Do Grades Mean?**
Letter grades will be given for all assignments and for the midterm. They will be converted to numerical grades as follows:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range</th>
<th>Description</th>
<th>Letter</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
<td>exceptional</td>
<td>C</td>
<td>60-64</td>
<td>fairly competent</td>
</tr>
<tr>
<td>A</td>
<td>80-89</td>
<td>excellent</td>
<td>D+</td>
<td>55-59</td>
<td>passing</td>
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<tr>
<td>B+</td>
<td>75-79</td>
<td>very good</td>
<td>D</td>
<td>50-54</td>
<td>barely passing</td>
</tr>
<tr>
<td>B</td>
<td>70-74</td>
<td>good</td>
<td>E</td>
<td>40-49</td>
<td>marginally failing</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
<td>competent</td>
<td>F</td>
<td>0-39</td>
<td>failing</td>
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</table>

6. **What If I Can't Attend Tutorials?**
If you are unable to attend your scheduled tutorial, it will be extremely difficult for you to succeed in this course. A significant part of the Winter term grade is based on group work done in tutorials and no alternate arrangements can be made. In both Fall and Winter, tutorials will be the main place that assignments are discussed.

We can't sign you in or out of tutorials, and you may only attend tutorials in which you are formally enrolled. Changes to your tutorial can be made only through the Voice Response system.

7. **Announcements in Lecture**
Changes to lecture topics, announcements about due dates, and information about materials to be covered in the test, may be discussed in the lecture. You are responsible for knowing this information even if you haven't attended the lecture.

8. **Release of Final Grades and Final Assignment**
Until you receive your grades in the mail, they are considered unofficial and confidential. The Faculty of Arts requires that final grades not be posted on our doors or otherwise released to students until the grades have been mailed out to you. The Department keeps the final assignment/test you write on file till the grades appeal period is over.
Resources for Students

1. **Computer-Assisted Writing Centre, 530 Scott Library, 736-5376**
   They have computing facilities with Microsoft Word software. We will have a handout on how to get started.

2. **Counselling and Development Centre, 145 Behavioural Sciences, 736-5297**
   Their services include presentations and counselling on learning skills, student success strategies, and personal concerns. The Learning Disabilities Programme and the Support Programme for Students with Psychiatric Disabilities are also part of the centre.

3. **The Faculty of Arts Centre for Academic Writing, South 329 Ross, 736-5134**
   This centre provides one-to-one tutoring on writing in hour long appointments. Call ahead.

4. **The Office for Persons with Disabilities, 109 Central Square, 736-5140 Voice, 736-5263 TDD**
   This office provides information and support for students, staff, and faculty with hearing, visual, mobility, and/or invisible disabilities.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Sept. 8</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Sept. 15</td>
<td>Analysis of Available Data</td>
<td>Lutz, Adams, Appignanesi, and Rathje</td>
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<td></td>
<td>Video: <em>Still Killing Us Softly</em></td>
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<td>Sept. 22</td>
<td>Observation Methods:</td>
<td>Ball, Verma, Sudnow, Herdt, and Purcell</td>
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<td>Four Foci</td>
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<td></td>
<td>Video: <em>Paris Is Burning</em></td>
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<tr>
<td>Sept. 29</td>
<td>Observation Methods:</td>
<td>Thorne, Blackwood, and Van Maanen</td>
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<td></td>
<td>Roles of the Observer</td>
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<td>Oct. 6</td>
<td>Covert Participant Observation</td>
<td>Festinger and Rollins</td>
<td>Analysis of Available Data</td>
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<td>Oct. 13</td>
<td>Thanksgiving: No Class</td>
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<tr>
<td>Oct. 20</td>
<td>Experiments</td>
<td>Darley, Garfinkel, and Amani</td>
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<td>Oct. 27</td>
<td>Ethics</td>
<td>Sarick, Hofling, O’Connell, Davidson, and Richer</td>
<td>Observation Study</td>
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<td>Video: <em>The Trouble with Evan</em></td>
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<td>Nov. 3</td>
<td>Ethics (continued)</td>
<td>Henry and Khayatt</td>
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<td></td>
<td>Qualitative Interviewing:</td>
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<td></td>
<td>Why We Interview</td>
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<tr>
<td>Nov. 10</td>
<td>Qualitative Interviewing:</td>
<td>Etter-Lewis, Dziewa, and Menashy</td>
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<td></td>
<td>Beyond the Spoken Word</td>
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<tr>
<td>Nov. 17</td>
<td>Oral History Interviewing</td>
<td>Dinnerstein and Women’s Book Committee</td>
<td>Breaching Exper. + Ethics Review</td>
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<tr>
<td>Nov. 24</td>
<td>Methods, Sameness, and Difference</td>
<td>Sichrovsky</td>
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<tr>
<td>Dec. 1</td>
<td>Review for Test</td>
<td></td>
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<tr>
<td>Dec. 8</td>
<td>No Class</td>
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<td>Depth Interview</td>
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</table>
Dec. ___ Test (The exam period is Dec. 8-22)

Notes: The Winter assignments involve group work (in groups of three). Be sure to sign up with your tutorial leader to form a group during the Fall term.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lectures and Readings</th>
<th>Assignment Notes</th>
</tr>
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<tbody>
<tr>
<td>Jan.5</td>
<td>Midterm Test Returned</td>
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<tr>
<td></td>
<td>Proposing Survey Research</td>
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<td></td>
<td>* For examples, read Baker et al., Christopher et al, and Faingold.</td>
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<td>Jan.12</td>
<td>Proposing Survey Research</td>
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<td></td>
<td>* Read Dillman for next week.</td>
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<tr>
<td>Jan.19</td>
<td>Questionnaire Development</td>
<td></td>
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<tr>
<td>Jan.26</td>
<td>Questionnaire Pretesting</td>
<td>Proposal due at lecture today.</td>
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<tr>
<td>Feb. 2</td>
<td>Interview Mode</td>
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<tr>
<td>Feb. 9</td>
<td>Sampling</td>
<td>Presentations of Survey Pretests begin in tutorials this week.</td>
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<tr>
<td>Feb.16</td>
<td>Reading Week</td>
<td></td>
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<tr>
<td>Feb.23</td>
<td>Statistics for Description</td>
<td>Presentations of Survey Pretests continue in tutorials this week.</td>
</tr>
<tr>
<td>Mar. 2</td>
<td>Presenting and Interpreting Two-Way Tables</td>
<td></td>
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<tr>
<td>Mar. 9</td>
<td>Statistics to Test Hypotheses</td>
<td>Your group's list of respondent names and phone numbers is due to Kathy today at the lecture. Your T.A. should be shown the set of 80 completed questionnaires in tutorials this week or sooner.</td>
</tr>
<tr>
<td>Mar.16</td>
<td>Last Day of Statistics</td>
<td>Aim to complete all but the last few questions of the Draft of Analysis Results by today.</td>
</tr>
<tr>
<td>Mar.23</td>
<td>Writing the Analysis Paper</td>
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<td></td>
<td>* Read Bischoping and Reinharz</td>
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<td>for next week.</td>
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<tr>
<td>Mar. 30</td>
<td>Writing the Analysis Paper</td>
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</tbody>
</table>
Apr. 6

Writing the Analysis Paper

The Final Analysis Paper is due on Friday, Apr. 10 at 4:30 to your T.A.

Fall References


Winter References


Exploring Assumptions of Texts (2 pages)

1. Using the attached samples of personal ads from the *Globe and Mail*, *NOW*, *The Word*: *Toronto's Black Culture Magazine*, and *XTRA!* as your data, identify a latent characteristic of Canadian society in the late 20th century.

   To do this, look first for a manifest characteristic that appears in *all* the ads. Give a few quotes from the ads to illustrate this manifest characteristic. Then, explain the underlying characteristic of our society to which it is related.

2. Repeat the steps in Question 1, until you have identified a total of *five* latent characteristics.

   Note: A good way to discover latent characteristics is to imagine what aspects of the Personals would be surprising or noteworthy to a person socialized in another culture, another time, or even on an alien planet. An excellent model for this part of the assignment is Jean Kilbourne's *Still Killing Us Softly*, in which she identifies societal attitudes toward women by pointing out manifest characteristics of advertisements and then interpreting latent themes. What's new here is that you are to find characteristics that are present throughout the ads and not only in specific ads.

Developing a Hypothesis about a Text (2 pages + photocopied reference page)

1. Now read through the "Personals" looking for variables--parts of the ads that vary from one ad to the next. For example, in "Down to earth Libra lady, 39, wishes to meet sincere non-smoking gentleman for long-term relationship," some variables are whether Zodiac sign is mentioned, sex of writer, age of writer, smoking status of preferred partner, gender of preferred partner, and type of relationship sought.

   Define two variables that interest you by using the format shown in class. For example, *age (under 30, 30 and over)* and *seeking long-term relationship (yes, no)* are two variables.

2. Develop a hypothesis relating your two variables. For example, you could hypothesize that people who give their Zodiac sign are more likely than others to be seeking long-term relationships or that writers over 30 are more likely than writers under 30 to be seeking a long-term relationship.

3. Quote three ads that support your hypothesis.
4. Give a sociological explanation for your hypothesis. Note: the Zodiac-and-long-term relationship hypothesis would be a poor choice for this assignment because it is difficult to make a sociological case for it. However, you could support the age and long-term relationship hypothesis by discussing changes in attitudes toward relationships over the life cycle. Your explanation must refer to some sociological source.

For good examples of hypotheses, have another look at Mary Louise Adams' comparisons of men's and women's figure skating and the findings of William Rathje and Cullen Murphy.

5. What follows is an optional, ungraded question. The Winter statistics work doesn't get any more difficult than this.

Select any one of the periodicals and count how many ads there are for each combination of the levels of your two variables. Then, try to figure out how to use this information to judge whether your hypothesis is supported by the ads in the periodical.

For example, in the XTRA! ads, I count that:

- 3 writers are under 30 and seek a long-term relationship
- 6 writers are under 30 and don't seek a long-term relationship
- 5 writers are 30 and over and seek a long-term relationship
- 6 writers are 30 and over and don't seek a long-term relationship
- 14 writers don't say their age or their type of relationship so their ads can't be used in this evaluation

From this count, I would conclude that the age and long-term relationship hypothesis is supported by the XTRA! ads. Why is this my conclusion?

6. List the reference you are using. The formats to use for a journal article, a book without an editor, and a chapter in a book with an editor, respectively, are shown below:


7. Provide a photocopy of one relevant page of your reference.

Exploring Assumptions Using an Artifact (2 pages)

1. For this part of the paper, think of a very ordinary artifact that you encounter in everyday life and that does not have many parts (e.g., a pencil is a better choice than a television set). List five manifest characteristics of this artifact.

   For example, Richard Appignanesi lists four manifest characteristics of oelstra in the sentence, "Oelstra tastes like fat, acts like fat in cooking and will stain your tie if you drop some on it...[but] your digestive enzymes can't get a grip on it. It's digestively inert." (1995:126).

2. For each of the manifest characteristics, explain a latent characteristic of our society that it reveals.

   In the oelstra example, Richard Appignanesi argues that the manifest characteristic of being digestively inert reveals a latent "technological hyper-intensification of modernism." (195:126)

3. Choose one of the manifest characteristics and imagine an alternative interpretation to which it could lead. Be creative! Then use your answer to explain whether latent or manifest characteristics are more reliably measured for your artifact.

**Hand in** about 6 pages, typed double-spaced + 1 photocopied reference page.

**Notes:** It is OK to use "I." Also, because these aren't essay assignments, you don't need to write introductions and conclusions. Instead, if you simply answer each question in order you will have produced a complete assignment. Before you hand in your paper, check the grammar. Are all of your sentences complete? Do the subjects and verbs in your sentences agree? Are you using apostrophes correctly?
Choosing the Setting

Choose a setting in which you can take field notes for an hour. The setting should be public and have lively social interaction. It must also be very unfamiliar for you so that you can experience it as an "outsider".

In order to do the study in a setting such as a high school, police stations, bingo parlours, Bible study group, or emergency room, students have needed to obtain the permission of an authority. If in doubt, ask! You should also be willing to explain what you are doing to anyone in the setting who is curious.

Taking Field Notes

When you arrive at the setting, begin your fieldnotes by describing it in a very general way. Since you may not know what aspects of it you will focus on, write about anything and everything for about ten minutes.

Then work toward developing a single sociological focus--either a specific rule/meaning, a specific role (or a pair of roles in a relationship), a specific group, or a specific repeating episode. As you do so, you should take notes more selectively, omitting parts of the social interaction that aren't related to your developing interest. Finding and analyzing a single specific focus are key goals in this assignment.

A second goal is to evaluate your effect on the social setting. Be sure to write about any instances when you feel your presence as an observer is noted by, or is influencing, the people you are studying.

The third goal is to explore the effect of being an outsider on your research. Take notes on your feelings about being in an unfamiliar setting and any way that you felt you were coming to understand it better.

Use whatever personal shorthand will let you get as much information down as possible. Don't aim for complete sentences, but write quickly. Also use adjectives and adverbs that are vivid and precise, remembering that observation can involve any of your senses. This will help you to recall the events of the observation more clearly when you are doing the analysis. Finally, change any names of individuals or places in order to protect your subjects. Eight to 10 pages of notes are typical.
Observation Study Analysis

Analyze your field experience by answering the following questions:

1. **Identify and Describe the Setting (1 page)**

State what your observation setting was and why you chose it. Then describe the social setting as vividly and evocatively as you can, using images, sounds, scents, flavours, physical sensations, emotions, and other elements of good description discussed in class.

2. **Analyze a Focus (2 pages)**

What did you decide to focus on in the setting? Explain whether it was a rule/meaning (as in Donald Ball's study of meanings in the abortion clinic), a role/relationship (as in Meenakshi Verma's analysis of a nursing home), a group (as in Gilbert Herdt's study of the group of teenagers entering Horizons), or a recurring episode (as in David Sudnow's research on death in hospitals).

Explain what you discovered about your focus. Be sure that you are providing an interpretation that goes beyond manifest characteristics (e.g., a bartender does more than serving drinks). Use quotes from your fieldnotes (not in shorthand!) in your answer.

3. **Your Effects on the Setting (1 page)**

What was your effect on the setting? First, describe how people in the setting reacted to you or treated you, using quotes from your fieldnotes. Summarize these reactions by guessing what role the research subjects *assigned to you*. For example, Meenakshi Verma was assigned the role of a high status university student, Evelyn Blackwood was generally perceived as heterosexual, and John Van Maanen was seen by the police as an eager audience.

Next, decide whether the role you were assigned had any influence on the conclusions about your focus. For instance, John Van Maanen felt that the beating of Chester Blazier by the police might well have been caused by his presence. Explain your conclusion.

4. **The Effects of the Setting on You (1 page)**

How did being in this setting affect you? Use quotes from your fieldnotes to describe what role(s) you identified with in the setting and whether your identification changed over the brief period of your fieldwork.

Next, evaluate whether the role you identified with in the setting had any influence on your conclusions about the focus.
5. **Sampling Recommendations (1 page)**

If you were to return to this setting for further observation of your focus, how would you develop a good quota sample of observations? Identify three variables that would be relevant for such a sample and explain why varying each could lead to a change in your conclusions about your focus.

**Hand in** your analysis (about 6 pages, typed double-spaced) + your fieldnotes (about 8-10 pages, unedited)

**Notes:** It is OK to use "I." Also, because these aren't essay assignments, you don't need to write introductions and conclusions. Instead, if you simply answer each question in order you will have produced a complete assignment. Before you hand in your paper, check the grammar. Are all of your sentences complete? Do the subjects and verbs in your sentences agree? Are you using apostrophes correctly?
1. **Setting and Subjects (1/2 page)**

In a breaching experiment, the researcher is trying to make visible the commonplace assumptions that allow our social world to appear fixed and stable. As Garfinkel summarizes it, the method is to "start with familiar scenes and ask what can be done to make trouble" (1967:37). In what familiar scene would you propose to make trouble? Who are the subjects of your study going to be? Explain why these choices of setting and subjects are good ones for sociological study.

2. **Proposed Breach (1/2 page)**

Garfinkel describes several different types of trouble you can make: acting like a stranger in your own home, asking people what they mean everytime they speak, or reacting suspiciously to them. What kind of out-of-the-ordinary trouble do you propose to make? Be creative!

Be careful to propose a truly extraordinary event. For example, Bita Amani's cake-eating breach is very unusual but speaking in an elevator or butting into a line-up are events most of us have witnessed. Also don't give events that are proscribed in well-known written rules or laws (e.g., speaking loudly in the library is against the posted library rules).

3. **Cost-Benefit Assessment of Ethics (1 page)**

   a. Are the subjects involved in this study at risk of losing confidentiality? If so, is there anything that you can do about this problem without unduly affecting the results of the research?

   b. Are the subjects voluntary participants who will give informed consent? If not, is there any feasible solution to this problem?

   c. Is any physical or psychological harm possible to subjects as a result of participating in your study? If so, is there any feasible solution to this problem?

   d. What benefits, if any, could occur to subjects as a result of being part of your study? If there are none, could you introduce some benefits?

   e. What benefits, if any, would be obtained for the discipline of sociology if you carry out this study?
f. Overall, do you feel the expected benefits of your research are greater than the expected costs to subjects?

4. **Obtain Ethics Approval**

Discuss your answers to Question 3 with your teaching assistant. If your answers convince the teaching assistant that the expected ethical benefits of the study outweigh the expected costs, he or she will give approval by filling in the form on the next page. Before your proposal is approved you may be required to change your research plans (e.g., give an icecream to a stranger rather than taking it away. Changes should be incorporated in your design and in your answers to the earlier questions. *You may not proceed unless your teaching assistant has approved the study by filling in the form below. If you proceed without permission your assignment will be graded zero.*

*Brief Description of Breach:*

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

*I hereby give my approval for this breaching study to be conducted,*

___________________________________________________________________________

__________________________________________  ______________________________

*Teaching Assistant's Signature*  *Date*

5. **Description of Results (1-2 pages)**

What happened? Describe, *in detail,* how you felt while conducting your breach and how the experimental subjects responded to it. Write this up as soon as possible after conducting the study so that you can remember it more fully.
6. **Ethnomethodological Analysis (1-2 pages)**

What ethnomethodological conclusions do you draw from your research? Discuss carefully, using Bita Amani's and Harold Garfinkel's analyses as models. Keep in mind that your own feelings are as important to these conclusions as the subjects' reactions.

7. **Ethics in Hindsight (1 page)**

The ethics review conducted in Questions 3 and 4 adheres to the cost-benefit model of ethics discussed in class. However, the course readings by Julia O'Connell Davidson and Derek Layder, and by Stephen Richer, give quite different perspectives on ethics decisions. Reflect now on the ethical issues that arise in your breaching study when each of these perspectives is considered.

**Hand in** 6 pages (typed double-spaced, answering all questions except Question 4) + this assignment page, with the teaching assistant's signed approval of the breach.

**Note:** Next term your tutorial will be divided into groups of three members who will work together for much of the term. Begin identifying students with whom you could work effectively, who share interests in a possible research topic with you, and whose schedules for next term fit well enough with yours to allow for several group meetings. Inform your teaching assistant, as a group, once the group has been formed.
Choosing a Research Topic

Choose as your topic an identity or experience you are unfamiliar with, that fills in the blank in the sentence, "I cannot imagine what it is like to be ________________," and that is suited to sociological inquiry.

Develop a List of Question Topics

Following the guidelines in the Interviewing Handout, develop a preliminary list of interview questions/topics. Keep in mind that, as Gwendolyn Etter-Lewis points out, your initial objectives are only a framework for your research, and not a script to follow strictly.

Your interview should be half an hour long. It's hard to say how many questions/topics need to be prepared, since it depends mainly on how many new topics come up.

Choosing Respondents

Respondents may be acquaintances, but shouldn't be close friends or family members. Part of the interviewing experience is your changing relationship with the respondent. These changes are most apparent with someone whom you don't know well.

Conducting the Interview

Follow the guidelines in the Interviewing Handout. That means:

- giving an adequate Ethics statement at the beginning of the interview
- asking permission to tape record the interview (if you choose to do that)
- wording questions and probes carefully
- making smooth transitions between topics
- taking notes on the respondent's body language, tones of voice, and emotions
- taking notes on your thoughts and feelings, and your changing relationship
- asking the respondent for a pseudonym and changes to identifying details
- thanking the respondent at the end of the interview
Writing Up the Results

1. Introducing the Topic and Respondent (1/2 page)

State your interview topic and explain why it is of sociological interest. Further, explain why your respondent is appropriately chosen.

2. Transcribing the Interview

To transcribe the interview use the format shown on the next page. (Note: Maureen Dziewa and Michael Menashy's interviews in the reading kit are written up in other formats and shouldn't be used as models.)

I'er:  What is the worst ever experience you've had with a pet?

Chris:  Well (looks into space) it was when I dropped my guinea pig Spot, he ah kinda hurled himself out of my arms (quietly and shakily).

Note: It looks like Chris is still upset about this topic. What follows is one of my two worst points in the interview. As you will see reading on, the follow-up probes I used were too neutral—even cold—emphasizing the technicalities of Spot's fatal leap rather than Chris' feelings when Spot jumped or feelings during the interview. The technical questions were unrelated to the interview topic of relationships with pets. I should have instead, "Is it ok to talk about this?" once I saw that the topic was so upsetting.

In this example:

- ( ) encloses body language and tones of voice
- I'er marks the interviewer's questions
- the respondent's pseudonym marks off what the respondent is saying
- interview speech does not have to transcribed grammatically but should instead be as close to verbatim as possible
- the indentations make it clear to the reader who the speaker is at all times
3. **Annotating the Interview**

The "Note:" parts of the interview are very important. The examples of annotation by Maureen Dziewa and Michael Menashy in the reading kit illustrate how well-written notes can become a running commentary throughout the interview. Your annotation should:

a. Identify and explain at least two highlights of the interview in which your methods worked particularly well.

b. Point out at least two low points in the interview. For each, explain why your methods worked poorly and what solution you now recommend. Careful annotation throughout can compensate to some extent for a weak interview.

c. Explain how your relationship with the respondent affected the interview, noting any changes carefully.

d. Provide sociological analysis of the content of the interview.

**Hand in** your transcribed and annotated interview (about 10-12 typed double-spaced pages including introduction and annotation) to Kathy's office, 2100 Vari Hall, by 3:00 p.m.

**Note:** Be sure to inform your teaching assistant once you have formed a group to work with in the Winter term. Purchase your reading kit for the Winter now. Don't leave these tasks till January, as the schedule of Winter assignments is a tight one!

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**Winter Assignment: Survey Proposal (20%)**

**Group Proposal of Topic** (3 pages + Reference Information)

1. Begin by briefly describing the research topic you have chosen for your survey. It should be a topic that you think is creative and likely to interest you until April.

2. Explain in detail how a survey on this topic fits into the study of sociology by describing the theoretical framework or sociological body of knowledge on which it draws. As part of your explanation, refer to five articles, book chapters, or other academic sociological sources that are relevant to your topic.

*Note: you might find these sources by choosing readings from your coursework, or by doing a library search, or both. Internet articles are not acceptable for this assignment because their quality cannot be verified. Stand-alone abstracts, such as sociofile abstracts,*
are also not acceptable (the complete work is needed). The group proposals in the kit provide especially good examples of this section.

3. Identify your sample: who are they and how will they be chosen? For example, the sample could be of women working outside the home, science majors at York University, students who go to the Scott Religious Centre, or teachers in the Metro Toronto school system. You may be choosing the sample randomly, by a quota method, or simply as a "convenience sample" of an easily accessible group of people such as friends and acquaintances. Explain your selection method in detail.

Once you have identified your sample and the selection method, explain why the sample you've chosen is appropriate for your research topic and discuss any limitations of the sample.

Notes: You must be certain that you can easily locate 80 people who are in the group and that they will be able to fill in the questionnaire in a timely fashion. Further, all respondents must be willing to have their first name and phone number passed on to Kathy (so that she can verify for a small random sample of respondents that they did, in fact, fill in the questionnaire). If you believe that this requirement will unduly compromise respondents' anonymity, you must make a detailed and convincing case in your proposal.

Some examples of difficult populations to study would include children in schools (because permission from several levels including the School Board may be required) and women in shelters for domestic violence (because the location of shelters is usually confidential, and because shelter personnel would have to be asked to take responsibility for distributing questionnaires). Anyone under 16 may only be surveyed with a parent's written permission.

4. Next, propose practical applications of your study to justify how it could be useful to society as a whole.

The Proposal by Baker, Black, Bojarski & Manso has a well-researched example of a possible practical application.
5. At the end of the proposal, give a list of the five references used earlier, in the following format:

a. For a chapter in a book with an editor:


b. For an article in a journal:


c. For a book:


6. Photocopy and attach a page of text for each of the five references so that their relevance to the topic can be seen.

**Individual Hypothesis Statements (2 pages per person)**

1. Propose a conceptual hypothesis related to your group's research topic. To do this, start out by defining two conceptual variables. Then link the two conceptual variables together in a hypothesis. Finally, provide a sociological explanation for your hypothesis, using the theoretical or background information in your group's proposal.

   For example, one conceptual variable could be social structural location (higher status, lower status) and another conceptual variable could be alienation (more alienation, less alienation). A hypothesis that links them could be, "People who have higher social status are likely to feel less alienated than people who have low social status." A sociological explanation here could use Marxist theory. Lisa Faingold's Individual Hypothesis Paper is an excellent example of this component of the assignment.

   Ensure that each group member has a different hypothesis. There may be some overlap, e.g., one person might look at ethnicity and alienation and another at income and alienation, but the entire hypothesis shouldn't overlap.
2. Now rewrite the variables and the hypothesis in an **operational** format.

   *For example, in the hypothesis I stated above, one way to operationalize social status would be in terms of parents' income (higher income, lower income). A way to operationalize levels of alienation could be to find out how many close friends a person has at university (more friends, fewer friends). An operational version of the conceptual hypothesis would therefore be, "People whose parents earn a higher income are likely to have more close friends at university than people whose parents have a low income."

3. Next, try to identify and explain very specifically any problems there are with your hypothesis. Some possibilities to consider elaborating include:
   
   - ethical issues that arise in asking about certain topics
   - the inability of respondents to answer your questions (see Dillman for various problems that can arise)
   - wanting to study a causal hypothesis, but not being able to do so with survey data
   - variables that might be related to both variables in your hypothesis (like the example of "outdoor temperature" being related to both "sales of ice cream" and "burglary"). Be sure to provide a solid explanation of why such a variable would pose a problem.

**Group Questionnaire Draft (exactly 1 page)**

The questionnaire should meet the following criteria:

1. **Relevance**: Based on the hypotheses that individual group members have proposed, come up with a questionnaire to study all three of your hypotheses. All the variables that are in your hypotheses should be operationalized in the questionnaire. Conversely, the questionnaire should include only questions that are clearly part of a group member's individual hypothesis or that operationalize a third variable that some group member has justified including.

2. **Length**: The questionnaire should be no more than one page long (no backs of pages, no legal size paper). The strict limits on questionnaire length are typical in many research environments where budgets are tight. The practical implication of the limit is that you can ask about eight questions in total.

3. **Open Questions**: The questionnaire should include at least three open questions. This will make your later analysis more interesting and will also give you experience working with both open and closed questions.
4. **Address Ethics**: Include a brief introduction that covers ethics concerns about informed consent, confidentiality, and voluntary participation. (See the ethics statement in last term's handout on "Qualitative Interviewing Methods" and modify it to fit your survey questionnaire.) Provide your names and a contact phone number so respondents may reach you. If you don't want to use one of your home phone numbers, my office number (736-2100 x77992) can be given.

5. **User-Friendliness**: Try to develop an attractive and professional format. Use a font that is no smaller than this print, line up your columns, and use lots of white space on the page. Also try to write questions that respondents will find easy to understand and answer. The Dillman reading has many ideas about how to identify and improve poorly written questions.

**Hand in:**

- the group proposal
- the three individual hypothesis statements
- three copies of the questionnaire draft (one to be graded, two for Kathy and your TA to have as a record of your plans)

**Note**: half your grade will be based on your individual hypothesis statement, and half on a combination of the group proposal and the questionnaire draft.
1. **Obtain Pretest Responses**

   Find 15 people who are members of the group you plan to study. Ask them to fill in the questionnaire and to write comments on the page indicating which questions they found difficult or unpleasant to answer. Be sure to keep their responses confidential—don't tell other group members the names of the respondents you found.

   Decide on a way to make all 15 responses available to each member of your group (e.g., photocopying them, setting up a schedule to pass them around, etc.).

2. **Divide the Questions**

   Divide the questions on the questionnaire up as equally as you can among group members, trying to assign each person questions related to his or her interests. In addition, every group member should be assigned one open question to work on when revising the questionnaire.

3. **Tutorial Presentation by Group**

   These presentations will take place in the tutorials. In them, you will discuss problems that you found with the first draft of the questionnaire and show how you have revised it (bring copies of the new draft for other tutorial members and your T.A. to look at).

   In your presentation, you might be asked:

   What hypothesis is this question related to?
   How do the categories chosen for that closed question reflect the hypothesis?
   What coding categories would you use for that open question?
   How does the variation look for that question?
   Why is this an open/closed question? Note: there's no set number of open questions that your second draft has to include.
   Was the question easy for respondents to understand?
   Were the respondents able to remember the answer easily?
   Were respondents unwilling to answer any of the questions?
   Did respondents like the introduction to the questionnaire?
   Could the questionnaire be made more attractive?
   How have you pretested any changes to your questionnaire?
4. **Final Revision and Important Deadlines**

After the presentation, make whatever final revisions you think would be useful or which your teaching assistant requires.

In tutorials during the week of March 11 (or earlier if you prefer), your group must show 80 filled-in questionnaires to your T.A.

On March 11, the group should turn in a package to Kathy of lists of the first names and phone numbers of respondents, on the forms found on the following page. Note that prospective respondents must first be asked whether they are willing to fill in the form and that they may not participate unless they are willing to do so. (Note: this requirement is waived if you have received written permission from Kathy on your Proposal.)

If these three requirements are not met, your group may not proceed with the project and there will be a grade penalty.
Thank you for agreeing to help out in our project. Please fill in your name (just your first name is fine) and a phone number where Prof. Bischoping can reach you in order to check that you've taken part in this study. Please note that she won't have any way to know which of the completed questionnaire is yours.

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Define Conceptual and Operational Variables

1. Briefly state what your two conceptual variables are and write a hypothesis that connects them. (If you haven't changed your hypothesis, then you can recycle part of your proposal here, omitting the sociological explanation.)

2. For each of the two variables, state the survey question you are using and give a table showing how the conceptual variable is operationalized. Three examples are given below: a. is for answers to a closed question; b. is for answers to an open question; and c. shows how, in the unusual case of a question wording experiment, the question asked becomes a variable.

a. Conceptual variable: educational experience
   Operationalization: What year of university are you in now?
   1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 or more ( )

   Conceptual category Operationalized category
   Lower experience "1," "2," or "3"
   Higher experience "4" or "5 or more"

b. Conceptual variable: certainty of aspirations
   Operationalization: What kind of job do you hope to obtain?

   Conceptual category Operationalized category
   Definite aspirations e.g., "teacher of elementary grades," "career diplomat"
   Somewhat uncertain aspirations e.g., "something in radio/T.V./newspaper," "lawyer or writer"
   Uncertain aspirations e.g., "not sure yet," no answer

c. Conceptual variable: time frame
   Operationalization: There are two versions of the question. Version A is "Thinking about the long term future, what kind of job do you hope to obtain?" Version B is "Immediately after graduation, what kind of job do you hope to obtain?"
Tables and Descriptive Statistics

3. For each of the two variables make up one table showing the distribution. In the table group together responses so that they follow the list of conceptual attributes. For example a., above, I would add 1st, 2nd, and 3rd year students together rather than having them in three separate categories.

Make sure the table is complete (title, labels, etc.) and follows the format shown in lecture precisely. Also check to make sure that you've decided correctly between a frequency distribution and a percentage distribution table.

4. For each of the two variables, state whether it is nominal, ordinal, or interval.

Then for each variable show how you calculate the mode, median (if appropriate), and mean (if appropriate). For example, "certainty of aspirations" is an ordinal variable so both its mode and the median could be given. However, its mean can't be calculated.

Tables for Two Variables

5. Give a two-way frequency table for the variables in your hypothesis, using the format shown in lectures.

If your hypothesis is about a cause-and-effect relationship, check that the independent variable is the column variable in the table--e.g., for the variables shown in a. and b. above, it would be more likely that educational experience influences career aspirations than the other way around. Therefore, educational experience would be the variable used to label the columns.

6. Transform the two-way frequency table into a two-way percentage table that includes percentage differences, using the format shown in lectures.

7. Describe the direction of the relationship in the table and assess whether it is the same as your hypothesis had predicted.

8. Using the percentage differences, assess the strength of the relationship in the table.
Statistics to Test Your Hypothesis

9. Calculate the statistical significance of the relationship in the table. Do this by:
   a. showing how you calculate the proportion of the total sample for each row of the table
   b. giving a table showing the observed and expected numbers
   c. showing how you calculate the $X^2$ value and the degrees of freedom
   d. stating the p-value for the table (is it $p>.10$, $p<.10$, or $p<.05$?)
   e. stating what the p-value means for the relationship in the table--is the relationship likely to have happened just by chance?

10. Interpret what the significance test and direction together mean for your hypothesis.
    For example, you may have found a highly significant result ($p<.05$) that goes in the direction you predicted. That would mean there is some support for your hypothesis. However, the results may go in exactly the opposite direction from what you predicted—in which case there's strong evidence against your hypothesis.

Note: this assignment will not be graded. However, by working through these questions you will be well-prepared to complete much of the statistical analysis in the Final Analysis Paper. Skipping over this assignment will not save you time in the long-run.
Winter Assignment: Final Analysis Paper (20%)

In many ways, this paper will be reformatting material that has already appeared in your Draft. The main differences are: a) the Final Paper is to follow a more formal format. You will be adding an introduction, a sampling section, and a conclusion; leaving your hand-calculations out of the text; and typing everything except tables. b) You will be taking your analysis a step further by adding another statistical test and its interpretation. Points about the differences between the Draft and the Final Paper are mentioned in italics.

1. **Introduction** (1 page)

   State (yet again!) what your two conceptual variables are, and then put them together in a hypothesis. Give a sociological explanation for the hypothesis, drawing on references in your group proposal or possibly a new source.

2. **Sampling** (1/2 page)

   *This section is new.*

   This section should first give the sample size and characteristics and explain the method of choosing the sample. Limitations of the sample should be discussed, with clear explanations of how biases could affect conclusions about the variables and hypotheses you are working with.

3. **Variable Definitions** (2-3 pages)

   For each of the conceptual variables, state the survey question you are using and give a table showing how the conceptual variable is operationalized.

   You might be using a pair or series of questions in combination to operationalize some variable (such as combining Mother's Education and Father's Education). In that event, list all the survey questions you are using.

   *This section differs from the Draft because you are adding a third (and possibly a fourth) variable to the paper, to be used later in the Results section.*
4. **Descriptive Statistics** (2 pages)

For each of your variables, make up a separate table showing its distribution, following the steps you used in the Draft.

Then, for interval variables give the mean, for ordinal variables give the median, and for nominal variables give the mode.

*This section will differ from the Draft because a) you are adding a new variable/variables; b) you won't show any calculations in the text but instead should place them in the Appendix of Hand Calculations; and c) only one statistic is given for each variable, rather than as many as possible.*

5. **Analysis Results** (2-3 pages)

*In the Appendix of Hand Calculations, give a two-way frequency table for the hypothesis stated in the introduction, and calculate the statistics to test the hypothesis (following the steps you used in your Draft). None of these calculations should be given in the text of the paper.*

The results should begin with a two-way percentage table that tests the hypothesis stated in the introduction. The table should be correctly formatted and should include percentage differences, $X^2$, degrees of freedom, and a p-value.

Describe the direction of the relationship in the table and assess whether it is the same as your hypothesis had predicted. Then, use the percentage differences to assess the strength of the relationship in the table. Finally, interpret what the significance test and direction together mean for your hypothesis.

*So far, the Results section has recycled material from your Draft. Now you will be adding to the analysis another variable (or pair of variables) for which you've already given a variable definition and descriptive statistics.*

Based on the results you have obtained so far, decide what would be a good next step. For example, you might want to see whether a different way of operationalizing one or both of your variables gives similar results. You might want to focus on a specific subgroup of respondents to see whether how the relationship looks for them. You might want to determine how some third variable has interfered with your hypothesis. Explain what you have now decided to test, and why, in a paragraph. References may be helpful here.

*In the Appendix of Hand Calculations, give the frequency table for the variables you are now studying and calculate the statistics to test your "next step" hypothesis.*

Show the results for the "next step" hypothesis by giving a two-way percentage table, complete with percentage differences, $X^2$, degrees of freedom, and a p-value.
Describe the direction of the relationship in the table and assess whether it is the same as your "next step" hypothesis had predicted. Then, use the percentage differences to assess the strength of the relationship in the table. Finally, interpret what the significance test and direction together mean for your hypothesis.
6. **Conclusion and Recommendations** (2-3 pages)

*This section is new.*

The conclusion should begin with a paragraph that briefly summarizes what you have learned about your hypotheses from the two statistical tests.

The next part of the conclusion should discuss the limitations of your research. These might be limitations of the way that this survey was designed, conducted, or analyzed or they could be weaknesses of the survey method, more generally.

Based on the limitations you have identified, make specific recommendations for further research in this area. What changes would you make in your survey design? In what ways would you try to integrate other methods with the survey approach? For example, the Bischoping reading shows ways to integrate qualitative and survey interviews. You could also review your notes from last term to generate ways that various other qualitative methods we studied last term could complement survey research. Finally, the Reinharz reading describes several innovative qualitative methods that we haven't experimented with in class but which could illuminate your research.

7. **References**

List any references using the format shown in the Survey Proposal Assignment.

8. **Appendix**

*This section is new.*

All the hand calculations for the Descriptive Statistics and Analysis Results go here, printed neatly by hand.

*Note: except for the appendix and any tables which appear in the text, this paper is to be typed double-spaced.*

9. **Five Pointers**

a. The best preparation for this assignment is to complete the Draft of Analysis Results assignment, which provides a solid grounding in the statistical methods required.

b. Check your grammar. Check your spelling. You don't have to write in a formal journal style (e.g., you can use "I"). However, you should write in clear and complete sentences and never in point form.

c. If your hypothesis doesn't work...should you try to find another one that does? Will you lose marks if your results aren't significant? NO!!! So long as you have a good reason for what you are doing, and so long as you make that reason known to the reader, you will be ok.
d. If you have data from pretest questions that were omitted in the final questionnaire (because everyone gave the same answer) or some vivid answers to open questions related to your topic, you can use them to add interest to your paper.

e. Give your paper a more lively title than "Final Analysis Paper."
Thirty Errors and Counting: Addressing Questionnaire Design Flaws

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What's wrong with the "Methods Questionnaire"? While many sources on questionnaire development give great insight into problems caused by complex and confusing question wording, this half page example illustrates other common errors in questionnaire design. Most of the questions in this little Methods Questionnaire are reasonably well worded, yet there are at least 30 things wrong with it. In class, I use this example by handing out the top half of the page and asking students to identify its flaws. They include:

Introduction

1. "Methods Questionnaire" is a dull and uninformative title.
2. "to find out whether your gender and social class affect your food preferences" gives the hypotheses away to the respondents.
3. Is the questionnaire really anonymous? It depends on how it is handed out. It's more likely to be confidential than anonymous.
4. "confidential.." should just be "confidential."
5. "item" and "assisting with our inquiry" sound very technical.
6. Who is the author? A contact name should be given.
7. How may the author be contacted? Give a phone number.

Question 1

8. Using "1)" instead of "1." looks cluttered. It is a small point, but it does affect the visual appeal of the questionnaire. This applies throughout the questionnaire.
9. Should the gender be circled, checked off, or what? Circling is a particularly messy looking format.
10. The answer categories should be placed on a separate line from the question.
11. Even if the hypothesis weren't stated in the introduction, putting the independent variable in the first question could be a bad idea. It gives the respondents the notion that this questionnaire is somehow about gender or that you believe food preferences are affected by gender. It would be better to start with a more engaging question that pertains to food preferences.

Question 2

12. Put a space between the question and the answer categories so the questionnaire is less cluttered. This also applies to question 5.
13. These income intervals are very small and it will be difficult for many to guess their parents' income that precisely.
14. There are two sets of "25,000 to 30,000" categories and no "30,000 to 35,000" category.
15. The categories are not mutually exclusive: e.g., if parents make $15,000 what should be checked?
16. The final category of "60,000 and up" may include many respondents. If so, it would be better to differentiate more at the high end of the income scale.

Question 3

17. The respondent is to check answer categories that apply for this question. It would be helpful to indicate the change in response format from the previous questions.
18. Having lines to check on both sides of each answer is confusing: e.g. "___ hamburger ___"
19. In question 1, the answer category had to be circled, but here it has to be checked. A consistent format for indicating answers is easier on the eyes. This applies throughout the questionnaire.
20. "alcoholic beverage" has a typo.
21. "whole grain bread" is split across two lines and is therefore confusing to read.
22. It is a little obvious that junk food is listed first and healthy food last. Unless there is some logical order for items to follow (e.g., lowest to highest, as in the income question), a good format is the pyramid one shown in question 4 of the revised questionnaire.

Question 4a

23. So there's a 4a and a 4b here--does the respondent need to know this? Give each question its own number unless there is some good reason to connect the questions.
24. What if someone doesn't like any kind of icecream? This also applies to the questions on meat and alcoholic beverages.
25. Omit the extra space between "favourite" and "flavour." [And, if you're in the United States, use the U.S. spelling for these words.]

Question 4b

26. A space between 4a and 4b would be encourage respondents to answer the question. The format now is too cramped.
27. The format would also be more attractive if the lines given in 4a and 4b were aligned and made of equal length.
28. "meat" is ambiguous. Is fish a meat? Respondents also can't tell how detailed the answer should be--is "beef" ok, or do I need to say "eye of round"?

Question 5

29. As in point 19, above, a consistent answer format is ideal. This one differs from the previous formats, not only because there are little boxes to check, but also because they are to the right of the response category and because capital letters appear in the response categories.
30. "Liquor" is an ambiguous term.

After ensuring that all these problems (and undoubtedly others!) have been identified, the second half of the page is distributed. It illustrates how to correct the errors that have been made in the Methods Questionnaire.

However, the new, spaciously-designed questionnaire would need more than half a page if it were to include the necessary questions on gender and parents' income. After noting this point, we go on to discuss how the gender and family income questions could best be written. Several interesting points can come out of this discussion. For example, at York University, even when we use ten or twenty thousand dollar ranges, many students are still unable to answer the question. However, if the concept to be measured with income is stratification, an alternative question about parents' education has proven to be easier to answer.
**Methods Questionnaire**

Hi! This is a questionnaire to find out whether your gender and social class affect your food preferences. It is completely anonymous and confidential. If there's any item on the questionnaire that you don't want to answer, please feel free to skip to the next one. Thank you for assisting with our inquiry!

1) What is your gender? Male  Female

2) How much money did your parents make last year?

   - [ ] 0-5,000
   - [ ] 5,000-10,000
   - [ ] 10,000-15,000
   - [ ] 15,000-20,000
   - [ ] 20,000-25,000
   - [ ] 25,000-30,000
   - [ ] 30,000-35,000
   - [ ] 35,000-40,000
   - [ ] 40,000-45,000
   - [ ] 45,000-50,000
   - [ ] 50,000-55,000
   - [ ] 55,000-60,000
   - [ ] 60,000 and up

3) Which of the following foods did you eat in the past day?

   - [ ] french fries
   - [ ] potato chips
   - [ ] hamburger
   - [ ] soft drink
   - [ ] alcoholic beverage
   - [ ] whole grain bread
   - [ ] fresh fruit
   - [ ] green leafy vegetables
   - [ ] milk
   - [ ] fish

4a) What is your favourite flavour of ice cream? ____________________________________________

4b) What is your favourite kind of meat? ____________________________________________

5) Do you prefer...White wine ☐  Red wine ☐  Beer ☐  Liquor ☐

   Thank you for your help!

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
☺
☺

**Favourite Foods** ☺

*Hi! We'd like to find out what kinds of food you like most, or eat regularly. This questionnaire is confidential. If there's any question you don't want to answer, please feel free to skip to the next one. Thank you for helping out with our study! -- Kathy (736-5015), Karen, and Lia*

1. What is your favourite flavour of ice cream?

   ( ) I don't eat ice cream. OR My favourite is ________________________________.

2. What kind of alcoholic beverage do you like best?

   ( ) I never drink alcohol. OR My favourite is ________________________________.
3. Which of the following foods do you like best? (Please check one.)
   (   ) beef   (   ) chicken
   (   ) fish   (   ) another kind of meat/poultry (specify:) ______________
   (   ) pork   (   ) I don't eat any of these foods.

4. Which of these foods did you eat yesterday? (Check all that apply.)
   (   ) fish   (   ) potato chips
   (   ) milk   (   ) a hamburger
   (   ) soft drink  (   ) whole grain bread
   (   ) fresh fruit  (   ) alcoholic beverage
   (   ) french fries  (   ) green leafy vegetable
Instructor: George Lewis  
Office: WPC 117  Telephone: 946-2925  
E-mail: GLEWIS@UOP.EDU

The material in this syllabus has been compiled to help you do well in this course. I expect you to read it carefully. You are responsible for knowing all the information it contains.

**Course Objectives:** This course is a key component in the core curriculum, thus meeting the course objectives is central to an understanding of Sociology as a discipline.

1. To define what is meant by the "scientific method" and to critically evaluate its strengths and weaknesses as a means of obtaining knowledge about human beings and their patterns of interaction.

2. To present the essential interrelationship between the development of social theory and the methodologies of data collection.

3. To enable one to move from a general question to the formulation of a tight, well-constructed and researchable problem.

4. To critically assess the strengths and weaknesses of various methods of data collection utilized most frequently in the social sciences.

5. To be able to critically evaluate reported findings in terms of the research methods employed in the studies.

6. To be able to effectively communicate research findings, both orally and in written form.

7. To develop an awareness of the political and ethical issues involved in social research.

**CLASS FORMAT.** The course will meet twice a week. Some of these sessions will be primarily lecture, others more like workshop sessions, with discussion and class input providing the bulk of the material for the day. Lectures will be informal and class discussion and questions will always be encouraged. Classes will begin promptly on the hour. Please make every effort to be on time, as late arrivals are disrupting to everyone.

**ATTENDANCE POLICY.** Formal attendance will not be taken EXCEPT during days devoted to group research projects; however, this class is based on a good deal of classroom discussion and work, and part of your grade will be determined by participation in this discussion and work. Since material will be discussed in class that is not presented in the text, performance on exams may also be influenced by class attendance. Finally, this course builds upon itself, such that if
you miss early on, it may severely impair your ability to understand subjects presented later. Therefore, regular attendance is strongly advised and is mandatory during final presentation of research projects.

GRADING. Following are approximate weightings for the various assignments and exams.

1. Exam I 31 points
2. Exam II 31 points
3. Research Project 32 points
   a. presentation outline 2 points  (group grade)
   b. oral presentation 15 points  (group grade)
   c. written paper 15 points
4. Class attendance (when required) 6 points
   and participation

HONOR CODE: The University Honor Code is an essential element in academic integrity. It is a violation of the Honor Code to give or receive information from another student during an examination; to use unauthorized sources during an examination; or to submit all or part of someone else's work or ideas as one's own. If the student violates the Honor Code, the faculty member may report the matter to the Office of Student Life. If found guilty the student may be penalized with failure of the assignment or failure of the course. The student may also be reprimanded or suspended from the University. A complete statement of the Honor Code may be found in the Student Handbook, Tiger Lore.

POLICY ON LATE MATERIAL. Exams and materials due concerning the research projects may be made up only if the student consults with the instructor and gets an excuse PRIOR to the due date. Given the sequential nature of the course, and the few weeks we have, it is absolutely necessary to stick to the due dates as hard and fast deadlines.

READING MATERIALS. Various articles, also placed on library reserve.

- Social Research Methods, 3rd ed by W. Lawrence Newman
  (Referred to as "Text" in the reading assignments.)

- Finding Out by George Lewis.

- Social Science Research by Robert Szafran (library reserve)

- Handbook of Indexes and Measurements by Dilbert Miller (library Reserve)

As every researcher knows, there is more to doing research than is dreamt of in philosophies of science, and texts in methodology offer answers to only a fraction of the problems one encounters. The best laid research plans run up against unforeseen contingencies in the collection and analysis of data; the data one collects may prove to have little to do with the hypothesis one sets out to test; unexpected findings inspire new ideas. No matter how carefully one plans in advance, research is designed in the course of its execution. The finished monograph is the result of hundreds of decisions, large and small, made while research is under
way and our standard texts do not give us procedures and techniques for making [all] these
decisions...[though] it is possible to reflect on one's difficulties and inspirations and see how
they could be handled more rationally the next time around. In short, one can be methodical
about matters that earlier had been left to chance and improvisation and thus cut down the area
of guesswork."

Howard S. Becker

RESEARCH PROJECTS: DATES TO REMEMBER

Jan 27: Group Preference (if any) is due
Feb 3: Final Group Assignments Made
*Feb 10: First Group Meetings and Research Topic Discussion
*Feb 15: Anatomy of a Research Project
*Feb 24: Oral Presentation of Topics
Mar 2: Written Version of Topic and Research Plan
Apr 18: Class Presentation One-Page Outline is Due and project write-up form (Plan A or
B) is due.
*Apr. 24-
    May 9: Group Presentations
*May 4: Written Projects Due

* = attendance is required
COURSE GUIDELINES
FOR UNDERGRADUATE RESEARCH PROJECTS

The research projects in this course are conducted for instructional purposes and information gained from them is not intended to go beyond the course itself. However, due to the increasing amount of social research which is being carried out by undergraduates, some formal codification of general practice seems useful. The following statement represents a minimum of general principles necessary to safeguard the interests of the student, the society, the department and the college.

The department does not see the following guidelines and caveats as a limitation placed upon the subject matter which may be investigated. Rather it is seen as a statement of principles governing the methods to be employed. It is difficult to imagine any culture trait or facet of society that cannot be meaningfully subjected to some form of sociological research which does not endanger life and health, break laws, or generally accepted standards of morality. Such approaches seem clearly to be those desirable, if not virtually mandatory, for the successful operation of research within the present institutional framework.

The document recognizes that it is the task of the instructor working with students who are interested in forming research projects to assist in the discovery and/or invention of methods of research which would allow the pursuit of the research subject while meeting the following criteria:

The undergraduate student in pursuit of sociological research in the research methods class performed under the aegis of the Department of Sociology, College of the Pacific should not:

1. knowingly place himself/herself in social contexts which would endanger his/her life or health or the health and well-being of others.

2. knowingly place himself/herself in violation of the laws of the state.

3. knowingly transgress the generally accepted norms of politeness and morality in the greater society of this country nor of the greater society of any culture in which he/she may be conducting research.

4. carry out a project in opposition to the wishes of his parents or legal parental surrogates in situations where the student has not attained a legal majority.

In addition:

5. students must obtain consent forms from respondents if they are not able to guarantee anonymity of response as part of their research design.

6. Students must obtain prior clearance from UOP's human subject review board if their subjects
can be identified and their research:

1. could place their subjects at risk of criminal or civil liability.
2. could be damaging to their subjects financial standing and/or employability.
3. will deal with sensitive aspects of their subjects' behavior, such as illegal conduct, drug use, sexual behavior, or use of alcohol.

Undergraduate students who are unwilling to accept these guidelines should not be enrolled in the course and those who knowingly and willfully violate these conditions thereby forfeit any credit for such a project.

(adapted from "Departmental Guidelines" document and UOP "Research with Human Subjects" manual)
COURSE SYLLABUS AND ASSIGNMENTS

Jan 20: Introduction
no reading assignment

Jan 25: Research Methods In Social Science: An Overview
Text, Chapter 1 & 2
Browse through Social Science Research (library reserve) to see how research using various methodologies looks and to begin to get ideas for semester projects.

Jan 27: The Logic of Scientific Procedure
Text, Chapter 3
Research Group Preferences Due

Feb 1: Approaches to Inquiry (I)
Text, Chapter 4

Feb 3: Approaches to Inquiry (II)
Text, pp. 106-119
Final Research Project Group Assignments Made

Feb 8: Symbols, Concepts and Communication
Text, Chapter 7, pp 131-152
From Concepts to Operationalization, library reserve

Feb 10: PROJECT: Choosing Topics. Attendance Required
Text, pp.119-129, and Chapter 5
Selecting A Problem, Lewis
Guidelines for Undergraduate Research Projects, Lewis

Feb 15 PROJECT: The Anatomy of a Project. Attendance Required
Text, pp 152-172
The Problem: The Heart of the Research Project. (library reserve)
Social Science Research by Robert Szafran (library reserve)

Feb 17: Who To Ask: Sampling
Text, Chapter 9: pp 484-487

Feb 22: Non-Probability Sampling
Text, Chapter 9: pp.204-207

Feb 24: PROJECT: Oral Presentation of Topics and Research Strategies. Attendance Required
Review:
Guidelines for Undergraduate Research Projects, Lewis
The Problem: The Heart of the Research Project (library reserve)

Also:
Some material in text may be very helpful in data analysis and writing up of your project. If you do a survey, see Chapter 12, esp pp 294-312 and 320-324. If you do field research and participant observation, see Chapter 16. For write-ups, see Appendix C. The Handbook of Indexes and Measurement may also be helpful in constructing your research instruments. It is on reserve in the library. These are all recommended, but you will not be directly tested on their content.

Feb 29: Sociology's Most OFTEN Used Method: Survey Research
Text, pp. 227-233

Mar 2: Creating Questions
Text, pp. 233-254
* Final Research Topics & Research Plan Due in Written Form

Mar 7: Questionnaire Construction and Distribution
Sample Questionnaire, (library reserve) or Lewis
Text, pp. 233-254 (continued)

Mar 9: First Examination

SPRING BREAK

Mar 21: Interviewing (I)
Text, pp. 254-265


Mar 28: Interviewing (II)
The Role of the Interviewer, Lewis
Power and Purpose in Survey Research, Lewis

Mar 30: The Most Precise Method: The Experiment
Text, Chapter 8

Apr 4: Problems in Conducting Experiments on People
Text, Chapter 8 (Continued)

Apr 6: Quantitative Research: Sociology In The Field
Text, Chapter 13

Apr 11: Problems In Field Research
Text, Chapter 14
Studying Deviants, Lewis
Apr 13: Using Available Data: Documents, Records and Content Analysis
   Text, Chapter 11
   Garbage Veritas (library reserve)
   Heartburn and Modern Times (library reserve)

Apr 18: Ethics and Politics of Social Research
   Text, Chapter 17
   The Moral Fix (library reserve)
   Life and Death of Project Camelot, Lewis
   * Class Presentation: Written Outline is Due.
   * Project write-up form (Plan A or B) must be handed in.

Apr. 20: SECOND EXAMINATION

Apr. 25 American Culture Association Meeting.

Apr. 27: PROJECT: Class Presentations. Attendance Required

May 2: PROJECT: Class Presentations. Attendance Required

May 4: PROJECT: Class Presentations. Attendance Required

May 9: PROJECT: Class Presentations. Attendance Required

** Written Projects Due - May 4 In Class **
RESEARCH METHODS

DEVELOPING THE PROJECT - POINTS TO BE COVERED

1. Identify your general problem area, and tie it into the social sciences, as discussed below.* In other words, describe it, so its significance beyond your proposed study is evident.

2. Draft a specific statement of the problem you will be researching. This is what you have narrowed #1 down to - your focus.

3. Indicate how you propose to define (or operationalize) key terms and concepts in #2.

4. What are the boundaries of your actual study....in time, in space? Locate where and when you intend to collect your data.

5. How will you obtain your data?
   A. What form(s) will you find the data in? (Classrooms of students, play lists of popular songs, census lists, etc.)
   B. What access will you need, and how do you propose to obtain such access--permissions, etc?
   C. What are your early (and tentative) plans for research methods to be used?
      1. Primary method (participant observation, survey, experiment, content analysis, etc.)
      2. Possible secondary methods, to cover for weaknesses in primary methods.

*DOES YOUR PROJECT TIE INTO UNDERSTANDING SOCIETY? Your answer to at least one of the below should be “yes”, in order for this to qualify as a social science research project.

A. Does it help to illuminate, describe or explain existing cultural patterns and/or social groups, organizations or systems?

B. Does it offer evidence about the changing nature of culture and/or society?

C. Does it address a subject on which social policies are (or may be) developed, or on which decisions must be based?

D. Does it seek to develop a better and fuller understanding of some unusual cultural event or social practice, a less familiar group or a group whose characteristics and activities have undergone change?

E. Does it make use of experience you have had or particular knowledge you have gained, so as to capitalize on your potential for making unique contributions to social research?

F. Does it offer evidence that may illuminate or extend an already developed social
science theory or set of concepts?

G. Might knowledge from this study aid or empower some particular group in their problematic social position in society?

Topics to be covered in Final, Written Report

1. How the general interest area was decided upon, and how a precise research topic was arrived at. Identify problems and pitfalls in this stage of social research.

2. A concise statement of just what your research problem is.

3. How was a population to study determined? What sort of sampling technique was used? Why was this decided on? Why do you feel it is the best technique for your study? Problems encountered in sampling. How were they solved?

4. Of all methods of obtaining data that you could have used, what methods did you decide to use? Why?

5. Describe the development of research instruments. Why designed the way they were? Problems and how to overcome.

6. Describe actual conduct of the research, including data collection. What were the major problems here? How did you solve them? If you were not able to, how would you suggest they be solved if someone else were to do a similar study?

7. What are the major results of the research? Don’t be afraid to be very general and tentative here.

8. Present the ethical and political decisions that had to be made in doing this study. How did you overcome any dilemmas that might have been raised in this area?

9. General overview and summary, including suggestions as to how it could have been done better, if one had more experience, money and time.

10. Appendix. All data--questionnaires, interviews, field notes, etc...put in a manila envelope, if very bulky, and hand it in with report.
II. For the final Oral Report

1. Begin with a statement of what your research topic was and how, in general, you researched it.

2. Given the time allotted, choose among topics in your written report those you feel will be most instructive and interesting to the classes and can fit into the time you have, and discuss them in depth, to give us a “flavor” of what you experienced in your work.

3. Do not be afraid of bringing up problems--even if you were not able to solve them. Confronting problems is how we all learn, and perhaps more than hearing how something did work.

4. Consider illustrating your talk with graphs, charts, slides, video, passing around samples of questionnaires or field notes, etc.

5. Do not just read a portion of your written report. This technique is boring and will just put us all to sleep.
McGill University
Department of Sociology

Fall 1996-1997

166-580A: The Design and Practice of Social Research

Seminar: Thursday 14:30 -16:30, Leacock 721

Laboratory: Tuesday 13:30 -14:30, Leacock 111 (Faculty of Arts Computer Laboratory - FACL)

Prof. Anthony C. Masi

Office Hours: Tuesday, 14:30 -16:30
(or by appointment)
Leacock 728 (514-398-6840 or at FACL 514-398-8055)
fax: 514-398-3493 or 398-2503
e-mail: masi@leacock.lan.mcgill.ca

Course Description

This seminar has three principle objectives. The first goal of this course is to enable students to recognize and pose researchable sociological questions. In order to do this, we shall explore the relationship between theory and research in sociology. A second aim of this semester’s work is to introduce and critically evaluate different research designs that may be used to answer those questions. While an exhaustive and extensive review of every possible design is beyond the scope of this course, the principles, dynamics, strengths and practical limitations of major approaches will be explored. Finally, the third purpose of this course is to help students understand and develop cogent research proposals, with an emphasis on data collect procedures. For illustrative purposes, sampling and questionnaire design for survey research, comparative case studies, observational fieldwork, and longitudinal designs will be examined in some depth during this part of the course.

As a service to students, one-hour sessions (on Tuesdays from 13:30 to 14:30) have been scheduled as a computer laboratory period and will be held in L111, the Teaching Lab of the FACL. Students will be given an introduction to several microcomputer applications that can facilitate the practice of social research (word processing, spreadsheets, databases, graphics, and statistics packages). In addition, basic electronic searching techniques for books and articles will be explored.

All assigned books are available for purchase in the McGill Bookstore and, for the convenience of students, have been place on reserve in the McLennan Library. Arrangements will be made to allow students access to, and opportunity for the reproduction of, the journal articles and book chapters that are pat of the assigned readings. Handouts will be prepared and distributed prior to and/or during the laboratory workshops.
Books:


**Requirements and Assessment**

Students will prepare five short papers (due dates: September 26, October 10, November 7, November 21, and December 5). Each report will consist of a précis and a critical review of the readings and the research technique discussed in that section of the syllabus. These assignments must be typed, double-spaced, on regular letter-sized or A4 paper. The maximum length should be 5 pages. Together these brief reports will comprise 30% of the final grade, but failure to submit even one of these papers will lead to a grade of “incomplete.” Late papers will be penalized.

The major work for the semester will consist of a research protocol of no more than 20 to 25 pages (same format as above). Topics can be on any subject of interest to the student, but must be decided in consultation with the professor and must reflect the issues of research design and practice as discussed in the seminar and readings. It will count 55% of the final grade. It is due on Tuesday, December 11 -- which is the absolute deadline for these term projects.

Insofar as this is a seminar, the remaining 15% of the grade will be determined by class participation. Students, either individually or in small groups, will be assigned the role of discussion leader(s) at least once during the term. In addition, students will be called upon regularly to give comments, ask questions, and demonstrate their mastery of the readings and topics under consideration.
Due dates and topics for work to be evaluated:

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<tr>
<th>Work</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Short paper #1</td>
<td>26 Sept 96</td>
<td>Short literature review using assorted techniques</td>
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<tr>
<td>Short paper #2</td>
<td>10 Oct 96</td>
<td>Critique of an article using survey techniques</td>
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<tr>
<td>Short paper #2</td>
<td>7 Nov 96</td>
<td>Mixing and matching units of analysis</td>
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<td>Short paper #4</td>
<td>21 Nov 96</td>
<td>Evidence in “scientific” social research</td>
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<tr>
<td>Short paper #5</td>
<td>5 Dec 96</td>
<td>Critique of data analysis procedures in sociology</td>
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<tr>
<td>Oral presentation</td>
<td>TBA</td>
<td>Each student will lead at least one of the weekly seminar sessions during the term</td>
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<tr>
<td>Protocol</td>
<td>12 Dec 96</td>
<td>Topic to be approved after consultation</td>
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**Tentative Course Outline**

*Schedule of Seminars and Assigned Readings:*
  *Thursdays, L721, 14:30 -16:30*

Note: (t) indicates text available for purchase and (p) means photocopy of reserves

**Seminar 1: Introduction to the Course (September 5)**

Stern and Kalof, *Evaluating Social Science Research*, pp. 3 - 60 (t)


Lee, ch. 1, “Information technology for the social scientist,” by Raymond M. Lee
Lee, ch. 2, “Desktop tools for the social scientist,” by Mike Fisher

**Seminar 2: Getting started by reviewing what’s out there (September 12)**

Light and Pillemer, *Summing Up*, pp. 1 - 103 (t)

Stern and Kalof, pp. 124 -254 (t)


**Seminar 3: Numbers and Narrative (September 19)**

Light and Pillemer, pp. 104-174 (t)

Selltiz, et al., ch. 4, “Research Design: Exploratory and Descriptive Studies,” pp. 89 - 112 (p)

Creswell, chs. 1 through 7 (t)

**Seminar 4: Quantitative Research (September 26)**

Bryman, p 1- 44 (t)
Creswell, ch. 8 (t)
Seminar 5: Some Complexities in Survey Methods (October 3)

Bradburn and Sudman, pp. 94 -193 (p)


A. Satin and W. Shastry, Survey Sampling: A Non-Mathematical Guide, entire (p)

Lee, ch. 4, “Computer assisted personal interviewing in survey research,” by Jean Martin and Tony Manners

Seminar 6: Fieldwork and Observational Methods (October 10)

Bryman, chs. 3 and 4 (t)

Creswell, ch. 9 (t)


Lee, ch. 7, “Using computers in ethnographic fieldwork,” by Michael D. Fischer

Seminar 7: Combining Quantity and Quality in Social Research (October 17)

Bryman, chs. 5 through 8 (t)

Creswell, ch. 10 (t)

Lee, ch. 9, “Using information technology to analyze newspaper content,” by Anders Hansen

Seminar 8: Comparative Case Study Designs -- Part I (October 24)

Ragin, The Comparative Method, pp. 1 - 84

Seminar 9: Comparative Case Study Designs -- Part II (October 31)

Ragin, The Comparative Method, pp. 85-172

Lee, ch. 6, “Databases for ordering and referencing information,” by B.N. Rossiter
Seminar 10: Data Analysis -- A too-brief Introduction to Concepts and Issues (November 7)

Rea and Parker, Designing and Conducting Survey Research, chs. 8 and 9 (p)


Lee, ch. 5, “Statistical software packages,” by Clare Ward and Angela Dale

Lee, ch. 11, “Geographical computing for social science,” by David Gilbert

Seminar 11: Evaluating Scientific Evidence -- Part I (November 14)


Seminar 12: Evaluating Scientific Evidence -- Part II (November 21)

Stern and Kalof, pp. 61 - 123

Lee, ch. 8, “Computer assistance, qualitative analysis and model building,” by Wilma Mangabeira

Lee, ch. 10, “Expert systems for the social scientist,” by Noel Heather and Raymond M. Lee

Seminar 13: The Final Report and Review (November 28)

Rea and Parker, Designing and Conducting Survey Research, ch. 10 (p)


Creswell, ch. 11

Seminar 14: Ethics and Social Research (December 5)

Bradburn and Sudman, Polls and Surveys, pp. 194 - 230 (p)

Kidder, ch. 15, “Ethical Implications,” pp. 365 - 417 (p)

Lee, “Using computer simulation to study social phenomena,” by Nigel Gilbert
Laboratory Sessions:  *FACL, Teaching Labor, Leacock 111,*  
*Tuesdays 13:30 - 14:30*

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<tr>
<th>Lab</th>
<th>Date</th>
<th>Topic(s)</th>
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<tbody>
<tr>
<td>1</td>
<td>September 3</td>
<td>-- a tour of the Faculty Arts Computer Laboratory (FACL)</td>
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<td>-- an introduction to the course and to various resources</td>
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<td>2</td>
<td>September 10</td>
<td>-- mainframes, personal computers, local area networks, and the Internet in social science research</td>
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<tr>
<td>3</td>
<td>September 17</td>
<td>-- on-line bibliographic searches at McGill (MUSE and PERUSE)</td>
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<td>4</td>
<td>September 24</td>
<td>-- tabular presentations (word-processors and spreadsheets)</td>
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<td>5</td>
<td>October 1</td>
<td>-- building and maintaining data files and databases</td>
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<td>-- questionnaire design and construction</td>
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<td>6</td>
<td>October 8</td>
<td>-- organizing notes with a word process or a special utility program</td>
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<td>-- questionnaire design and construction -- again</td>
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<td>7</td>
<td>October 15</td>
<td>-- an introduction to “hyperResearch” and/or “folio”: Computer aided analysis of qualitative data</td>
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<td>8</td>
<td>October 22</td>
<td>-- quick and dirty answers to sampling and other statistical problems</td>
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<td>9</td>
<td>October 29</td>
<td>-- graphs in social science</td>
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<td>10</td>
<td>November 5</td>
<td>-- text, tables, graphs together</td>
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<tr>
<td>11</td>
<td>November 12</td>
<td>-- spreadsheets, graphics, and statistics</td>
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<tr>
<td>12</td>
<td>November 19</td>
<td>-- keeping track of data -- spreadsheets and databases compared</td>
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<tr>
<td>13</td>
<td>November 26</td>
<td>-- SPSS for Windows - Part I</td>
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<tr>
<td>14</td>
<td>December 3</td>
<td>-- SPSS for Windows - Part II</td>
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SOC 361: Social Research

Melanie Moore
Candelaria 225B
Office hours: MWF 11-1pm and by appointment.

Course Goals and Content
The goals of this course are to develop your ability to be an effective consumer of social research, to evaluate and apply social research, and to actually do social research.

The content of this course comes in the form of class discussions, outside readings, assignments, essay exams, and the completion of a research project. In our class meetings, you should be prepared to discuss, analyze, question, and offer examples of the issues presented as learning is best achieved interactively. Readings must be completed by the date they are due as class discussions will be supplemental. Because of the dynamic nature of the particular group of people in your class, readings may be added and/or subtracted from the list, or the due dates may change to best meet the educational needs of this class. If you have any questions or concerns, you are encouraged to meet with me throughout the semester.

Grades will be based on two in-class essay exams (40%), various assignments (40%) and a research project (20%). Grades are non-competitive, an exceptional mastery of the subject will yield an exceptional grade for all so I encourage you to study together. However, exams, assignments and the project must be your individual work.

The primary text is The Practice of Social Research by Earl Babbie. It is available at The Book Stop. Other required reading are on reserve at the library.

Outline of Topics and Readings

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<th>Week</th>
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<td>Prologue, Theory and Research Sample papers, Research articles Chap. 1</td>
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<td>Research Ethics</td>
<td>Chap. 18, Appendix B Causation Chap. 3 Research Design Chap. 4</td>
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<td>Conceptualization and Measurement</td>
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<td>5</td>
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<td>Experimental Research</td>
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<td>Field Research</td>
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<td>14</td>
<td>Unobtrusive Research</td>
<td>Chap. 12</td>
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Exams
For the two exams, questions (usually between 15 and 20) will be distributed several days before each exam. You will be asked to write on two of these questions on the day of the exam. Since you will be responding to only two of the questions, you must be able to address all of them well in order to assure success on the exam. There is no curve. An exceptional mastery of the material will yield an exceptional grade for all so I encourage you to study together.

Assignments
The format of the assignments will vary. Some of the assignments will involve doing sections of your research project, and will serve as drafts of those sections. The feedback you receive on these assignments will be vital to the success of your research project. All out-of-class assignments must be typed and double-spaced.

Project
The project is intended to give you "hands on" experience developing, implementing and reporting on social research. A separate handout describes the specific expectations of this project. In brief, you will do original survey research. You will report on this research in a paper which includes a review of the related literature, a delineation of your methodology, an effective, quantitative presentation of your results, and a discussion of your conclusions. The text of your report should be no more than 10 typed double-spaced pages. The computer output of your analyses must be attached to your report.

Final thoughts
Review this syllabus carefully. You are expected to attend every class, turn in every assignment on time, write essay exams when required, and complete an extensive research project. In order to maximize the educational experience for yourself and others, everyone needs to commit to and be active in this course. I also encourage you to work together, help each other by sharing drafts of your work. Sample research papers are on reserve in the library. Of course, you are always welcome to see me about your work.
SOC 361: Study Aids for Social Research

Here are some exam questions which have been used in previous semesters. These may help you to organize your readings, your notes and your thoughts about the course. Note though that these are only examples used in previous semesters. The exam questions for your class may differ substantially.

1. How do you know what you know? Describe and discuss various ways of knowing? How does social research compare to the other ways of knowing?

2. How is social research relevant to YOUR life? Why might learning social research skills be useful to you? Give many example of the ways in which social research skills may be useful to your classmates.

3. Describe and give examples of three errors in personal human inquiry.

4. Describe the scientific method (i.e., Developing the problem, literature review, . . .). Be specific about the steps involved and be specific in characterizing the nature of the process.

5. Describe how the authors of the articles on job strain among police officers and alcohol use among adolescents implemented these steps of the research process. Be specific and be sure to apply the steps to EACH article.

6. What are the ethical constraints on social research? Be specific, thorough, and detailed in your response. Give one example of a study in which the ASA code of ethics was violated.

7. What is the relationship between theory and research? Show how theory and research interact with one another by describing the process by which one might attempt to understand academic achievement.

8. Describe and discuss the four most interesting research questions presented by your classmates. Why might the results of these projects be useful--reduce human suffering?

9. What are paradigms? Give specific examples of paradigms and discuss their relevance to social life and social research.

10. Discuss the basic criteria for making claims of causality. Offer an example of two variables which are related to each other, but are not causally related to each other. Explain which criteria are not met in this example and the possible consequences of making claims of causality in this case.

11. What are units of analysis? Why are they important? Give at least two examples of four different kinds of units of analysis?

12. What is conceptualization, and why is this process important? Delineate dimensions of a concept which we have not discussed in class and was not developed in the text.
13. What is reliability? Why is it an important consideration in research? How can you test for it?

14. What is validity? Why is it an important consideration in research? How can you test for it?

15. Describe and discuss the literature reviews presented by three of your classmates. Why were these literature reviews interesting to you? How will the projects of these students be improved by having reviewed the literature?

16. Discuss guidelines for writing questions. Be specific and thorough. Compare open and closed-ended questions. Under what circumstances would you be likely to use each kind of question? What level of measurement is preferred and why?

17. You are in charge of training someone in questionnaire construction. What issues would you want to be sure to present and why?

18. Discuss scales and indexes. In particular, describe how specific variables could be measured using a simple index, a Likert scale, a Bogardus Social Distance scale, and a Semantic Differential. Use variables not discussed in class or the text.

19. Describe and discuss the questionnaires presented by three of your classmates. How are the primary variables in each project being measured? Are these measures likely to be effective?

20. What is probability sampling? Discuss the problems which occur when probability sampling is not used.

21. Describe how and when you might use a simple random sample, a systematic random sample, a stratified sample, a multistage cluster sample and a disproportionate sample.

22. What is non-probability sampling? Demonstrate how and why this sampling technique might be employed in a specific example not discussed in class or in your text.

23. What are the strengths and weaknesses of survey research? Compare interview, telephone and mail surveys.

24. Describe in detail the process of doing a mail survey, from beginning to end. Be sure to include a discussion of the choice of method, sampling, and data collection.

25. What is coding and why is it important in social research? What is data cleaning and why is it important in social research?

26. Give examples of how frequencies, percentages, means, modes, medians, cross tabulations, correlations, and graphs can be used to answer specific research questions.
27. Describe and discuss the results/conclusions presented by three of your classmates. What did each student find? What are the answers to their respective research questions? What is the meaning and value of these results?

28. What is evaluation research? How does it compare to basic and applied research? What problems/questions lend themselves to evaluation research? What methods may you use when doing evaluation research?

29. Give specific examples of research questions which could be addressed with EACH of the following kinds of evaluation research: needs assessment, program monitoring, program impact, efficiency analysis, and utilization research.

30. When would you use experimental research? What are the strengths and weaknesses of experimental research? What is the role of independent and dependent variables, pre- and post-tests, and experimental and control groups in experimental research?

31. What kinds of problems are avoided by using experimental and control groups in experimental research? Offer real examples to make your points.

32. Design an experiment. Think of a problem that would be best addressed with experimental research. Describe your experimental design and procedures in much detail.

33. Describe a field research project in depth. Why is this research question conducive to field research? What kind of data is collected? What steps are taken to enhance the validity of the results? What role does note taking play in this research, and why are the specifics associated with the note taking process so important?

34. Describe content analysis. When would you use content analysis? What kinds of measures are possible? What are the advantages and disadvantages of content analysis?

35. Discuss the analysis of existing statistics. What are the benefits and drawbacks to this type of research? Use real research examples to make your points.

36. Review the major points of four research projects presented by your classmates (two from each presentation day). The projects you discuss should be the ones which you found most interesting. How could each of these four projects have been improved?

SOC 361: Research Project

This project is intended to give you "hands on" experience developing, implementing and reporting on social research. For your research project, you will need to design and complete an original research study. Your research will include the development of a questionnaire, which is to be administered to at least 50 people. You will be required to develop the topic, design and distribute the questionnaire to a sample you have selected, input the data from the completed questionnaires into the SPSS/PC statistical package, and present a polished research report of your work.
Because you will be spending quite a bit of time on this project throughout the semester, it is important that you select a topic that is relevant and interesting to you. In selecting your topic, it is also critical that you narrow and focus your topic and that your topic is doable. In addition, your research must conform fully to the ASA Code of Ethics and be approved by your instructor BEFORE you begin any part of the project. Thus, you should be cautious and thoughtful in the selection of your topic.

Your project will be divided into the following seven parts.

I. Introduction
Here you should clearly state your research question. (1 page or less)

II. Literature Review
This section addresses the related research on your question. You should include a review of the most PERTINENT and RECENT research articles from professional journals. Use SOCIOFILE and ERIC to find these articles. Use at least five articles. You should begin your literature review as soon as possible, as acquiring some of your articles may require interlibrary loan, and you will need to complete this section before designing your questionnaire. Your discussion and analysis of the literature should be directed toward your research question. (2 pages)

III. Methods
This section should include an extensive discussion of the methodology that you use. In particular, you should describe the sample, including how and why you sampled as you did. Discuss possible sources of bias in your sample. This section should also include a full discussion of the measurement of your variables, how and why you measured them as you did. Describe any problems you encountered in your design or procedures. (2 pages)

IV. Results
Tell your readers in an organized and simple fashion what you found. This will involve taking the questionnaires you received from the participants in your study and inputting the coded answers into a computer for analysis. You will use SPSS/PC, a statistical computer package, to analyze your data. The results of your analysis which best address your research question should then be included in your research report. Organize the data into tables. Refer to the tables by number in the text of your paper (In Table 1, ...). (2 pages of text, not including tables)

V. Discussion
This section concludes your project and should begin with a couple of sentences which review your research question and your research findings. The rest of this section should be a thorough discussion of the meaning and value of your findings. What have you learned about your question? How could your research have been improved? What future research is suggested by your findings? (2 pages)

VI. References
All ideas taken from published material that are used in your paper must be cited in the text of your paper. At the end of the relevant sentence, include the author's last name and the year of the publication in parentheses--(Jones, 1994). These should not be direct quotations, rather they
should be your words expressing the author's idea to best make YOUR point. All work cited in your paper must be included in the reference section. Include the full references in a standard format in alphabetical order by the author's last name.

VII. Appendix
Include a copy of your questionnaire, SPSS printouts of the frequencies of all variables you measured, and the drafts of your literature review, questionnaire and results assignments--WITH MY COMMENTS on them.

You will have the opportunity to do and get feedback on each part of your project in various assignments. Take advantage of this opportunity by submitting the best work you can on each occasion. If you do not, your assignment grade will suffer and your final project grade will undoubtedly reflect the lost opportunity for effective feedback.

The text of your project should about 10 typed, double spaced pages, not including tables, references, or the appendix. All should be your own words--NO QUOTES. Any late projects will be penalized 10% for each 24 hour period. You will use a computer to do your data analysis and probably to type your paper. However, computer problems are NOT an acceptable excuse for late projects so start your analysis early and expect problems. Be sure to back-up all of your work.

Any student violating the ASA Code of Ethics in their research will receive a zero for this project. You must get instructor approval before undertaking any part of this project. You must make it clear to your respondents that their participation is voluntary and confidential, and that the data will only be presented in aggregate form. You should tell respondents the general purpose of the research, and you should design a project that does not harm them in any way. All participants must be 18 years of age or older. You cannot ask respondents about illegal activity, sex, drugs and alcohol, or expose them to social or psychological risks any greater than those characterizing daily living. You are encouraged to meet with me throughout the semester about your project.
Partnership Contract
SOC 361: Social Research

I agree to work with the partner I have selected on the research project for this course. We will divide the labor for each project-related assignment approximately equally. Both of our names will be placed on each assignment. We have already scheduled times in which we can work together. We understand that we cannot dissolve our partnership. However, the instructor reserves the right to dissolve the partnership at any time, in which case each individual will be solely responsible for all remaining assignments. I understand that I am also agreeing to give an honest evaluation of my own contribution and my partner's contribution to our work upon request by the instructor.

I understand that this is an opportunity to work closely with another student on a project of interest to both of us, and this is a potentially valuable educational experience. However, I also understand that while there are many benefits to undertaking a project with another person, there are drawbacks. We will have to coordinate efforts, compromise on the resulting assignments, and share the credit or blame for the quality of the work we produce. We realize that once we sign this agreement, we are committed to working together on this project.

First Partner:

__________________________________  ____________________________  ______
print name                     signature                     date

Second Partner:

__________________________________  ____________________________  ______
print name                     signature                     date
SOC 361: Social Research Assignments

Assignment 1

5 points

This assignment is designed to get you started on your research project. While it may appear to be simple, this might be the most important assignment of the semester as you will be selecting the topic which will serve as the basis for your research project and many other assignments. Your assignment is to select a topic of interest to you that is researchable.

1. Read the Research Project handout again. Pay particular attention to the ethical restraints described.

2. Select a topic of interest to you that is researchable and doable in the course of this class with a questionnaire. Describe your topic in two to three sentences.

If you are having trouble coming up with a topic, scroll through the abstracts in SOCIOFILE (sociology) or ERIC (education) on a topic of your choice. But, again, do not select the first topic that comes along. You will spend most of the course thinking about some aspect of the topic you select, make it worthwhile for yourself--BE SELECTIVE. Find the right topic for you--the one you care about, one in which you will truly be interested in analyzing the data you collect.

Assignment 2

BRING 3 COPIES TO CLASS!!!

20 points

This assignment constitutes the full literature review for your research. You should present a review of the most PERTINENT and RECENT research articles on your topic. Use SOCIOFILE to find these articles. Use at least five articles. You should begin getting the articles as soon as possible. Your discussion and analysis of the literature should be directed toward your research question. Basically, you want to address the following two questions in your review. What is known about your question and how will your research add to what has already been done? Integrate your discussion of these articles as you attempt to answer these questions. See examples on reserve in the library.

Be efficient in your presentation. Readers do not need to know the details of each article, only what is pertinent to your research question and method. The literature reviews in the sample papers and in the articles that you have chosen are good examples of how to do a literature review. While the substance of your literature review is most important, a polished and professional presentation style will only enhance it. Include the full reference to each article in a standard format in alphabetical order by author's last name on a separate sheet at the end of your paper maximum 2 typed, doubled-spaced pages, not including references/stapled.
Assignment 3

BRING 3 COPIES TO CLASS!!!

5 points

You will be given the literature reviews of two classmates to critique for our next class meeting. At that meeting, you will offer feedback on each of the two papers and get to interact with those students about their work. In addition to making comments on their papers for them, you must summarize each critique in a half page. Make three copies of the page so that you can submit one to me and to each of the two students.

This assignment serves several purposes. First, you get to read more examples of literature reviews on projects similar to yours. Second, as you critique the other literature reviews, you are likely to find ways to improve upon your own. Finally, in addition to my feedback, you will receive feedback from two students about your literature review in return for your work.

1 typed, doubled-spaced page.

Assignment 4

BRING 3 COPIES TO CLASS!!!

20 points

1. State your research question in a single sentence.
2. List your primary variables.
3. Describe how you measure each variable—the kinds of questions you use.
4. Submit your full questionnaire and any necessary related research material (such as the instructions you intend to read to participants).

1 typed, doubled-spaced page/plus your fully formatted questionnaire/stapled.

Assignment 5

BRING 3 COPIES TO CLASS!!!

5 points

You will be given the questionnaires of two classmates to critique for our next class meeting. At that meeting, you will offer feedback on each of the two questionnaires and get to interact with those students about their work. In addition to making comments on their questionnaires for them, you must summarize each critique in a half page. Make three copies of the page so that you can submit one to me and to each of the two students.

This assignment serves several purposes. First, you get to read more examples of questionnaires on projects similar to yours. Second, as you critique the other questionnaires, you are likely to find ways to improve upon your own. Finally, in addition to my feedback, you will receive feedback from two students on your questionnaire in return for your work.

1 typed, doubled-spaced page.
Assignment 6

10 points

Describe your sampling technique. What are the strengths and weaknesses of this sampling strategy? In particular, what biases are you likely to have given this sampling strategy?

maximum 1 typed, doubled-spaced page.

If your questionnaire and/or instructions were not approved, you must resubmit them with this assignment. Your questionnaire, procedures and sampling must be approved by your instructor before you begin data collection. After you get feedback from this assignment and approval, BEGIN DATA COLLECTION.

Assignment 7

5 points

Submit a copy of your questionnaire with all necessary CODING notations. Stapled, with your name on the top right hand corner.

Assignment 8

5 points

Submit SPSS printouts of the frequencies of all of your variables. Stapled, with your name on the top right hand corner.

Assignment 9

BRING 3 COPIES TO CLASS!!!

25 points

1. Describe your results. What did you find with respect to your research question? Use tables to organize and present your data effectively. Refer to the tables by number in the text as you discuss them. Only give us the highlights and what we need to know. Synthesize, do not review every number you calculated. Review the results sections of the articles on reserve if necessary. (2 pages, not including tables)

2. Discuss your research findings. What have you learned about your question? What is the meaning and value of your findings? How could your research have been improved? What future research is suggested by your findings? (1 page)

3 typed, doubled-spaced pages--total, not including tables/stapled.
Assignment 10

BRING 3 COPIES TO CLASS!!!

5 points

You will be given the results and discussion sections for the projects of two classmates to critique for our next class meeting. At that meeting, you will offer feedback on each of them and get to interact with those students about their work. In addition to making comments on their papers for them, you must summarize each critique in a half page. Make three copies of the page so that you can submit one to me and to each of the two students.

This assignment serves several purposes. First, you get to read examples of results and discussion sections from projects similar to yours. Second, as you critique their papers, you are likely to find ways to improve upon your own. Finally, in addition to my feedback, you will receive feedback from two students on your results and discussion sections in return for your work.

1 typed, doubled-spaced page

Melanie Moore
Department of Sociology
University of Northern Colorado
Greeley, CO 80639
970-351-1761
Course Description
This course is designed to introduce students to the key methods and terminology of social research. The course's main objective is that you learn how to evaluate works of social research. By reading, discussing, and even conducting research, you should become increasingly comfortable and confident when working with social research materials.

In addition to keeping up with the reading and work schedules, it is important to participate and be engaged during the class sessions. Your course grade will be based on three exams, various homework assignments, oral presentations, and discussions. All three exams will contain true false, multiple-choice, and essay questions and will be taken in class.

The assignments outlined below should help you to apply what we learn in the course. These assignments will require some time and preparation so make certain to plan ahead. Throughout the course, I will provide information about the assignments. Below, are some brief descriptions.

SOC 091 Course Requirements
Index card Due: 1/26/99
Exam One (in-class) 15%
Exam Two (in class) 20%
Exam Three (during scheduled exam period) 20%
Three Assignments (Choose THREE of the four options) 45%

Option 1 - Development and evaluation of typed survey instrument, including five pre-tests
Option 2 - Participant observations in the field, typed field notes, and evaluation
Option 3 - Intensive interview in the field, transcriptions, typed field notes, and evaluation
Option 4 - Typed book report
Regular Attendance Is Expected
TOTAL 100%

Required Books

Suggested Book for Sociology Writing

Description Of Assignments
1. On Jan. 26, 1999 - Return index card with your name, major, class standing, phone number, and email address. On the index card, describe your research interests and your goals for the course. Indicate if this information may be placed on a Class List for SOC 091. You are required to complete three of the four assignments below. I have written full descriptions - which are at the end of this syllabus. Books on reserve for book report assignment are listed below. Please note: Check out the book early to avoid rushing through this assignment. Book reports may be turned in early.

Joe R. Feagin and Melvin Sikes, *Living with Racism: The Black Middle Class Experience*

Ruth Frankenburg, *Race Matters: The Social Construction of Whiteness*

Frida Kemer Furman, *Facing the Mirror. Older Women and Beauty Shop Culture*

Jill Duerr Berrick, *Faces of Poverty. Portraits of Women and Children on We6(are*
Carol Hardy-Fanta. *Latina Politics, Latino Politics. Gender, Culture, and Political Participation in Boston.*

Fran Leeper Buss. *Forged Under the Sun. The Life of Maria Elena Lucas*

Additional titles may be placed on reserve during the semester.
COURSE SCHEDULE
Please complete the assigned readings prior to coming to class.

Week 1
T. Jan. 19 Introduction to course & course requirements, discuss index card
H. Jan. 21 Read Babbie, Chapter 1.

Week 2
H. Jan. 28 Read Babbie, Chapter 3.

Week 3
Please let me know what three assignments I can expect from you by this week.
T. Feb. 2 Read Stanfield & Dennis, Chapter 1.
H. Feb. 4 Read Stanfield & Dennis, Chapter 2.

Week 4
T. Feb. 9 Read Babbie, Chapter 4.
H. Feb. 11 Read Babbie, Chapter 5.

Week 5
T. Feb. 16 Read Babbie, Chapter 6.
H. Feb. 18 Review for Exam One.

Week 6
T. Feb. 23 Exam One.
H. Feb. 25 Read Babbie, Chapter 8.
Begin work on survey research assignment.

Week 7
T. March 2 Continue to read Babbie, Chapter 8, and meet at
Yimball House Computer Room to get on computers and look up
data sets and measures.
H. March 4 Read Stanfield & Dennis, Chapter 3; and develop
your own survey research instrument for today's class. Come to
class prepared to share a first draft of the instrument. Don't forget
to pre-test & evaluate survey instrument by March 9

Week 8
T. March 9 Read Babbie, Chapter 10; and turn in and discuss
the work on survey research instruments, All work completed for
survey.
H. March 11 research assignment is due today
Continue to read Babbie, Chapter 10. and read Stanfield & Dennis,
Chap 11.

Week 9
T. March 16 Read Two New Chapters. Both are noted above
in your assignment - "Spies Like Us: When Sociologists
Deceive Their Subjects," and "Chapter Nine - Field notes: How
to Take, Code, and Manage Them."
Read Babbie, Chapter 11 (Field Research), and discuss the
H. March 18 Participant Observation Assignment in class.
Continue to discuss Babbie, Chapter 11 (Field Research) and
Participant Observation Assignment. Also, read Stanfield &
Dennis, Chapter 5 (Elisa Facio's chapter entitled, "Ethnography
as Personal Experience," in Race and Ethnicity in Research Methods, 1993). Re-read, Chapter 3 (Margaret Anderson's chapter entitled, "Studying Across Differences: Race, Class, and Gender in Qualitative Research" in Race and Ethnicity in Research Methods, 1993).

Week 10
Spring No class from March 22-26. Conduct your Recess Participant observation over the recess or during Week 11.

Week 11
T. March 30 Read Stanfield & Dennis, Chapters 4 and 7.
H. April 1 Read Lofland and Lofland, Analyzing Social Settings, Chapters 1, 2, 3, and 5. Conduct participant observation assignment by the end of Week 11, if not sooner. Discuss the concept of intensive interview and how to develop an interview guide. Be sure to pay attention to Lofland and Lofland's discussions on this topic.

Week 12
T. April 6 Read Lofland and Lofland, Chapters 6, 7, and 8. Deadline for participant observation assignment.
H. April 8 Read Lofland and Lofland, Chapters 9 and 10.
Sat. April 10 Attend Social Sciences Undergraduate Research Conference as a class, SOC 091. Join the Division of Social Sciences as we highlight Student's Undergraduate and Senior Research Projects at Mills College. This is the first time this has been done at Mills College! If you build it they will come!

Week 13
T. April 13 Review for Exam Two, and finish your preparation for the intensive interview.
H. April 15 Exam Two.

Week 14
Use Week 14 to conduct all of your work for the intensive interview and the book report. No class this week.
T. April 20 Conduct intensive interview today with one respondent only. Interview your respondent for one hour only.
H. April 22 Transcribe intensive interview today; no class. The transcription work is the most time consuming of all the assignments. Be prepared to take the time to type out the intensive interview verbatim.
Week 15  
T. April 27  
Deadline for intensive interview assignment.  
Class discussion about assignments.  
H. April 29  
Read Babbie, Chapters 14 and 15.

Week 16  
T. May 4  
Review for Exam Three.

Finals  
T. May II  
Exam Three during final exam time period. Not cumulative.  
Week 9 a.m. - 12 noon

SURVEY RESEARCH ASSIGNMENT -- ONE MINI-PROJECT IS REQUIRED
Revised for Spring 1999 With Support from the Multicultural Curricular Enhancement Program at Mills College

Follow these guidelines to complete this assignment
Mini-Project: Students Develop Their Own Survey Instrument
A. Select one administration option AND determine which is appropriate for your research project.
   1. Have a research question you want to answer with the use of the survey instrument. Be sure to select a topic appropriate to survey research - Read Babbie (1998).
   2. Read Babbie's (1998) information on the following topics
      a. Role of the survey interviewer
      b. General rules for survey interviewing
         i. Appearance and demeanor
         ii. Familiarity with questionnaire
         iii. Follow question wording exactly
         iv. Record responses exactly
            Probing for responses - when respondents will give an Inappropriate answer
      c. Know the advantages and disadvantages for telephone surveys
   3. Develop a survey instrument to answer a specific research question or questions.
   4. It should be typed out and turned in.
   5. It should have a total of at least 15 questions.
   6. It should have at least two open-ended questions.
   7. It should have at least one contingency question.
   8. It should have a cover sheet with a brief explanation about the administration and specific instructions about how to return the instrument, if needed.
   9. You chose the administration that works best with your entire research project.

Option 1: Self-Administered Questionnaires (SAQ)
Respondents complete questionnaires themselves
   a. Steps for hard copy: Produce a cover letter; mail out the SAQS, and get it returned to you.
   b. Steps for electronic surveys: You may produce a CSAQ (computerized self-administered questionnaire), then respondent
receives and completes the questionnaire on a floppy disk or via e-mail, and the CSAQ is returned to you

c. Steps for the anonymous one-person administration: You leave survey instruments in a location for voluntary pick up and return. You must attach to the survey a short, one paragraph introductory statement, and make arrangements for distributing and collecting the survey in one time period.

**Option 2:** Interviewers ask the questions and record the answers given.

a. Telephone administration OR

b. Face to face interviews and administration

With both "a7" and "b" above, you must attach to the survey a short, one-paragraph introductory statement to the survey instrument.

B. Turn in Final Survey Instrument: Bring copies of the survey instrument to class - to share with the class peers and instructor.

C. Conduct an Oral Report on Mini0Project: Be prepared to discuss what research question(s) were guiding the development of the instrument, how did the pre-testing go for you -- what worked well and what did not, discuss how you administered the survey instrument, and what you would do to improve the instrument.

Turn in Essay with Section Labeled "Surveying across Differences": In your essay, discuss how playing the role of "researcher" was important in this process. Discuss how you own ascribed categories (race, gender, and class) were relevant in your project? Did you encounter any form of language barriers? What "knowledge" did you use to develop the survey questions?

Additional Essay Requirement (Content): Evaluate the administration option you selected AFTER the two pre-tests have been completed. Also, type out your evaluation of the pre-test process, what your research goal(s) were, how well they were met, and how the survey method worked overall. Did you forget to include any variables in your survey instrument?

II. Mini-Project: A Survey Replication

A. Use project outlined by Russell K. Schutt and Matthew Archibald (copy attached).

B. Turn in Final Survey Instrument: Bring copies of the survey instrument to class - to share with the class peers and instructor.

C. Conduct an Oral Report on Mini-Project: Be prepared to discuss what research question(s) were guiding the development of the instrument, how did the pre-testing go for you -- what worked well and what did not, discuss how you administered the survey instrument, and what you would do to improve the instrument.
D. Turn in Essay with Section Labeled "Surveying across Differences": In your essay, discuss how playing the role of "researcher" was important in this process. Discuss how you own ascribed categories (race, gender, and class) were relevant in your project? Did you encounter any form of language barriers? What "knowledge" did you use to develop the survey questions?

E. Additional Essay Requirement (Content): Evaluate the administration option you selected AFTER the two pre-tests have been completed. Also, type out your evaluation of the pre-test process, what your research goal(s) were, how well they were met, and how the survey method worked overall. Did you forget to include any variables in your survey instrument?

III. Mini-Project: Open Or Closed Questions?
A. Use project outlined by Russell K. Schutt and Matthew Archibald
B. Turn in Final Survey Instrument: Bring copies of the survey instrument to class - to share with the class peers and instructor.
C. Conduct an Oral Report on Mini-Project: Be prepared to discuss what research question(s) were guiding the development of the instrument, how did the pre-testing go for you -- what worked well and what did not, discuss how you administered the survey instrument, and what you would do to improve the instrument.
D. Turn in Essay with Section Labeled "Surveying Across Differences": In your essay, discuss how playing the role of "researcher" was important in this process. Discuss how you own ascribed categories (race, gender, and class) were relevant in your project? Did you encounter any form of language barriers? What "knowledge" did you use to develop the survey questions?

E. Additional Essay Requirement (Content): Evaluate the administration option you selected AFTER the two pre-tests have been completed. Also, type out your evaluation of the pre-test process, what your research goal(s) were, how well they were met, and how the survey method worked overall. Did you forget to include any variables in your survey instrument?

IV. Mini-Project: A Split Ballot Experiment By Telephone
A. Use project outlined by Russell K. Schutt and Matthew Archibald
B. Turn in Final Survey Instrument: Bring copies of the survey instrument to class - to share with the class peers and instructor.
C. Conduct an Oral Report on Mini-Project: Be prepared to discuss what research question(s) were guiding the development of the instrument, how did the pre-testing go for you -- what worked well and what did not, discuss how you administered the survey instrument, and what you would do to improve the instrument.
D. Turn in Essay with Section Labeled "Surveying Across Differences": In your essay, discuss how playing the role of "researcher" was important in this process. Discuss how you own ascribed categories (race, gender, and class) were relevant in your project? Did you encounter
any form of language barriers? What "knowledge" did you use to develop the survey questions?
E. Additional Essay Requirement (Content): Evaluate the administration option you selected AFTER the two pre-tests have been completed. Also, type your evaluation of the pre-test process, what your research goal(s) were, how well they were met, and how the survey method worked overall. Did you forget to include any variables in your survey instrument?

PARTICIPANT OBSERVATION ASSIGNMENT
Revised for Spring 1999 With Support from the Multicultural Curricular Enhancement Program at Mills College

Follow these guidelines to complete this assignment 1. Select your site.
A. Public sites are okay.
B. You cannot put yourself in physical or emotional harm.
C. You must not bring physical or emotional harm to the folks you are observing or participating with.
D. To Learn Across Differences: SELECT A NEW SITE or a NEW CULTURAL LOCATION THAT WORKS FOR SOCIAL RESEARCH - a location that you do not know at all (i.e. not the Teashop at Mills College).
E. My hope is that we employ the method described by Margaret Anderson, of researching across differences. (Source: Margaret Anderson4 "Studying Across Differences: Race, Class, and Gender in Qualitative Research," In Race and ethnicity in Research Methods, edited by Stanfield and Dennis, Sage, 1993).
F. Ideas: Select a site where you do not know the culture of the site or location. Select somewhere you have not been to (i.e. Emeryville International Market on a Friday night, et cetera).

G. Let us come up with some potential sites that would be useful for this assignment (in class, SOC 091).
II. Plan on being at this site for at least one to two hours.
III. Make decisions about your status, while paying close attention to "what works best" with this particular method and your specific research goals and research questions.
A. For this type of decision, I would like students to read the article entitled, "Spies Like Us: When Sociologists Deceive Their Subjects," by Charlotte Allen (Source: Lingua Franca, Inc., 1997). This article focuses on what it means to do social research, get into social and research settings, and deceive your research participants. I definitely want you to have your own thoughts about this article - to discuss in class.
B. You must give this type of decision some thought
C. Will you be Unknown Researcher?
   1. Are you being deceptive in any way that will bring harm to people you are researching?

D. Will you be a Known Researcher?
   1. Will being a known researcher negatively affect your outcomes? Why and why not?

IV. Decide on type of participant observation.
   A. Will you observe only?
   B. Will you participate in the setting?
   C. Will you observe and participate?
      D. How will all of the options above play a role in your ability to take field notes IN the setting?
   E. Some of you may need to keep mental images in your head and then return home to type out what you saw. This happens if you have work to do, but you still want to "take in" the setting using the participant observation method. For example, if you waitress in bar and capture it all but you cannot take notes while doing the work. Plus, you might know this setting so well that you "miss" the details.
   F. Another recent example: student went to buy clothes at a new location - she looks for vintage clothes and she heard that one place was really neat - so she observed the site.
   G. Another example: student went to play bingo and participated in the entire bingo games; in this context, she did not take notes but she played bingo, then returned home to write up her complete field notes.

V. Produce your field notes
   A. You should read the additional chapter entitled, "Chapter Nine: Field Notes - How to Take, Code, and Manage Them" by H. Russell Bernard
   B. Field notes are what you write down based on the observations you make.
      You must write down everything you see, hear, and witness of the setting
   D. You have a setting you are at - What is happening there? What is the culture of the place? What are the noise, conversations, interactions, actions, sounds, et cetera?
   E. Hence, try and write down everything you see.
   F. Use a good amount of detail: what are people doing, saying, and expressing? How are people interacting? What is going on?
   G. Try to capture as much as possible in your field notes!

VI. Writing your field notes
   A. Determine if you should write down your field notes while in the setting.
   B. Will it work "best" to write down your field notes IMMEDIATELY after you leave the setting?
C. What tools would work best to write down your field notes? For example, can you take your paper into the setting or not? Should you make mental notes and JOTTINGS, and then use the computer for your final draft of the field notes?

VII. You should type your field notes for your final submission to Professor Renteria. Your field notes are RAW DATA that you will use to analyze. Bring copies to class to share with others when you present your work.
   A. I will closely look at and evaluate your field notes.
   B. Field notes should be typed.

VIII. Essay Requirements: Focus on Your Research Findings
   A. What are your findings? - What did you find? Be detailed and explicit with your findings.
   B. What key themes emerge from your field notes - your data?
   C. What was most important to the overall setting?
   D. What were your unexpected findings?
   E. Discuss Evaluation: Would there be a more effective method to study the setting.

IX. Additional Essay Requirements: Turn in Section Labeled "Researching Across Differences": In your essay, discuss how playing the role of "researcher" was important in this process. Discuss how you own ascribed categories (race, gender, and class) were relevant in your project? Did you encounter any form of language barriers? What "knowledge" did you gain that you had not anticipated?

X. I'm going to give Award for "Most Creative Project." -Good luck!

**INTENSIVE INTERVIEW ASSIGNMENT**

**Follow these guidelines to complete this assignment.**

Be sure to read all of Chapter 5 - Logging Data (in Lofland and Lofland, 1993).

I. Prepare the interview guide all by yourself I am available to talk through and read your interview guide with you. Let me know how I can help with all of the steps below. Keep in mind that the interview guide is less formal or structured than questionnaire or the interview schedule used in survey research or opinion polling. The development and production of your interview guide requires "serious thought."

II. Take some place class of persons, experience, and abstract topic, and so on as problematic or as a source of puzzlement -- take on "puzzlement" and decide to pursue it as a topic of investigation. In this context, you should find that interviewing is the most appropriate procedure to use.

III. Ask yourself- What about this thing is puzzling to me?
   Start to jot down questions about the puzzling matters over several days.
   Keep in mind that questions may occur at odd moments. Keep track of all of your thoughts.
   Come up with questions or stimulate new dimensions of puzzlement. Jot these items down and see if any of your friends have any questions. See what else could be asked over and over again.
VII. Use your intellectual power to come up your questions.
Begin to "tease out" and record those items or aspects defined as puzzling in the context of your own cultural understandings.
Go through the process of Global Organization to begin to global sort and order. Look at the example by Robert Weiss (pages 79-80 in Lofland and Lofland textbook).
Generate a list of topics, areas, or questions that will formulate your entire interview guide. Look at the example by R. Lowry (page 80 in Lofland and Lofland). In addition, I have included my interview guide for you, to use as an example. (See item below.)
Be sure to double-check the order of your questions, and allow for an easy-flow of the guided conversation.

XI. Develop probes on the interview schedule.
What are the "on-the-spot" probes you end up using? Tell me what they are in your final essay.
Develop a face sheet; it is described on page 82 in Lofland and Lofland. Conduct the intensive interview. Be sure to provide an introduction, use a flexible format, attend, think, take notes, and tape during the interview. If you can tape, then please do. This will make it much easier for you to transcribe your interview notes and field notes.

XV. Write up the entire interview, which means that you should transcribe the taped interview.

XVI. What to turn in to COMPLETE TI-HS ASSIGNMENT: (See page 88 in Lofland and Lofland, 1993, for examples)
A. Summaries and notes of what the informant said generally at some point.
B. Verbatim transcription of interview.
C. Field notes of relevant extra-interview encounters, with the informant.
D. Personal emotional experiences.
E. Methodological difficulties OR successes.
F. Ideas -- little, tentative pieces of data analysis-

BOOK REPORT ASSIGNMENT
Follow these guidelines to complete this assignment
Remember, the book report must be typed, double-spaced, and paginated.
I. Read one of the books listed on page three of this syllabus.
II. Type a book report that touches the following issues:
   A. Describe the research methods used (in detail)
      Describe the type of data used Also, the book report should outline the study's research goals, methodological processes, and main findings.
III. Then, the book report should evaluate the study's methodology, while considering the effectiveness, the benefits, and the drawbacks of the research methods.
IV. Be sure to discuss: How are theory (i.e. sociological and/or anthropological), observations and data collection used in the study?
V. Finally, the book report should discuss the ethical considerations and the researcher's social location that guide the research project. Also, the book report should address the question: What are the biases, if any? Books on reserve for this assignment. Please note: Check out the book early to avoid rushing through this assignment. Book reports may be turned in early.
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Appendix D: Directions for Using Minitab
What is research, but a blind date with knowledge.
--Will Henry

Sociology 304
Research Methods
Spring, 1997

Edward F. Vacha
AD 309, Ext. 3393
Vacha@Gonzaga.Edu

OVERVIEW

INTRODUCTION

This course has three parts. The first part will take about five weeks and it will consist of lectures and readings to give you an overview concerning the main topics and issues in research methods. The primary focus of these lectures is the scientific method, and the way it can be applied to the study of society and social behavior. We will examine both the strengths and the limitations of the scientific method, and we will spend a great deal of time studying the components of theories (concepts and hypotheses) and problems measuring them. Since the purpose of this component is to insure that students have enough knowledge to begin participating in the research activities that make up the bulk of the course, this part will be followed by AN EXAMINATION THAT CONTRIBUTES 25% TO YOUR GRADE.

The goal of the second component is to give you experience using two different research strategies. The first will involve the use of “quantitative” methods (surveys, structured interviews and scales) to test a hypothesis. The second project will involve the use of qualitative methods (participant observation and/or open ended interviews) to develop one or more testable hypotheses about human social behavior. To save time, both projects will be completed by groups of students who will divide the various tasks among the members, and the groups will be able to work during class time.

The third component of the source is an individual research project. You will conduct an original empirical investigation of some social phenomenon. The goal of this component is to give you experience conducting a research project in its entirety from a search of the scientific literature to preparation of a final research report. This component will involve preparation of three products: a research proposal and reference list, a research design, and a final report. Since each students’ project will be different, only very general help can be given in class. Therefore, you should expect to meet with me in my office from time to time to discuss your project.

Text

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>1/14</td>
<td>Science and the Scientific Method</td>
<td>1/21</td>
<td>The Library Search</td>
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<tr>
<td></td>
<td>Read page 432</td>
<td></td>
<td>Read Ch. 20</td>
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<tr>
<td>1/16</td>
<td>Assumptions of Science</td>
<td>1/23</td>
<td>Research Ethics</td>
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<tr>
<td>Read Chs. 1 &amp; 2</td>
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<td></td>
<td>Read Ch. 20</td>
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<tr>
<td>1/28</td>
<td>Conceptual and Operational Realms</td>
<td>1/30</td>
<td>Lecture Continued</td>
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<tr>
<td>Read Ch. 3</td>
<td></td>
<td></td>
<td>Lecture Continued</td>
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<tr>
<td><strong>Research Proposal Due</strong></td>
<td></td>
<td></td>
<td>Non Probability Sampling</td>
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<tr>
<td>2/4</td>
<td>Reliability and Validity</td>
<td>2/13</td>
<td>In-Class Portion of Midterm</td>
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<tr>
<td>Read Chs. 4 &amp; 5</td>
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<td>Begin First Group Project</td>
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<tr>
<td>2/11</td>
<td>Probability Sampling</td>
<td>2/20</td>
<td>Take-Home Due at 4:00</td>
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<tr>
<td>Read Chs. 6 &amp; 9</td>
<td></td>
<td></td>
<td>(Specify Hypothesis)</td>
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<tr>
<td>2/18</td>
<td>Review</td>
<td>2/27</td>
<td>Continue Group Project</td>
</tr>
<tr>
<td>2/25</td>
<td>Testing hypotheses; Surveys &amp; Scales</td>
<td>3/4</td>
<td>Continue Group Project</td>
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<tr>
<td>Read Chs. 7, 10 &amp; 11</td>
<td></td>
<td></td>
<td>(Write survey items)</td>
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<tr>
<td>3/4</td>
<td>Continue Group Project</td>
<td>3/6</td>
<td>Continue Group Project</td>
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<tr>
<td>(Write survey items)</td>
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<td>(Design survey format)</td>
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<tr>
<td><strong>SPRING BREAK</strong></td>
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<td><strong>Research Design Due</strong></td>
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<td>3/18</td>
<td>Continue Group Project</td>
<td>3/6</td>
<td>Continue Group Project</td>
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<tr>
<td>(Type survey and begin data collection)</td>
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<td></td>
<td>(Develop code book)</td>
</tr>
<tr>
<td>3/25</td>
<td>Coding Data and Using Minitab to Analyze Data</td>
<td>3/27</td>
<td>Reporting Results: Tables &amp; Figures</td>
</tr>
<tr>
<td>(Enter data into Minitab &amp; analyze it)</td>
<td></td>
<td></td>
<td>(Bring drafts of each part of report)</td>
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<tr>
<td>4/1</td>
<td>Editorial Review of Group Project</td>
<td>4/3</td>
<td>Qualitative Field Research For Developing Hypotheses</td>
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<tr>
<td>(Bring 6 copies of the Group Report)</td>
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<td></td>
<td>Read pp. 270-286; Ch. 13</td>
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<tr>
<td>4/8</td>
<td>Begin Second Group Project</td>
<td>4/10</td>
<td>Continued Group Project</td>
</tr>
<tr>
<td>(Selection problem or Topic)</td>
<td></td>
<td></td>
<td>(Collect data &amp; revise topic)</td>
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<tr>
<td><strong>First Group Project Due</strong></td>
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<td><strong>Individual Report Due</strong></td>
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<tr>
<td>4/15</td>
<td>Continue Group Project</td>
<td>4/17</td>
<td>Continue Group Project</td>
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<tr>
<td>(Review data collected, code data, and identify ‘standing wave patterns”)</td>
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<td></td>
<td>(Present preliminary findings to class; Develop hypotheses)</td>
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<tr>
<td>4/22</td>
<td>Continue Group Project</td>
<td>4/24</td>
<td>Continue Group Project</td>
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<tr>
<td>(Collect additional data for negative case analysis)</td>
<td></td>
<td></td>
<td>(Review data &amp; revise hypothesis)</td>
</tr>
<tr>
<td>4/29</td>
<td>Continue Group Project</td>
<td>5/1</td>
<td>Editorial Review of Second Project</td>
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<tr>
<td>(Bring drafts of each part of the report)</td>
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<td>(Bring 6 Copies of Report)</td>
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CRITICAL DATES AND GRADING POLICIES

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<th>Due Dates</th>
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<tr>
<td>In-class portion</td>
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<td>2/20</td>
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<tr>
<td>Take home portion</td>
<td></td>
<td>2/27</td>
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<td>6 Copies of Draft of Group Report</td>
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<td>4/1, 5/1</td>
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<td>Group Project Report</td>
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<td>4/8, 5/6</td>
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<td>Individual Research Project</td>
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<tr>
<td>Proposal</td>
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<tr>
<td>Design</td>
<td>20%</td>
<td>3/6</td>
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<tr>
<td>Final Report</td>
<td>20%</td>
<td>4/24</td>
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Grading Policies

The above activities will be required of all students. All assignments must be delivered to my office no later than 4:00 p.m. on the day they are due. Research groups may elect to share a group grade for the group projects, or members may choose to have their contributions graded individually providing they clearly identify their work. LATE WORK WILL BE PENALIZED AT THE RATE OF 10% PER DAY.

Preparation of Assignments

All papers should be prepared according to either the “American Sociological Association Manuscript Submission Guidelines” or the Publication Manual of the American Psychological Association. See Appendix B for instructions.

Class Attendance

Your grade will reduced if you are absent on a day scheduled for work in groups unless you can provide evidence that the absence was for medical reasons or family emergency, and members of your group report that you have been in contact with them. If you should be forced to miss a class devoted to group work, you must make arrangements to do you share of the work before the next class.

NOTE:  Students who repeatedly miss classes reserved for group work, or who otherwise fail to share in the group’s work may be dismissed from the group and they may be asked to complete a project on their own.
GENERAL GUIDELINES FOR GROUP PROJECTS

The group projects are designed to give you experience with two different research methods. To complete the projects during class time, you will have to develop a division of labor among the members of the group.

You may change groups if the following criteria are met:

1. No group may be smaller than five or larger than seven members.
2. I must be notified if you decide to change groups.

I suggest that you stay with the same group for both projects to facilitate the development of efficient techniques for allocating jobs and to facilitate cordial group relations. However, you may elect to change groups at the beginning of either group project.

The group as a whole will be expected to participate collectively in specifying the conceptual and operational hypotheses, identifying the problem, designing the research and instruments and data collection. No single individual should conduct any of these activities for the gourd without first discussing it with me. Since part of each person’s grade will be based on the over-all quality of the report, each person’s contribution should be reviewed and edited by the group as a whole.

The group reports should have a table of contents listing each subtopic and who wrote it. The report should be a single package, not a bunch of individual parts stapled together. The group may designate one member to serve as the “editor/typist”. The editor typist would be responsible for insuring that each person’s work meets acceptable standards, that the report is well organized and well written, and that the report is a single coherent work. The report must be typed.

SIX copies of a typed draft of the group report must be brought to class on the day reserved for editorial review of the project. People who bring six copies of their section of the report will receive an “A” for this requirement; those who fail to do so will receive an “F” for this requirement.

Please consult the following detailed instructions and suggested division of labor for each of the projects.

The way to do research is to attack the fact at the point of greatest astonishment

Celia Green-
SURVEY PROJECT

One goal of this project is to introduce students to deductive research -- creating and testing hypotheses. Normally, hypotheses for testing are identified by reviewing the literature or conducting inductive research, but, to save time, the group will be testing a hypothesis drawn from its collective “sociological imagination” through a brainstorming session.

Another goal is to given students experience using structured questionnaires, surveys, scales and indexes. While other methods (especially experiments) are often used to test hypotheses, questionnaires, surveys, scales and indexes are commonly associated with deductive research in sociology.

A. Initial Tasks for All Members

1. Specify an abstract, bivariate hypothesis.
2. Select and prepare the kind of questionnaire survey or scale best suited for measuring each variable.
3. Select a sampling method and sample, trying to make it as representative as possible.
4. Create a project time line and division of labor.
5. Administer the survey (each member should administer about 10).

B. Tasks for Individuals and Suggested Division of Labor

1. Write an abstract, a brief introduction, state the hypothesis and describe the research procedure. Include a copy of the survey and a completed “Form for Analyzing Hypotheses” with all questions on the form answered (see page 6). (1-2 PERSONS).
2. Discuss the validity and reliability of the instrument and the research design. Describe the sampling procedure, and discuss its strengths and weaknesses. (1-2 PERSONS).
3. Enter the data into a Minitab file, describe the findings by conducting appropriate statistical analyses, and report the results. Supplement the discussion with tables if necessary. (2 PERSONS).
4. Write a conclusion discussing the findings, and prepare a Table of Contents listing each subtopic and its authors (1 PERSON OR THE EDITOR/TYPIST).
5. Discuss any ethical problems or “gray areas” and describe measures taken to protect the research subjects. (1 PERSON).

C. Final Tasks for All Members:

1. All members should bring a rough draft of their parts of the report for review on 3/27.
2. The GROUP should discuss and edit each member's contribution and the GROUP should collectively draft any parts of the report not written by individuals.
3. On the day scheduled for editorial review (4/1), bring six copies of the report, exchange reports with another group, and critically review the other group’s draft report.
4. Make any corrections suggested by the group that reviewed the draft of your report.
5. Submit a final report containing the following sections with appropriate subtitles.
Contents of Final Report

1. An **ABSTRACT** of no more than 150 words.
2. A **TITLE PAGE** and a **TABLE OF CONTENTS** identifying each member’s contribution.
3. **THE HYPOTHESIS.** A description of the abstract hypothesis followed by the completed “Form for Analyzing Hypotheses” (see page 6).
4. **THE PROCEDURE.** A description of the research procedure, and a copy of the survey.
5. **THE SAMPLE.** A description of the sampling procedure and a discussion of the strengths and weaknesses of the sample.
6. **VALIDITY AND RELIABILITY.** Indicate both strengths and weaknesses.
7. **THE FINDINGS.** Describe the findings and illustrate them with tables.
8. **CONCLUSION.** A discussion of the findings in terms of their support of the hypothesis, and any alternative explanations.
9. **ETHICS.** A discussion of ethical problems and procedures used to deal with them.

To learn is to broaden, to experience more, to snatch new aspects of life for yourself. To refuse to learn or to be relieved at not having to learn is to commit a form of suicide; in the long run a more meaningful type of suicide than the mere ending of life.

Isaac Assimov
FORM FOR ANALYZING HYPOTHESES

CONCEPTUAL OR ABSTRACT REALM

OPERATIONAL OR CONCRETE REALM

Fill in the boxes with the names of the abstract, less abstract, and operational variables from your hypothesis. Be sure the operational variables can actually be observed, counted, or measured.

ANSWER THE FOLLOWING QUESTIONS:

1. State, in correct propositional form, your abstract conceptual hypothesis as a bivariate statement describing the relationship between CV 1A and CV 2A.
2. State, in correct propositional form, your less abstract and conceptual hypothesis as a bivariate statement describing the relationship between CV 1B and CV 2B.
3. State your operational hypothesis in the form of a prediction about the relationship between OV 1A and OV 2A.
4. Describe the logic you used to deduce CV 1B from CV 1A; OV 1A from CV 1B; CV 2B from CV 2A; OV 2A from CV 2B.

QUALITATIVE FIELD METHODS PROJECT

The main goal of this project is to give students experience with inductive research—conducting research to generate a hypothesis about social interaction and/or groups. The group will select a setting, social situation, or group and attempt to generate one or more grounded hypotheses that could, in principle be tested at some future date. Grounded hypotheses are derived from observations and interviews of people in natural settings.

Another goal of this project is to give students experience using participant observation and/or unstructured interviews. These two methods have accounted for most of the inductive research done by sociologists.

A. Initial Tasks for all Members

1. Identify a problem, question, group or setting that you wish to study.
2. Create a project timeline and division of labor.
3. Specify a sampling strategy, and schedule observation times or develop a short list of open ended interview questions.
4. For the first round of data collection, each member should observe the group, or setting for at least two hours and/or interview at least five people.
5. Pool your data, and specify one or two particular issues or “standing wave patterns” for further examination.
6. Conduct further observations and interviews focusing on the “standing wave patterns” already identified.
7. Describe your “standing wave patterns” in a brief (5 to 10 minutes) presentation to the class. The class will help you identify preliminary hypotheses to account for the patterns you have discovered.
8. Devise preliminary hypotheses to explain the standing wave patterns discovered, and develop a strategy for collecting data for a negative case analysis.
9. Gather additional data to test and revise preliminary hypotheses.

B. Tasks for Individuals & Suggested Division of Labor

1. Write an abstract of no more than 150 words; a brief introduction describing the problem that guided the research; and a description of the procedure (the method of data collection, the setting, procedures for selecting subjects to observe and/or interview, the role adopted by observers and the questions asked). (1 PERSON OR THE EDITOR/TYPIST).
2. Describe and analyze your findings. Describe any “standing wave patterns” observed and/or discovered in the responses of interviewees; be sure to illustrate your descriptions with behavior specimens and/or quotations of respondents from your field notes. (2-3 PERSONS).
3. Describe the abstract hypothesis, explain how the hypothesis derives from the data, discuss the negative case analysis employed, and complete the “Form for Analyzing Hypotheses” (See page 8). (SAME PERSONS WHO COMPLETE 2, ABOVE).
4. Discuss the validity and reliability of your methods and the adequacy of the procedures for selecting subjects, noting both strengths and weaknesses. (1-2 PERSONS).
5. Discuss any ethical issues posed by the research and describe the measures taken to deal with them. (1 PERSON).

C. Final Tasks for All Members

1. All members should copy their parts of the report and distribute them to the rest of the group by 4/29.
2. The GROUP should discuss and edit each member’s contribution and the GROUP should collectively draft any parts of the report not written by individuals.
3. Bring at least 6 copies of a rough draft of your report to class on the day scheduled for editorial review (5/1).
4. On the day set aside for editorial review, exchange reports with another group, and critically review each others’ draft reports.
5. Make any corrections suggested by the group that reviewed your draft.
6. Submit a final report containing the following sections with appropriate subtitles.

Contents of Qualitative Research Project Report

1. TITLE PAGE, a TABLE OF CONTENTS identifying each member’s contribution and an ABSTRACT of no more than 150 words.
2. INTRODUCTION. A brief introduction describing the research problem/group and your reasons for studying it.
3. THE PROCEDURE. A detailed description of the research procedure (how, when and where the data were collected, how data were recorded, the roles of the observers, etc.).
4. THE SAMPLE. A description of the sampling procedure and a discussion of the strengths and weaknesses of the sample.
5. VALIDITY AND RELIABILITY. A discussion of the validity and reliability of the measurements indicating both strengths and weaknesses.
6. THE FINDINGS. A summary of what was observed, what was said etc. with quotations from field notes and “behavior specimens” illustrating typical responses and behavior.
7. ANALYSIS. A discussion of the abstract hypothesis developed from the findings and the negative case analysis used to modify it.
8. ETHICS. A discussion of ethical problems and procedures used to deal with them.
GUIDELINES FOR THE INDEPENDENT RESEARCH PROJECT

The goal of this project is to give you experience planning and executing a research project in its entirety from reviewing the literature to preparing a final report of your research findings. This project will determine half of your grade, but individual components will be graded independently of each other and improvement will be rewarded. The components are as follows:

I. The Proposal and Reference List
   A. The proposal narrative should be no more than two pages in length, and it should contain the following:
      1. A statement of the general problem area of investigation.
      2. A discussion of possible research strategies to be used. (Several alternative may be presented).
      3. A justification for your choice of the problem in terms of the feasibility of the project given limitations on your time and money.

   B. The most important part of the proposal is the list of references. It should contain a preliminary listing of references you have located in various bibliographic data bases (primarily the Laser Cat, Sociology Abstracts On Line, and UNCOVER; but also ERIC, MedLine, Psychology Abstracts, Wilson Search, and Social Science Citations Index if appropriate for your topic). Include the full citation for each reference (author, title, journal/publisher, and date in A.S.A. or A.P.A. reference format. Since you will not have read most of the references, the listing will change as you discover new references and eliminate those that are not useful.
      1. The completeness of your list of references will be the major determinant of your grade on the proposal.
      2. Since many of the references you discover will not be available in our library, you should begin ordering them through interlibrary loan as soon as I approve the reference list.

II. The Design
   A. The design should contain everything in the final report except the findings and conclusion. The design should include the following:
      1. A review of the literature relating the problem or hypothesis to the current state of knowledge and theory. The quality of the literature review will determine approximately 50% of your grade on the design.
         a. The literature review should take the form of a very concise essay reviewing the research relevant to your topic. Articles with similar topics should be discussed together as a group. Generally, individual articles should not be summarized one at a time.
         b. Use the literature reviews in journal articles as a model.
      2. The hypothesis to be tested, or the problem for investigation if the study is exploratory. This section should be several paragraphs in length. In addition to stating the abstract hypothesis and the operational hypothesis, it should explain how
the hypothesis is related to the literature review. (For example, are you replicating a previous study, and if so, how does the population and sample compare to those already studied and how does the way you measure the variable compare to what has been done before? If its not a replication, are you studying something previously ignored by researchers, or are you investigating a hypothesis that has yielded conflicting results in previous studies?) Also, what is the value or importance of your hypothesis or research problem? (Would knowing whether or not the hypothesis is correct or knowing more about the topic of your research be of any practical importance? Would it add new knowledge or settle some dispute or disagreement in the literature?) Finally, why do you think the hypothesis might be correct? If it has not been studied before or if contradictory findings have been reported, what is your reasoning for deciding that it could be correct?

3. Justification for your operationalization of abstract variables if you are testing a hypothesis. (You do not have to use the “Form for Analyzing Hypotheses”, but it may be helpful). You need to explain why you are using the measures you selected to measure your abstract variables. What is your epistemic reasoning? Obviously, if you are conducting an exploratory inductive research project, this section will not be necessary.

4. A description of the EXACT procedure you will follow. The description should have enough detail to make it possible for the reader to replicate your research.

5. The instrument (survey, interview schedule, observation sheet for recording field notes, etc.) to be used.

6. A description of the sample and the sampling procedure noting both strengths and weaknesses. This section should discuss the representativeness of the sample in regard to the population actually sampled (e.g., if you studied students at G.U., how representative a sample of G.U. students did you have?), as well as how representative the sample studies is in regard to the general population of interest (e.g., how representative of college students or the general population are G.U. students, and what types of people may be excluded from your study)?

7. A discussion of the validity and reliability of the procedure describing both strengths and weaknesses. This section should discuss both the general strengths and weaknesses of the type of research procedure used to collect data (e.g., what are the strengths and weaknesses of the method [experiments, surveys, participant observation, open ended interviews, content analysis, etc.], AND a discussion of the specific strengths and weaknesses of your particular instrument and procedure. Be sure to discuss construct validity, internal validity (discuss any extraneous variables that might make it appear that your independent and dependent variables are causally connected, if, in fact, they are not) and external validity (discuss both the representativeness of the sample and the “realism” of the study).

8. A discussion of ethical issues, noting strengths, weaknesses and any “gray areas”, and a description of procedures used to protect subjects.

9. A list of references in A.S.A. or A.P.A. format. Include only references actually cited in the body of the design.
III. The Final Report

A. The final report should contain:
   1. **ALL** of the components included in the design with any corrections needed.
      a. Be sure to completely rewrite these sections, changing verbs from future to past tense, where appropriate. (E.g., “I will interview 30 subjects” to “I interviewed 30 subjects.”)
   2. Alter the reference list to include only references that were actually cited in the body of your report.
   3. A description of your findings with tables summarizing statistical data.
   4. An analysis of the findings including:
      a. A discussion of the amount of support for the hypothesis tested (or the hypothesis generated and empirical findings upon which it is based if the project involves the discovery of grounded theory).
      b. If your research is designed to generate hypotheses, be sure to describe the process of negative case analysis you used. Explain how the hypotheses were modified as new data were collected.
      c. A discussion of the findings in the light of earlier published research on the same phenomenon.

He is educated who knows how to find out what he doesn’t know.

Georg Simmel
TYPING AND REFERENCE FORMAT

The following is taken from the American Sociological Association Style Guide. Consult recent issues of the American Journal of Sociology for additional examples.

Writing Style

The A.S.A. Style Guide includes the following suggestions. For additional information, consult the American Sociology Association Style Guide, the Publication Manual of American Psychological Association (1995), and manuals of style such as Joseph M. William’s Style: Ten Lesson in Clarity and Grace (19898) and the classic Elements of Style by Strunk and White.

1. **Avoid gender bias** and ethnic stereotyping in your writing by using words such as “person,” “people,” or “humankind” rather than “man,” “men,” or “mankind.” When you must refer to both sexes in a sentence use “he or she,” “her or him,” “his or hers” instead of “he/she,” “him/her,” “his/her.” Vary the gender order on occasion. The least clumsy approach is to change the subject to plural if possible; “them,” “they,” and “their” are “genderless.”

2. Try to **use the active voice (active verbs)** whenever possible. For example, “Three hundred fifty college graduates between the ages 25 and 35 were interviewed by the research” is boring and wordy. A better alternative would be something like “I interviewed 350 college graduates aged 25 to 35.”

3. You can use either the present or past tense in the final report, but **be consistent**. Since the design is a description of future events, use the future tense. Generally, the past tense is best for literature reviews and descriptions of what you did in your study (the final report).

4. **Avoid** the use of “we” if you worked alone. To paraphrase Mark Twain, the only person who should use the editorial “we” is someone with a tapeworm.

5. **Use subheadings** to make your report easier to read and easier to write. Some common subheadings might include “Review of the Literature,” “The Hypothesis”, “Procedure” etc. Use up to three levels of subheadings to organize each section:

   **THIS IS A FIRST LEVEL HEAD**

   It can either be flush left or centered, but it should be in **all caps**. The beginning of your manuscript should not have a heading (i.e., do not being with the heading “Introduction”).

   **This Is a Second-Level Head**

   Second level heads are generally printed in italics (or underlined if you can not italicize), and they are flush with the left margin.
This is a third level head. It is the first sentence of a paragraph. It is indented and in italics (or underlined) and following by a period.

Typing Instructions

All material, including tables and the reference section should be double spaced. margins should be at least 1 1/4 inches on all four sides. There should be a Title Page and an Abstract (on a separate page) of no more than 150 words. All pages, including the title page, should be numbered consecutively.

Number tables consecutively throughout the text. Type each table on a separate page at the end of the paper. Insert a boxed note in the text to indicate table placement, e.g.:

Table 1 About Here

Figures (pictures, graphs etc.) are numbered consecutively and typed on separate pages at the end of the paper. Insert a boxed note in the text to indicate table placement, e.g.:

Figure 2 About Here

Quotations

All quotations should either begin and end with quotation marks (if three lines or less in length), or block quotations should be used (for quotations of four or more lines in length). block quotations should not be enclosed in quotation marks, and they should be off in a separate indented (five spaces, left) paragraph. Note: In block quotations, author name, date and page number follows the period.

References Cited in the Text of the Paper

References in the text cite the last name of the author and year of publication. Include page references whenever you think it would help the reader. Always include the page number when citing a statistic or quoting. Identify subsequent citations of the same source in the same way as the first citation. DO NOT use ibid. or op.cit.
Examples:

- If author’s name is in the text [use only last names], follow it with the year in parentheses [“...Duncan (1959) noted that...”].

- If author’s name is not in the text, enclose the last name and year in parentheses [“...(Gouldner 19673).”].

- Pagination follows year of publication after a colon [“..Kuhn (1970:71).”].

- Give both last names for joint authors [“(Day and Vold 1988).”].

- Give all last names on the first citation in the text for more than two authors; thereafter use “et al.” in the citation [“(Carr, Smith, Jones, and Doe 1962). And later...(Carr et al. 1962).”]

- For institutional authorship, supply minimum identification from the beginning of the complete citation [“...U.S. Bureau of Census 1963:117)...”]

- Separate a series of references with semicolons [“...Burgess 1968; Marwell et al. 1971; Voss 1967)...]. List references in any order you chose--alphabetically, in date order, or importance to your argument--but you must be consistent throughout your manuscript.

- For unpublished materials use “forthcoming” to indicate material scheduled for publication. Otherwise use “unpublished”. E.g., “Smith (forthcoming) and Jones (unpublished) report...”, or “...(Smith, forthcoming).”

- If you find a quotation, idea, finding or statistics in one source that has been taken from another work, cite both, and indicate that the information was taken from a secondary source rather than the original. E.g., “Jones (1989), reported that Smith (1986) concluded that...” or “Jones (1989), citing Smith’s (1986) study of 5,000 college students, reports that 75% of the students surveyed reported...” Include both sources in your reference list.

References

Follow the text with a section headed “References”. All references used in the text (and only those references) should be listed in the reference section.

Type the references alphabetically by author(s); use first and last names for all authors. If there are two or more items by the same author(s), list them in the order of year of publication. If the cited material is unpublished but has been accepted for publication, use “Forthcoming” in place of the date, and give the name of the journal or publisher. Otherwise, use “Unpublished” in place of the date.

If two or more works are by the same author(s) within the same year, distinguish them by adding the letters a, b, etc. to the year (or to “Forthcoming” or “Unpublished”).
For works with multiple authors, only the name of the first author is inverted (e.g., “Jones, Arthur B., Colin D. Smith, and James Petersen.”). List all authors; using “et al.” in the reference section is not acceptable.

Titles of books and journals are underlined, titles of articles are enclosed by quotation marks (see examples below). Indent all but the first line of each reference two spaces.

I will have no intellectual training.
Knowledge is ruin among my young men.

--Adolf Hitler
REFERENCES


* If you can not *italicize* book and periodical titles, *underline* them.

SOME SURVEY ERRORS TO AVOID

Formatting:
1. Insufficient over-all “white space”, and not enough space between items.
   a. Will the respondents’ answers be on the right line
2. Not enough spacing between response alternatives to be sure which was selected.
   (Not “Year: Frosh___Sophomore____Junior___”;
   **but**, “Year: Frosh_____ Sophomore_____ Junior_____ Senior____”)

Organization:
1. Survey does not begin with an introduction and **instructions**.
2. Initial items do not capture the respondents’ interest or are difficult to answer.
3. Demographic questions are not at the end of the survey.
4. Items are not sequenced to avoid biasing responses to later items.
   a. Do items “funnel down” from general to specific (“Over-all, how do you rate your instructor” should precede items such as “Were you graded fairly?”)
5. Similar items are not separated enough to discourage checking for consistency.
6. New directions are not provided each time the type of scale changes.
7. Response set is created by using only positive statements.

**Syntax:**
1. Passive rather than active verbs are used.
   a. Not “Students are given opportunities to ask questions by the professor”; **rather**, “The professor lets students ask questions”.
2. Double barreled questions.
   a. “Is your supervisor fair and honest?” and “Did your parents encourage you to get a degree?” are both double barreled.
3. Response alternatives are biased by leaving our common choices.
4. Sentences are too complex, too long or clumsy.

**Wording:**
1. **Items** contain terms that are vague or too complex.
   a. Beware of terms like mass media (use “radio, TV and newspapers”); “marital status” (use “Are you presently: married, divorced, separated, widowed?”).
2. **Response alternatives** are too vague.
   a. Instead of “frequently”, “seldom”, etc.; use specific choices like “more than 6 times”, “4-5 times”, etc. if possible.
   b. Replace global estimates with specific counts in a recent time period if possible. (Not, “how many hours per day do you usually study?” Rather, “how many hours did you study last week?”)
3. Slang terms, technical vocabularies, or other specialized terms are used.
4. Terms that bias questions such as emotionally laden words like “justice”, “bureaucrat”, and “affirmative action” are used.

**CONSTRUCTING A TABLE**

Tables can convey a great deal of information in a small space, and they can be used to clarify what you have to say about the data. However, a table must be carefully constructed with clear labels and headings if the reader is to understand it.

1. All parts of the table must be doubled spaced to facilitate editing.
2. All tables should be numbered, and each table should have a **descriptive** title.
3. Headings should be clearly separated from entries and categories by a line.
4. When percents, means, or other descriptive statistics are reported, the number of cases (N) used to calculate them are also reported.
5. If necessary, footnotes to the tables are used to explain statistics or results, and they appear at the bottom of the table.

Table 1

Living Arrangements of the Homeless by Sex and Presence of Children

<table>
<thead>
<tr>
<th>Living Arrangements</th>
<th>All Homeless</th>
<th>Men</th>
<th>Women</th>
<th>Children in Household</th>
<th>No Children in Household</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doubled Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Relative</td>
<td>39%</td>
<td>25%</td>
<td>47%</td>
<td>48%</td>
<td>25%</td>
</tr>
<tr>
<td>With Friends</td>
<td>38%</td>
<td>43%</td>
<td>35%</td>
<td>33%</td>
<td>46%</td>
</tr>
<tr>
<td>Did Not Double Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lived in Shelter</td>
<td>10%</td>
<td>8%</td>
<td>12%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Lived in Vehicle</td>
<td>13%</td>
<td>15%</td>
<td>12%</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>Lived Outdoors</td>
<td>17%</td>
<td>28%</td>
<td>11%</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>N</td>
<td>(153)</td>
<td>(53)</td>
<td>(100)</td>
<td>(96)</td>
<td>(56)</td>
</tr>
</tbody>
</table>

1Percentages total more than 100 because some respondents reported living in more than one location.
DIRECTIONS FOR USING MINITAB

WARNING: All of the services and programs described below are constantly being updated. As a result, these directions can become out of date at any time.

Overview. Minitab has the advantage of being available to all students free of charge because it is on our main frame computer (Barney). Therefore, you can access Minitab from any computer lab on campus, and, if you have a modem and can “dial in” to Barney from your home or dorm room, you can even use it at home. It is simple and it was designed for beginning students. Furthermore, I can access it from my office, so if you get stuck, you can stop by my office for help. However, the version of Minitab on Barney is rather old fashioned, and it is not particularly “user friendly” by today’s standards. If you type the command and nothing happens, you probably misspelled something, got the spacing wrong, you forgot to press enter/return or you got the punctuation wrong.

There are other, more “user friendly” statistical programs on some of the computers in some of the labs (for example, SPSS for Windows is available on the computers in the School of Business computer lab), however, you must go to the School of Business (Jepson) to use it, and I can not help you from my office.

HOW TO READ THIS DOCUMENT

Examples are enclosed in brackets [...]. type any spaces shown in the examples. DO NOT TYPE THE BRACKETS! Important reminders are enclosed in braces {...}. You should press the enter key or the return key after every command. Pressing the enter/return key is indicated by the following: <CR>

TO USE BARNEY

1. You need an account and password to use the main frame computer (Barney). You can get your free Barney account at the computer lab in AD 234.
2. Barney thinks capital letters are not the same as lower case letters. When you are working at the $ prompt (Barney), and something doesn’t work, check and see if you have got your capital and lower case letters correct.
3. Handouts on how to use Barney are available in AD 243.

TO USE MINITAB

1. Type “Minitab” at the $ prompt.
   a. You will know you got Minitab when you see MTB>.
   b. If you get stuck, type HELP followed by the command name. Eg., [HELP READ].
   c. If you can’t remember the command name, type HELP HELP.
   d. Remember, press the enter/return key after all commands.
SAVING AND RETRIEVING DATA

1. ALWAYS SAVE your work; type “SAVE & the file name.
   Eg., [SAVE ‘MY FILE’] {Don’t forget the apostrophes.}
2. To get a file you saved earlier, RETRIEVE it by typing RETRIEVE and the file name.
   Eg., [RETRIEVE ‘MY FILE’] {Don’t forget the apostrophes.}

ENTERING AND EDITING DATA

NOTE: ALWAYS enter data so each ROW (horizontal) is a complete survey. You should have one row for each subject. Each COLUMN (vertical) should contain the data for one variable. There should be as many rows as subjects and as many columns as variables. Also, write a unique “ID number” on each survey. The ID number will come in handy if you need to find the survey to correct errors in your Minitab file.

1. Use the READ command THE FIRST TIME you enter data.
   Eg., [READ C1-C5]
2. Once you save data, DO NOT USE THE READ COMMAND AGAIN to enter data into the same worksheet. USING READ WILL ERASE WHAT YOU HAVE ALREADY ENTERED. Use the INSERT command instead.
   Eg., [INSERT C1-C5]
3. To see what is in a column or columns on the screen, type PRINT followed by the column numbers (PRINT does not print anything; it just puts the requested data on the screen. If you want to print something, follow the directions below to create an outfile.
   Eg., {PRINT C1, C3-C10}
4. To change a value after entering your data use the LET command.
   Eg., [LET C1(3) = 5] {Let column 1, row 3 = 5}
5. If data are missing, type an asterisk (*) so Minitab knows that the data is missing.

TO GET PRINTED COPIES OF YOUR DATA AND ANALYSES

Minitab cannot print directly. You must first ask Minitab to save an “outfile” on Barney, and then use Barney’s print command to print the outfile.

Use the OUTFILE command to tell Minitab to save everything that you see on your screen. Remember, you must type OUTFILE Before you request Minitab to give you statistical results, but after you type in your data. Type OUTFILE ‘filename’ (the filename should be 8 letters or less and enclosed in apostrophes) when you want to BEGIN CREATING A FILE FOR FUTURE PRINTING. Everything on your screen will be saved in a file that can be printed. The file will have the name you typed with a .LIS extension tacked on the end (myfile.LIS). Type NOOUTFILE when you want to stop saving for printing. After you quit Minitab with the STOP command and get the $, type ls (lower
case) to get a list of your files. The file you will want to print will be listed in the directory with a .LIS extension [myfile.LIS].

To print, type CISLQ800 filename.LIS (CISLQ800 is the name of the printer in the basement of the AD building where the computer is located [AD 016]; the computer center is open from 8:00 a.m. to Midnight [its closed for lunch]). The printer name in whatever computer lab you are in is usually posted somewhere in the lab). Note: Barney thinks capitals letters are not the same as lower case letters, so use capitals if they are in the print command (e.g., CISLQ800 to give the print command, but use whatever combination of capitals and lower case you sued to name your outfile.

QUITTING AND STOPPING

1. Tell Minitab you are through entering data by typing END at the DATA> prompt
2. Tell Minitab you are done by typing STOP. DON’T FORGET TO SAVE YOUR FILE FIRST!! STOP quits Minitab and takes you back to the $, then type exit<CR> and then type LO<CR> to get off the system.

SOME COMMANDS FOR ANALYZING DATA

Minitab can do some very sophisticated statistics. The following discussion just scratches the surface. If you want to do something more sophisticated than the commands below, use the help help command to access Minitab’s help menus and follow the instructions.

1. To add up scores on individual items (like a multi-item scale) & put the total in a new column, use the RSUM command.
   Eg., [RSUM C1, CD, C3-C7, into C11<CR>] {Be sure C11 is empty}
2. To get AVERAGE SCORES for a column and other DESCRIPTIVE STATISTICS, type DESCRIBE followed by the column number (s)
   Eg., [DESCRIBE C1, C3-C10<CR>].
   a. To examine distributions, use the HIST command to produce histograms of frequency distributions
   Eg., [HIST C1, C3-C10<CR>].
3. Use the COPY command to move a sub-sample to new columns for further analysis.
   Eg., column 2 is sex with males coded as 1 and females coded as 2; columns 4 & 5 are age and GPA. You want to know what just the women’s ages and GPA are: [COPY C4 C5 PUT in C14 C15; <CR> {don’t forget the semicolon} USE C2 = 1.]<CR> {don’t forget the period}
   {This command puts age and gap data for the women only into c14 &c15.}
4. Use the CORR command to correlated variables in two columns.
   Eg., [CORR C1 C2]
   To calculate Spearman’s Rho to correlate ordinal data, first use the RANK command and then the CORRELATE COMMAND
   Eg., First, [RANK C1 C2 INTO C3 C4<CR> Then: [CORR C3 C4]
5. Use the PILOT command to get a scatter plot to interpret a correlation.
Eg., [PLOT C1 C2]

6. Use the **TABLE** command to get a cross tabulation and the **CHISQUARE** subcommand to get a chisquare for the cross tabulation:
   Eg., [TABLE C1 C2;<CR> ]  {don’t forget the #$%#@!## semicolon}
   CHISQUARE.<CR>]  {don’t forget the %%#@!## period}
   (Other sub commands allow you to calculate various kinds of **percentages** for your table. Use HELP TABLE to learn about them.)

7. Use the **TWOSAMPLE** command to test for a significant difference between the means of two columns.
   Eg., [TWOSAMPLE C1 C2].  {t-test of difference of means for C1 & C2}.
   (Use the COPY command the USE sub command [see #3 above] to divide your sample into two groups and place each group’s scores in difference columns.)

8. To use the **MANN** command to test for a significant difference between the medians of two columns, first use the **RNAK** command (see #4 above). Then use the **MANN** command on the ranked columns.
   (Eg., [MANN C8 C9]  {Mann-Whitney test of difference of medians for C8 & C9}

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The trouble with people is not that they don’t know, but that they know so much that ain’t so.
--Josh Billings
The goal of this course is to survey a variety of statistical procedures that student should find useful in their own research and in reading the quantitative research literature in the social sciences. We will be covering the following statistical procedures: (1) Reliability, (2) Analysis of Covariance (in the context of regress), (3) analysis of interaction, (4) recursive and (5) nonrecursive causal modeling (including path analysis and Two-Stage Least Squares), (6) matrix algebra, (7) logistic regression, (8) discriminant analysis. This will be a very applied course with the emphasis on how to use the various statistical procedures and how to interpret the output, but not on the mathematical foundations of the various procedures. The course is designed for graduate students in sociology, education, social work, and organizational studies. Most of the computer runs in the course will be done using SPSS, but we will make some use of SAS. The course assumes that students have had a course such as Sc703 that provides a strong background in multiple regression and related techniques. It also assumes students are familiar with SPSS, an editor or B.C.’s alpha, and B.C. computer facility.

Given the number of different topics we will be covering, the course must be viewed as very much a survey course. In class I will first give a lecture providing an overview of a specific technique and some of the most important conceptual issues. I will then go over a printout from an analysis that uses this technique. Students will subsequently be asked to do a computer run using the technique and to write a brief report that summarizes the result of their analysis. In connection with several of these statistical procedures students will be asked to read and comment on a journal article that makes use of those procedures. I will suggest some possible articles, but students will be urged to look for alternative articles on topics that relate more directly to their own specific research interests.

Data sets will be provided for the required class exercises, but advanced students who want to practice these techniques using alternative data sets will be free to do so.
COURSE REQUIREMENTS:

1. In connection with most classes there will be a computer exercise in addition to the assigned reading. You will be asked to do the computer run that is called for and to prepare a report of 500-1000 words that summarizes the results that run. It is highly recommended that these runs be done and written up on a weekly basis even though they will not be turned in until the mid-term paper or final paper is due.

2. In connection with most of the statistical procedures covered you will be asked to read and commend on a journal article using that procedure. Your comment will be 250-750 words, and your goal will be to discuss some of the findings that make use of the technique and to do so in such a way as to demonstrate that you known how to analyze data using the technique. You will want to discuss specific coefficients, tests of significance, etc. so that I will know that you know which statistics to use and how to interpret them.

3. **The mid-term paper will be due October 20th.** Turn in exercises 1-5 (including the comments on journal articles in connection with exercises 4). This mid-term paper will count 40% of your final grade for the course.

In your weekly exercises as in your mid-term and final papers one goal is to demonstrate your mastery of as much of this material as possible given the length restrictions that have been specified. The way to demonstrate mastery is to find a way to use a concept and to do so appropriately. I am not suggesting that you give me mini lectures on the various statistical procedures, but it makes sense to refer to key concepts discussed in class and where appropriate to briefly explain some of the most important of these concepts and statistics. It is fine with me if you write your report as you might for an audience of readers quite familiar with the procedures you are using, but it should be done in such a way that it is clear you know what you are talking about. To the extent possible try to make substantive sense to your statistical results.
CAUSAL MODELING (Sage, 1983, #3 in the Series: Quantitative Applications in the Social Sciences)
by Herbert B. Asher (Try Social Work Library)

THE LOGIC OF CAUSAL ORDER (Sage, 1985, #55 in Series: Quantitative Applications in the Social Sciences)
by James A. Davis

INTERACTION EFFECTS IN MULTIPLE REGRESSION (Sage, 1990, #72 in the Series: Quantitative Applications in the Social Sciences)
by James Jaccard, Robert Turrisi, and Choi K. Wan

MATRIX ALGEBRA: AN INTRODUCTION (Sage, 1984, #38 in the Series: Quantitative Applications in the Social Sciences)
by Krishnan Namboodiri

DATE                        TOPICS, READINGS, and EXERCISES  (All items below are on reserve at O’Neill with the exception of Asher which is on reserve on the Social Work Library).

Sept. 3:  Overview of Course.
          Reliability Analysis.

Reading:

Exercise 1: Reliability Analysis.

Sept. 8  Covariance Analysis

Reading:

Exercise 2: Covariance Analysis
Sept 15:  
**Analysis of Interaction**

Reading:  
Jaccard et al. (1990: Chapters 1 & 2)

Sept. 22:  
**Analysis of Interaction**

Reading:  
Jaccard et al. (1990: Chapters 3 & 4)

Exercise 3: Interaction

Sept. 29:  
**Analysis of Interaction**

Reading:  
Jaccard et al. (1990: Chapters 5 & 6)

Exercise 4: Interaction (including computer exercise & comment on an articles using interaction analysis). See “Suggested Applications” section at end of syllabus for a list of possible articles using each technique (in this case interaction).

Oct. 6:  
**Recursive Causal Modeling (Path Analysis)**

Reading:  
Davis (1985: Chapters 1-4)

Exercise 5: Path Analysis.

Oct. 20:  
**Recursive Causal Modeling (Path Analysis)**

Reading:  
Asher (1983:1-53). Read Chapter 1, skim Chapter 2, and focus on Chapter 3. (Social Work Library). Bohmstedt and Knoke (1994: Chapter 11). (Suggested Reading). Read this if you expect to use path analysis in your own research soon. It provides an alternative introduction to this material. At least skim the chapter so you will know what is in it and how it differs from the Asher volume. (O’Neill).

Exercise 6: Path Analysis (including a computer exercise & comment on an article using path analysis).
Oct. 27: **Matrix Algebra**

Reading:
Namboodiri (1984: Chapter 1)

Nov. 3: **Matrix Algebra**

Reading:
Namboodiri (1984: Chapters 2 & 3)

Exercise 7: Matrix Algebra (including a comment on Joreskog and Sorbom 9189: 1-9) or a journal article of your choice that uses matrix algebra.

Nov. 10 **Nonrecursive Causal Modeling**

Reading:

Exercise 8: Nonrecursive Causal Modeling (including a computer exercise [using SAS] & comment on an article using nonrecursive causal modeling).

Nov. 24 **Logistic Regression**

Reading:
Norusis (1990a: Chapter 4)
Bohmstedt and Knoke (1994: 332-355) (Optional)

Exercise 9: Logistic Regression including a computer exercise & comment on an article using logistic regression.

Dec 1: **Discriminant Analysis**

Reading:
Norusis (1990a: Chapter 3)

Exercise 10: Discriminant Analysis (including a computer exercise & comment on an article using discriminant analysis).
Extra Credit: I will plan to devote one or two classes to student team presentations which will follow the same model that I follow, but on some topic not on the syllabus (e.g., LISREL or log-linear analysis). I urge students who are already familiar with some segment of this course (e.g., matrix algebra) to sign up for an extra credit project.

ITEMS CITED AS PART OF ASSIGNED READING


Norusis, Marija J. 1990a. **SPSS Advanced Statistics Student Guide.** Chicago: SPSS (You may find this volume under SPSS as the author rather than Norusis. It is probably best to ask for it by the call number: HA32.N664 1990.) (O’Neill)

SUGGESTED APPLICATIONS
(These articles are not on reserve; the call number is for the journal. Keep in mind that these are only suggestions. If you can find an article closer to your research interests that makes use of the technique, you are urged to go with that article. If you find an article that you would strongly urge that I add to my list of suggested articles for next year, make me a clean copy and turn it in with a brief comment indicating why you fell it make sense to add it.)

Interaction:


Recursive Causal Modeling (Path Analysis):


Nonrecursive Causal Modeling:


**Logistic Regression:**


**Log-Linear Models: (I do not plan to cover this topic for Fall 1997)**


Discriminant Analysis:


COURSE OVERVIEW

This course is a requirement of first year graduate students in sociology. Its aim is to give you a sophisticated understanding of regression and to expose you to more advanced methods commonly used within sociology. Students are encouraged to take additional courses in statistics and quantitative methods in this and other departments (Statistics, Economics, Psychology). Taking these other courses is necessary if you intend to specialize in the use of quantitative methods.

I have three goals for you in this course. First, by the end of the course you should understand how to use regression in more than a mechanical way. Specifically, you should appreciate the problems in using regression in analyzing a set of data and how these problems affect your results. Second, when ordinary least squares (OLS) regression analysis is not appropriate and/or there are considerable problems with using OLS in a specific situations, you will have a sense of the alternative techniques that are available, though you probably will not have a thorough knowledge of how to use them. Third, you will have a level of statistical sophistication that will enable you to be a critical reader of the vast literature in sociology that uses regression analysis.

REQUIREMENTS

There will be two midterms and a final. The final exam (covering the entire course) will count 40 points. The two midterms together will count 30 points. We will weight the two midterms one third/two thirds with the higher weight going to your better midterm. (For instance, if you get a 90 and a 60, your average would be an 80 instead of a 75.)

In addition, there will be a series of required exercises consisting of computer assignments and problems sets. The problem sets are basically practice exams. The computer assignments should be mini-papers and your substantive interpretations are as important as the correct use of statistical analysis for the evaluation of your assignments. Exercises will generally be handed out on either Mondays or Wednesdays and due the following Wednesday in class. Late submissions will result in low grades. The combined homeworks will count 30 points.
There is no possibility of obtaining an incomplete.

TEXTS: The course is based on a set of written lecture notes that I will handout at the beginning of each class. If you would like to see last year’s lecture notes I can make those available to you on a disk in the form of Wordperfect 5.1 files.

In this class we will be using STATA on the mainframe. STATA is a powerful program that most students find relatively easy to use.

Required Purchases:

$20 Course Notes, approximately 400 pages in total, to be handed out at each class. Make check to Harvard University and give to Steve.

$30 Stata 5.0 User’s Guide. Available at the stockroom in the basement of the Science Center.

In addition to the lecture notes (15 to 20 pages per class) and the Stata manual you may find it useful to read about the topics we are covering in other textbooks. The following supplemental readings are recommended as an alternative way to access the material presented in class. In many places the course will follow Hanushek and Jackson quite closely. Neter et al. is being adopted by many sociology graduate programs as the statistics text.

Books on Reserve:

Hanushek, E.A. and Jackson, J.E. Statistical Methods for Social Scientists.
   Academic Press.

   Irwin.

Hamilton, Lawrence C., Statistics with STATA 3
   Good description of how to use various methods in STATA

Allison, P. Event History Analysis, Sage.

Namboodiri, K. Matrix Algebra, Sage.

Fox, J. Regression Diagnostics, Sage.