

**SOC 512****Location: Faner 3410****Day/Time: T 2:00-5:20**

Instructor: Dr. Kristen Barber

Phone: x7633

Email: barber@siu.edu

Office Hrs: T 12:30-2 &amp; TH 12:30-5

Office: Faner 3436

Mailbox: Faner 4524

**COURSE DESCRIPTION**

In this class, we will discuss the fundamentals of social research, from methodological and epistemological issues to designing and presenting research. This is an introductory level graduate course, which means it will cover a wide range of topics; yet, it is also intended to provide you the tools to begin designing and conducting your own research. The goal is for you to become careful and reflexive researchers who ask critical questions about each aspect of research design and analysis, as well as about the politics and conventions of doing and presenting research. You should be able to critique scholarly work and recognize connections between research questions, theories, design, and results.

**COURSE FORMAT**

This class will operate as both a seminar and a workshop. We will work as a team to raise important questions in regards to how we create knowledge through research. Each student will be responsible for leading two class discussions, at which time you will initiate dialogue on methodological issues that arise in the readings and ask key questions about doing research. You will also pair up throughout the semester to discuss your class papers.

**COURSE REQUIREMENTS**

Your grade will be based on the *quality* of your performance with respect to the below responsibilities and assignments.

Attendance/Participation

This is a graduate-level class and you are expected to attend seminar each week. Make sure you are prepared to do the work, stay on track, and contribute to each discussion. You are expected to demonstrate that you have read and engaged with the material.

Participation also includes coming to each class with a discussion question or critical comment about the readings for the day. You will use these in class as relevant, and turn them in at the beginning of class. Make sure you come with a hard copy of your question or comment, as well as a short discussion of the context in which this emerged. These must be typed, and late discussion questions will not be accepted.

**30% of grade**

Leading Class Discussion:

You will be responsible for leading TWO class discussions. Come to class with a handout that outlines the main contributions of the reading, lists key questions to consider, links readings together, and highlights interesting and important quotes—bring a copy for each student and the instructor. Write questions on issues you find particularly important or puzzling but remember this is a methods course; and so you need to focus your discussion on issues pertaining to epistemology, research design, data collection, theory, analysis, and other issues relevant to research. Although you should include on the handout the key points from the readings, you do not want to simply state these in discussion. Instead, present questions that get the class to identify and work through the main contributions of the readings.

If you are presenting with another student, you should split the readings and discussion leadership equally. Work this out before coming to class.

**2 x 10% each = 20% of grade**

Evaluating Research: Four Short Papers

All short writing assignments involve the reading by Desmond and Valdez (see below). There are 4 in total. You should work independently on these papers. You will have the opportunity to discuss the article and assignments with a classmate on days papers are due. Each paper is due at the beginning of class, and should be typed. Do not exceed the page limit. All 4 papers = 30% of total grade.

Desmond, Matthew and Nicol Valdez. 2012. Unpolicing the Urban Poor: Consequences of Third Party Policing for Inner-City Women. *American Sociological Review* 78: 141.

1. Identify, describe and evaluate Desmond and Valdez' research problem/topic and research question. Identify and describe in your own words; paraphrase, do not quote the authors; figure out what the authors are saying and say it in a different way; evaluate or critique by discussing strengths/weaknesses, positives/negatives, and praise/criticize with focus on the research question(s). How do the authors describe the significance of their research and/or its potential contribution to the literature? Finally, what is the role of theory (do they have a theoretical perspective, are they testing a theory, etc.)? (2-3 pages) **5% of grade**

2. Discuss the authors' research design (as many elements as relevant). What decisions/choices did they make and why? How is the design itself (and their decisions) connected to their theory and research question(s)? Offer an analysis. (3-5 pages) **10% of grade**
3. Describe the study's major findings (don't worry about the details of the analysis, instead focus on the research question and how the authors' answer it). Evaluate how the research design affected the authors' ability to answer their question(s) (be specific). (3-5 pages) **5% of grade**
4. Offer an alternative research project to address the same topic. Offer a discussion of the contrast between the authors' research and your alternative project. Why are you making the decisions you are? How do you expect these changes will affect data? (5 pages) **10% of grade**

#### Reverse Outline of an Article:

You will read an academic journal article assigned by the instructor and complete a reverse outline of this article. This requires you to read the article carefully and pay attention not only to the data and argument but also to style, content, and structure of the paper. This will help you work through the conventions of writing a social science article.

You should first consider the general outline of the article: Introduction; Literature Review; Methods; Contextual Section (possibly); Findings; Discussion (possibly); and Conclusion. Consider the information in each section and how it is organized: where are the hook, thesis, and research question(s) located? Why? How do the authors approach the literature review, especially with regards to how it is laid out and what the authors choose to include? What is covered in the methods section? How are the findings organized? And generally what do the conclusion and discussion accomplish?

This assignment should be uploaded by 5pm on Tuesday, December 3<sup>rd</sup> via Dropbox (Desire2Learn). Dropbox will not accept paper after the deadline.  
**20% of grade**

### **POLICIES AND OTHER INFORMATION**

#### Make-Up and Late Work:

I DO NOT accept late work. If you know that you will not be in class when an assignment is due, it is your responsibility to get it to me before or on the due date. If you miss an assignment because of an emergency, please see me during office hours as soon as possible.

Academic Honesty:

I expect every student to submit original work. This means that the student must do his or her own writing, present original thoughts, and cite all ideas that are not their own. All papers must be cited properly using APA, Chicago, or MLA, guidelines (just be consistent). You can find instructions on in-text and bibliographic documenting in the Bedford Handbook. To electronically access the Bedford Handbook, visit: <http://www.dianahacker.com/resdoc/>.

The Writing Center is an excellent resource for students, where you can receive help in improving your writing and in making sure your thesis is clear, paper is well organized, and works properly cited. Plagiarism will not be tolerated, and students who turn in work that is not their own will be sanctioned according to the University's policies on academic dishonesty. This will result in a failing grade in the class and possibly expulsion from the school.

Students with Disabilities:

Special accommodations will be made for students with disabilities. Please contact me as soon as possible and in person (after lecture or during office hours) to discuss accommodations. See SIUC's Disability Support Service website for more information including guidelines and forms: <http://disabilityservices.siu.edu/>.

Learning Services and Support:

Help is within reach. Learning support services offers free tutoring on campus. To find more information please visit Center for Learning and Support Services website at: <http://tutoring.siu.edu/>.

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment, please visit <http://write.siu.edu/>.

Emergency Procedures:

SIUC is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on the BERT website at <http://www.bert.siu.edu/>, Department of Public Safety's website <http://www.dps.siu.edu/>, and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Contacting Me:

E-mail is the best way to reach me. Feel free to email me with questions you may have regarding assignments or readings, and please place "SOC 512" in the subject heading. I will do my best to respond to emails promptly, but keep in mind that I may not receive your email until the next business day. Some questions are best answered in person. In this case, you may visit me during office hours—no appointment required. I will not discuss individual grades before or after class OR via email, these types of discussions must be handled in-person during office hours.

Cellphones and Other Pet Peeves:

Make sure your CELL PHONE IS TURNED OFF! Not low, not vibrate, but OFF. This is a matter of common courtesy and one that I am not flexible on.

Please remember that checking your phone for the time, missed calls, and email is very distracting to the instructor and to your classmates. Be respectful and KEEP YOUR PHONE AWAY until after class.

NO BROWSING THE INTERNET. I understand that some people prefer to take notes on their computers, and this is perfectly fine. However, wait until class is over to check your email, browse Facebook photos, or surf the Internet.

Make sure all assignments you turn in are properly stapled. Papers that are loose and not secure with a staple run the risk of getting lost or disorganized. For this reason, I DO NOT ACCEPT UNSTAPLED PAPERS.

Practice professional EMAIL ETIQUETTE: <http://www.wikihow.com/Email-a-Professor>

**COURSE TEXTS**Required Books:

1. Alford, Robert. R. 1998. *The Craft of Inquiry*. Oxford: Oxford University Press.
2. Babbie, Earl R. 2010. *The Basics of Social Research, 5<sup>th</sup> Edition*. Belmont: Cengage Learning.
3. Belcher, Laura. 2009. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Thousand Oaks: Sage Publications.
4. Harding, Sandra. 1986. *The Science Question in Feminism*. Ithaca: Cornell University Press.
5. Kuhn, Thomas. 2012. *The Structure of Scientific Revolutions: 50<sup>th</sup> Anniversary Edition*. Chicago: University of Chicago Press.
6. Otis, Eileen. 2011. *Markets and Bodies: Women, Service Work, and the Making of Inequality in China*. Stanford: Stanford University Press.

Recommended Book:

7. Becker, Howard S. and Pamela Richards. (2007). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article, 2<sup>nd</sup> Edition*. Chicago: University of Chicago Press

You are responsible for acquiring all other assigned readings, including book chapters and articles—unless otherwise indicated. Some readings may need to be requested through the library's ILL system, so make sure you give yourself plenty of time to get ahold of them.

\*\*\*Indicates readings available via SIU's Desire2Learn online system.

**COURSE SCHEDULE**August 20: Human Inquiry and Science

## \*Reading:

- Babbie: Chapter 1

August 27: Paradigms, Theory, and Research

## \*Reading:

- Babbie: Chapter 2
- Kuhn, Thomas. 2012. *The Structure of Scientific Revolutions, 50<sup>th</sup> Anniversary Edition*. Chicago: University of Chicago Press.

September 3: The Social Character of Research and Knowledge

## \*Reading:

- Harding, Sandra. 1986. *The Science Question in Feminism*. Ithaca: Cornell University Press.

September 10: The Ethics and Politics of Social Research

## \*Reading:

- Babbie: Chapter 3
- Humphreys, Laud. 1970. Methods: Sociologist as Voyeur. In M. Patricia Golden, *The Research Experience*, p. 100-114. Boston: Northeastern University Press.
  - You can access this reading at:  
<http://rcmethods.wikispaces.com/file/view/humphreys+sociologist+as+voyeur.pdf>

- Rupp, Leila. J. and Verta Taylor. 2011. Going Back and Giving Back: The Ethics of Staying in the Field. *Qualitative Sociology*, 34:483–496.
- Gatson, Sarah N. 2001. The Methods, Ethics, and Politics of Representation in Online Ethnography. In Norman K. Denzin and Yvonna S. Lincoln, *Collecting and Interpreting Qualitative Materials* edited by, p. 513-527. Thousand Oaks: Sage Publications. \*\*\*

Visit SIU's Office of Research and Development webpage to learn about our procedures. Start here <http://www.orda.siuc.edu/> and be sure to read the following:

Human Subjects Guide: <http://www.orda.siuc.edu/human/HSguide.html>

Human Subjects Compliance: <http://www.orda.siuc.edu/human/>

Responsible Conduct of Research: <http://www.orda.siuc.edu/general/rcr.html>

Human Subjects Research Applications and a Sample Consent Form

ASA ethics statement, see website: <http://www.asanet.org/members/ecoderev.html>

### **\*Due: Paper #1**

#### September 17: Research Design

##### \*Reading:

- Babbie: Chapter 4
- Alford, Robert. 1998. *The Craft of Inquiry: Theories, Methods, Evidence*. Oxford: Oxford University Press.

#### September 24: Conceptualization, Operationalization, and Measurement

##### \*Reading:

- Babbie: Chapter 5
- Soule, Sarah A. 2004. Going to the Chapel? Same-Sex Marriage Bans in the United States, 1973-2000. *Social Problems* 51: 453-477.
- Smith, Paige Hall. 1999. Beyond the Measurement Trap: A Reconstructed Conceptualization and Measurement of Woman Battering. *Psychology of Women Quarterly*, 23: 177-193

Also: Indexes, Scales, and Typologies

##### \*Reading:

- Babbie: Chapter 6

October 1: The Logic of Sampling

## \*Reading:

- Babbie: Chapter 7
- Becker, S. Howard. 1998. Chapter 2: Sampling. In *Tricks of the Trade: How to Think about Your Research While You're Doing It*, pp. 67-108. Chicago: University of Chicago Press. \*\*\*
- Curtis, Sarah, Wil Gesler, Glenn Smith, and Sarah Washburn. 2000. Approaches to Sampling and Case Selection in Qualitative Research: Examples in the Geography of Health. *Social Science and Medicine*, 50: 1001–1014.
- Wright, Richard, Scott H. Decker, Allison K. Redfern, and Dietrich L. Smith. 1992. A Snowball's Chance in Hell: Doing Field Research with Residential Burglars. *Journal of Research in Crime and Delinquency*, 29: 148-161.

**\*Due: Paper #2**October 8: FALL BREAKOctober 15: Survey Research

## \*Reading:

- Babbie: Chapter 9
- Schuldt, Jonathon P., Sara H. Konrath, and Norbert Schwarz. 2011. "Global Warming" or "Climate Change"? Whether the Planet is Warming Depends on Question Wording. *Public Opinion Quarterly* 75: 115-124.
- Matthew J. Streb, Barbara Burrell, Brian Frederick, and Michael A. Genovesse. Social Desirability Effects and Support for a Female American President. *Public Opinion Quarterly* 72: 76-89
- Teitler, Juuen O., Nancy Reichman, and Susan Sprachman. Costs and Benefits of Improving Response Rates for a Hard-To-Reach Population. *Public Opinion Quarterly* 67: 126-138.
- Schilt, Kristen and Matthew Wiswall. 2008. Before and After: Gender Transitions, Human Capital, and Workplace Experiences. *The B.E. Journal of Economic Analysis and Policy* 8:1-28.

October 22: Qualitative Field Research

## \*Reading:

- Babbie: Chapter 10
- Otis, Eileen. 2011. *Markets and Bodies: Women, Service Work, and the Making of Inequality in China*. Stanford: Stanford University Press.



October 29: Interviewing**\*Reading:**

- Rubin, Herbert J. and Irene S. Rubin. 2012. *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks: Sage Publications (Chapter 1: Listening, Hearing, and Sharing, pp. 1-11). \*\*\*
- Hoskins, Marie L. and Jennifer White. 2013. Relational Inquiries and the Research Interview: Mentoring Future Researchers. *Qualitative Inquiry* 19(3): 179-188.
- Roulston, Kathryn, Kathleen deMarrais and Jamie B. Lewis. 2003. Learning to Interview in the Social Sciences. *Qualitative Inquiry* 9(4): 643-668.
- Barber, Kristen 2008. The Well-Coiffed Man: Class, Race, and Heterosexual Masculinity in the Hair Salon. *Gender & Society* 22(4): 455-476.

**\*Due: Paper #3**November 5: Unobtrusive Research**\*Reading:**

- Babbie: Chapter 11
- Hallett, Ronald and Kristen Barber. Forthcoming, 2014. Ethnographic Research in a Cyber Era. *Journal of Contemporary Ethnography*. (Published online first: August 2013).
- Lee, Juliet P., Roland S. Moore, Scott E. Martin. 2003. Unobtrusive Observations of Smoking in Urban California Bars. *Journal of Drug Issues* 33(4): 983-999.
- Kuperherst, Arielle and Pamela Stone. 2008. The Media Depiction of Women Who Opt Out. *Gender & Society* 22: 497-517.

November 12: Evaluation Research**\*Reading:**

- Babbie: Chapter 12
- Ringwalt, Christopher, Susan T. Ennett, and Kathleen D. Holt. 1991. An Outcome Evaluation of Project DARE (Drug Abuse Resistance Education). *Health Education Research* 6: 327-337.
- West, Steven L. and Keri K. O'Neil. 2003. Project D.A.R.E. Outcome Effectiveness Revisited. *American Journal of Public Health* 94: 1027-1029.
- McAllister, C. L., P. C. Wilson, B. L. Green and J. L. Baldwin. 2005. 'Come and Take a Walk': Listening to Early Head Start Parents on School-Readiness as a Matter of Child, Family, and Community Health. *American Journal of Public Health*, 95: 617-625.
- Hamblen, Jessica L., Fran H. Norris, Siobhan Pietruszkiewicz, Laura E. Gibson, April Naturale, and Claudine Louis. 2009. Cognitive Behavioral Therapy for

Postdisaster Distress: A Community Based Treatment Program for Survivors of Hurricane Katrina. *Administration and Policy in Mental Health and Mental Health Service Research* 36: 206-214.

November 19: Data Analysis

\*Reading:

- Babbie: Chapters 13 and 14
- Kaufmann, Jodi. 2011. Poststructural Analysis: Analyzing Empirical Matter for New Meaning. *Qualitative Inquiry* 17: 148-154.
- Sherkat, Darren E. 2011. Religion and Scientific Literacy in the United States. *Social Science Quarterly* 92: 1134-1150.
- Messner, Michael A. and Suzel Bozada-Deas. 2009. Separating the Men from the Moms: The Making of Adult Gender Segregation in Youth Sports. *Gender & Society* 23: 49-71.

**\*Due: Paper #4**

November 26: Writing and Presenting Research Reports

\*Reading:

- Babbie: Chapter 15
- Belcher, Laura. 2009. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Thousand Oaks: Sage Publishers

December 3: Final Assignment

Article to Outline: Gruys, Kjerstin. 2012. Does This Make Me Look Fat? Aesthetic Labor and Fat Talk as Emotional Labor in Women's Plus-Size Clothing Store. *Social Problems* 59: 481-500.

Submit online via SIU's Desire to Learn system, due by 5pm.

**\*Due: Reverse Outline**

HAVE A GREAT WINTER BREAK!