SYLLABUS

Goals: The aim of this course is to teach the fundamentals of research design and the techniques of data collection used in sociological research. By the end of the course, you should be able to: 1) understand, analyze and critique empirical studies in the sociological literature and 2) design and execute your own research project.

Approach: With attention to the debates over social science methodologies, the course takes a practical, “hands-on” approach to research methods. With the assistance of the instructor, your advisor, and your peers, you will identify a research question that could develop into a viable second year paper. Through staged assignments throughout the semester, you will design a study to answer your research question, execute the study by collecting pilot data or downloading secondary data, and analyze your results. You will present these results in an empirical paper at the end of the semester. As a requirement for our class, you must become certified in human subjects research at Emory by taking the on-line CITI course by Sept 11.

Required texts:
- Articles on electronic reserve through e-reserves (with a link in Canvas).
- Recommended: Schostak, John. 2006. Interviewing and Representation in Qualitative Research.

(Please note that we will not be discussing all of the assigned readings in class. However, as developing researchers earning your PhD, you are expected to know the information in the assigned readings that we do not discuss. You are also welcome to post to the “continue the conversation” forum on Canvas with comments about any reading.)
Assignments, guidelines and other course documents are available on Canvas. You should check Canvas daily for announcements regarding any changes in the syllabus. The syllabus may change, depending on unforeseen issues that arise, particularly during November when you are engaged in data collection or data download.

**Grading will be based on the following:**

**IRB Certification** *(prerequisite for passing course)*
All students are required to take the online CITI exam and become certified in human subjects research by Sept 11, 2017. Here are the steps:
2. Towards the top of the screen, click onto “Education” tab.
3. Click onto “Courses” on the panel at the left side of the screen.
4. Click onto “CITI training.”
5. Click onto “Log onto CITI.” This will take you to the online CITI training site.
6. Register on the CITI site.
7. Take the Social and Behavioral Science course.
8. Note that you can take each quiz multiple times if you do not pass.
9. When you have passed the course (all of the Social Science modules), print your CITI certification document and give a copy to me.

Note that if you intend to use the data that you collect this semester for a publication or as part of a larger research project, you must receive approval for the study from the IRB by submitting an IRB protocol. To fulfill the requirements for Soc501, you only need to complete the CITI certification – not a full IRB protocol.

**Leading Class Discussion** *(8 pts.)* You are required to lead discussion on the readings in one class, marked with a “*” next to the date. (Students will sign-up for their discussion dates during the first week of class). Your discussion questions should focus on how the readings illuminate the methodological topic for your assigned day (including the topic in brackets under the readings). You must post at least 5 discussion questions on Canvas **at least 24 hours** prior to the day that you will be leading the discussion. You must also bring hard copies of your discussion questions to class for your peers and the instructor. Note that we will be devoting some class time to the assignments, class survey or lecture material, so the discussion will occupy only part of class time (30-60 minutes). Also note that the Discussion due date on Canvas corresponds to the day that you are facilitating. To receive full credit, you need to upload your questions to the Discussion Board at least 24 before this date. Refer to the rubric in the individual discussions to see the expectations for leading discussion.

**Meetings with Prof. Browne** *(5 pts)* You are required to schedule 2 meetings with Prof. Browne to discuss your research project. The first meeting should occur at the beginning of the semester when you are formulating your research question. The second meeting should occur towards the end of the semester when you are collecting and/or analyzing data.
Meetings with your faculty advisor (Assignment 4) You are required to schedule a meeting with your faculty advisor to discuss your research project. Your meeting should take place by Oct. 10. You can meet to discuss initial ideas (Assignment 1), or to delineate the research design to answer a specific research question (Assignment 3). Your faculty advisor also needs to approve the research question and methods that you describe in Assignment 3 via email, so that you can include the email approval when you submit the assignment.

Assignments (42 pts.)
The assignments will take you through the steps to conduct an empirical research project. Your study can be based upon quantitative or qualitative research. Your pilot data should be relatively small in scope, with just 1-2 dependent variables and 3-5 independent variables. After completing the assignments, you should have collected pilot data on your own project and be able to report your results.

Proposal Review (2 pts)
You will be required to write reviews of 2 proposals that were submitted to the NSF. The proposals cover the same project. The first proposal was rejected. The second proposal was funded. You should read Proposal #1 first and write your review before you read Proposal #2. I will provide additional instructions for this assignment on Canvas.

Final empirical paper (40 pts)
Your paper should incorporate and build upon the work that you conducted for your assignments. You will need to expand the literature review from Assignment 2.2, describe your methods and write-up your results. Make sure to provide detailed information on your method, your sampling design and your response rate. You should include a table with the descriptive information for your sample. You can conduct your study and write your paper on a topic related to another class, but you cannot write one paper to satisfy requirements for two classes.

In-class time to discuss student projects (3 pts):
Students will be required to present their final project in class. You do not have to have a polished presentation and finished project. Receiving feedback from your peers can be particularly helpful in working-through a conceptual or methodological issue. You can also request class time on a day when we have readings assigned if you would like feedback on your project.

Bring your laptop to class. During many of the class sessions, you will need your laptop. If possible, please just bring your laptop to class each day. If you do not own a laptop, then I will see if you can borrow one from the Sociology office.
PRELIMINARY COURSE SCHEDULE

8/23 (W)  **Introduction to the Course**  
Overview: the organization of the class  
Assignment 1 distributed

*8/28 (M)  **Feminist Methods and Issues of “Objectivity”**  

LeBlanc, Lauraine. Chap. 2 in *The Flowers in Your Dustbin: Women in The North American Punk Subculture of the 1990s*. (This is a dissertation available electronically through EUCLID. Just search on the title.)

Tannenbaum, Deborah. Introduction and Chapter 1 in *SLUT! Growing Up Female with a Bad Reputation*.

[What are “feminist methods?” Why are we covering feminist methods in our class? What is “objectivity?” What are features of a good research design? What are features of a poor research design?]

8/30 (W)  **Research Questions and Resources**  
Recommended:


Guest presenter, Rob O’Reilly.

[What are data resources that are available to students and faculty at Emory? Steps in the research process. Finding a topic and developing a question.]

9/4 (M)  *** LABOR DAY ***

9/6 (W)  **Theory and Research: How Do They Relate?**  
Assignment 1 due (note that this assignment includes scheduling a meeting with your advisor)


[What is the research question? What are the concepts in the research question? How are they defined? What is the dependent variable? What is the independent variable? How is theory used in the research process? What is the difference between a conceptual definition and an operational definition?]

9/11 (M)  
Conceptualization, Operationalization and Measurement
IRB CITI certification due


[What is a dependent variable? What is an independent variable? What is a conceptual definition of a variable? How do we find our conceptual definition? What is an operational definition of a variable? How are these two related?]

9/13 (W)  
Writing a Research Proposal
Proposal Review Due
Browne, Irene and Belisa Gonzalez. “Middle Class Latino Families in Atlanta: Race, Ethnicity and the Reproduction of Class Privilege” NSF Proposal #1

Browne, Irene and Belisa Gonzalez. “Discrimination, Boundary Negotiation and Mobility Strategies among Middle Class Latino Immigrants in the Nuevo South.” NSF Proposal #2

9/18 (M)  
Selecting a Research Method


[What types of questions can we answer with each research method? What types of data can we gather? Variation: so what?]

9/20 (W) Validity and Reliability
Assignment 2 due


*9/25 (M) Validity and Reliability, cont.

9/27 (W) Sampling Theory and Statistical Thinking
Weisberg, Chapter 10, “The Need for Representativeness.”

9/29 (F) You should have met with your advisor by today (can include today)


Weisberg, Chapter 8, “Nonresponse Error at the Unit Level: The Response Rate Challenge.”

10/4 (W) *** Individual meetings with Prof. Browne ***

10/9 (M) *** FALL BREAK ***

10/11 (W) Sampling: Qualitative Research
Ethnographic refusal in discard studies: http://discardstudies.com/2016/03/21/refusal-as-research-method-in-discard-studies/

10/13 (F) Assignment 3 due
10/16 (M)  **TBA**

10/17 (Tu)  **Assignment 4 due**

10/18 (W)  **Surveys, cont.**


[What is survey error? How can we reduce error? How to format a survey? How to administer a survey? How to ask questions?]

*10/23 (M)  **Survey Research, cont.**


Weisberg, Chapter 7, “Non-response Error at the Item Level: The Scourge of Missing Data.”

[How can we maximize survey response rates? How can we evaluate survey results?]

10/25 (W)  **Experimental Design**

[What are the elements of a good experimental design? What can sociologists learn from experiments?]

*10/30 (M)  **Qualitative Research Design: Fieldwork**  

11/1 (W)  **Qualitative Research Design, cont.**  
*Assignment 5 due*  

*Slate.* [http://www.slate.com/articles/news_and_politics/crime/2015/06/alice_goffman_s_on_the_run_is_the_sociologist_to_blame_for_the_inconsistencies.html](http://www.slate.com/articles/news_and_politics/crime/2015/06/alice_goffman_s_on_the_run_is_the_sociologist_to_blame_for_the_inconsistencies.html)

Darwin, Helana. 2017. ”Doing Gender Beyond the Binary: A Virtual Ethnography.”  
*Symbolic Interaction, DOI 10.1002/symb.316*  
[in class: [http://tinyurl.com/y7odrxbd](http://tinyurl.com/y7odrxbd)]

*11/6 (M)  **Ethical Issues**  
Schweder, Richard. “To Follow the Argument…”

Schweder, Richard. “Tuskegee Revisited…”

*Scholars, Research, Teaching and Public Service.*


*11/8 (W)  **Qualitative Data Analysis/Topic Modeling**  
Readings TBA


11/13 (M)  **Qualitative Data Analysis/Topic Modeling**  
Readings TBA

11/15 (W)  **Student project workshop and meetings with Prof. Browne**  
Aldrich, Howard. Writing a Literature Review.  
http://howardaldrich.org/2015/12/using-the-literature-in-your-writing-interpretive-notes-notsummaries/

11/20 (M)  **Focus Groups**  


11/22 (W)  ***No class, Thanksgiving***

11/27 (M)  Student presentations  
*Assignment 6 due*

11/29 (W)  Student presentations

12/4 (M)  WRAP UP

12/14 (M)  Paper due (upload to Canvas by 11:30 p.m.)
Assignments 1-5 are staged activities that will enable you to develop your own research project that could be developed into a viable second year paper. These activities include: formulating a research question (Assignments 1-3), designing a study to answer that question (Assignment 3), collecting or downloading data (Assignment 5), analyzing your data (Assignment 5), and presenting your results (Final Paper). Throughout this process, your instructor, faculty advisor, and peers will provide you with assistance and feedback (so don’t panic…).

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<tr>
<th>Due date</th>
<th>Assignment</th>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>9/6 (W)</td>
<td>1</td>
<td>State broad research question(s)</td>
<td>2</td>
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<tr>
<td>9/20 (W)</td>
<td>2</td>
<td>Compose annotated bibliography</td>
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<td>10/10 (M)</td>
<td></td>
<td>You should have met with your advisor by this date (describe your meeting in Assignment 4)</td>
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<td>10/13 (W)</td>
<td>3</td>
<td>Articulate RQ, conceptual and operational definitions of variables, &amp; hypotheses</td>
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<td>Identify methods and operationalize variables (create “measures” or select the survey questions to use)</td>
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<tr>
<td>10/17 (F)</td>
<td>4</td>
<td>Research plan (w advisor input)</td>
<td>3</td>
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<tr>
<td>11/1 (W)</td>
<td>5</td>
<td>Descriptives/pilot test [individual adjustments to the due date may be necessary, depending on research plan]</td>
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<tr>
<td>11/27 (M)</td>
<td>6</td>
<td>Interviews</td>
<td>10</td>
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<tr>
<td>12/11 (M)</td>
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<td>FINAL PAPER DUE</td>
<td>40</td>
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*** PLEASE NOTE THAT “DUE DATE” MEANS “COMPLETED BY 9:30 AM.” YOU SHOULD BE BEGINNING THE TASKS DEFINED IN ASSIGNMENTS 2 & 3 A FEW WEEKS BEFORE THE ASSIGNMENT IS ACTUALLY DUE.