

Sociology 205: Sociological Research Design

Fall 2019

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Teaching Fellow Allison Daminger

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Office Hours: Thursdays, 1:30pm – 3pm (Location TBD)

Course Meetings

Fridays 9:45 – 11:45 a.m.

Location: WJH 450

Section Meetings

TBD

Course Overview

What constitutes “good” sociological research design? How do scholars construct, execute, communicate, and evaluate such designs? In answering these questions, Sociology 205 will provide new graduate students in the Harvard Sociology program with the necessary fundamentals for designing, dialoguing with, and publishing high quality sociological research. While our readings will cover a wide range of sociological methods, our primary focus is on the evaluation and construction of good research designs across sub-fields and methodologies. We begin with a broad overview: What constitutes sociological research? What is the role of research in a sociologist’s career? What does the publication process entail? Next, we examine a series of topics that scholars should consider when designing any research project, including questions of theory building, theory testing, measurement, sampling, causality, and research ethics. We also discuss the comparative suitability of different kinds of research methods for different kinds of questions. Finally, we briefly review recent debates about research design and data collection in the discipline.

Course Goals

At the end of this course, you should:

1. Understand what makes for a good “sociological puzzle,” and how to put that puzzle in dialogue with the existing literature.

2. Have a sense of the various methods that sociologists generally use to address their sociological puzzles. Know how to determine which method or methods are best suited for answering a particular question.
3. Understand the common denominator of what makes for “good” research across the various approaches, and how to ensure best practices in your own work.
4. Begin to know the literatures in which you might want to situate your own research.
5. Identify what makes for a “well-written” article, and practice clear, efficient, and powerful writing in your own papers.
6. Develop an idea of what kinds of puzzles you might like to answer during your own career and begin designing an independent research project.

Course Requirements

Students are expected to read the assigned articles or book chapters prior to class, attend every class and section, and participate intelligently in class discussions. Students are also strongly encouraged to attend all departmental colloquiums. In addition, students should complete the following assignments.

Ten Weekly Assignments: Each week, students are given an assignment that helps them gain a deeper understanding of the week’s topic. These assignments vary and are detailed in the course schedule (below). Students must complete ***ten of these eleven possible assignments*** by the end of the semester. Assignments are due the same day they are listed on the syllabus. Completed assignments should be e-mailed to the instructor by 5pm the evening before class each week. Please note: I do not accept late weekly assignments. If you cannot turn in a weekly assignment on its due date, you should use that week as your “free” skip.

A Research Proposal: Research proposals should be submitted no later than **midnight on Wednesday, December 11**. There is no page requirement, but I anticipate that your double-spaced paper will be approximately 12-25 (double-spaced) pages in length. (Please note: the best papers are often the shortest ones—keep it tight!). The first 2-4 pages should propose a scholarly research question and make a strong argument for why it is important to answer that question. The next 4-8 pages should situate that question in a review of the existing literature. This review should be specific and selective, dovetailing neatly to a conclusion that clearly demonstrates how your research question extends the existing literature. The literature review should identify and discuss relevant themes in academic works relating to the research question, and then use examples and citations from the reviewed works to substantiate the existence and importance of these themes. The literature review should *not* consist of a series of miniature “book reviews.” Finally, in the remaining 5-10 pages of your proposal, review your plan for answering your research question. What kind of evidence will you use for your analysis? How will you collect those data? What problems do you expect to encounter “in the field?” You should also append first drafts of interview questionnaires, field site proposals, etc., whenever possible.

Please note: All completed assignments should be submitted by e-mail attachment (CioccaEllerStudents@gmail.com) as Word documents or PDFs, and with the e-mail subject line "SOC 205 ASSIGNMENT."

Section

Every other week, you will meet with our section leader, Allison Daminger, to discuss topics that will support your development as a researcher. Topics may include how to build and maintain a sociology library, how to manage your time effectively, how to use various software that support your research, how to find and apply for funding, how to manage your data, and how to apply for and receive human subjects approval. You are welcome to suggest section topics of interest to you.

Grading

Final course grades will be determined according to the following distribution:

Ten Weekly Assignments:	30%
Final Paper/Research Proposal:	50%
Class Participation (including Section):	20%

Readings

Most readings are available through the course website. All others easily can be accessed online through Google scholar or HOLLIS, the Harvard University search engine. **NOTE:** Readings are listed in the order I suggest that you read them.

Books

Though you are not required to buy them, here is a brief list of resources regarding the process of thinking about and doing sociological research. Inclusion in this list means that I recommend them; if not for right now, then at some point along the road of your PhD.

Abbott, Andrew. 2004. *Methods of Discovery: Heuristics for the Social Sciences*. New York: W.W. Norton & Company.

Becker, Howard S. 1998. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: The University of Chicago Press.

Becker, Howard S. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article, 2nd Edition*. Chicago: The University of Chicago Press.

Bolker, Joan. 1998. *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*. New York: Henry Holt and Company.

Furstenberg, Frank F. 2013. *Behind the Academic Curtain: How to Find Success and Happiness with a PhD*. Chicago: The University of Chicago Press.

Goldsmith, John A., John Komlos, and Pennsy Schine Gold. 2001. *The Chicago Guide to Your Academic Career*. Chicago: The University of Chicago Press.

Luker, Kristin. 2008. *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge, MA: Harvard University Press.

Silvia, Paul J. 2007. *How to Write A Lot: A Practical Guide to Productive Academic Writing*. Washington, DC: American Psychological Association.

Weiss, Robert S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York, NY: The Free Press.

COURSE SCHEDULE

WEEK 1—September 6

Course Overview; Overview of the Sociological Research Process

Class expectations, syllabus review, sociological subfields, the publication process (articles, book chapters, book reviews, peer reviews, co-authorship, etc.), why it matters for your sociological career, and how to read during graduate school.

REQUIRED READINGS

"ASA Sections." Access at: <https://www.asanet.org/asa-communities/asa-sections>.

Calarco, Jessica. 2018. "Beyond the Abstract: Reading for Meaning in Academia." Access at: <http://www.jessicacalarco.com/tips-tricks/2018/9/2/beyond-the-abstract-reading-for-meaning-in-academia>.

Edwards, Paul N. ND. "How to Read a Book v.5." Access at: <http://pne.people.si.umich.edu/PDF/howtoread.pdf>

Stinchcombe, Arthur L., and Richard Ofshe. 1969. "Journal Editing as a Statistical Process." *American Sociologist*, 4(2):116-117.

Bol, Thijs, Mathijs de Vaan, and Arnout van de Rijt. 2018. "The Matthew Effect in Science Funding." *PNAS* 115(19): 4887-4890.

WEEK 2—September 13

Writing Like a Sociologist; Learning a Literature

The nuts and bolts of writing a publishable article or book manuscript (or for starters, a passable QP); how to learn, and engage with, a particular literature within sociology; how to put various literatures in conversation with each other in a stunning, argument-driven literature review.

REQUIRED READINGS

Becker, Howard S. 1986. "Terrorized by the Literature." Pp. 135-149 in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press.

Brieger, Ronald L. 2003. "Writing (and Quantifying) Sociology." Pp. 90-112 in *Writing and Revising the Disciplines*. Ithaca: Cornell University Press.

White, Lynn. 2005. "Writes of Passage: Writing an Empirical Journal Article." *Journal of Marriage and Family*. 67 (4): 791-798.

Matthews, Sarah. 2005. "Crafting Qualitative Research Articles on Marriages and Families." *Journal of Marriage and Family*. 67 (4): 799-808.

Pinker, Steven. 2014. "Why Academic Writing Stinks." *The Chronicle of Higher Education*.

ADDITIONAL RESOURCES:

Bem, Daryl J. 2003. "Writing the Empirical Journal Article" In J.M. Darley, M.P. Zanna, and H.L. Roediger III, eds., *The Compleat Academic: A Practical Guide for the Beginning Social Scientist*, 2nd Ed. Washington, DC: Am. Psychological Assn.

Calarco, Jessica. ND. "Article Writing 101: A Suggested Outline for Qualitative Work." <http://www.jessicacalarco.com/teaching-resources>

Jacobs, Jerry A. 2011. "Journal Rankings in Sociology: Using the H Index with Google Scholar." *PSC Working Paper Series*, University of Pennsylvania.

Hargens, Lowell. 2000. "Using the Literature: Reference Networks, Reference Contexts, and the Social Structure of Scholarship." *American Sociological Review* 65 (6): 846-865.

Moody, James. 2004. "The Structure of a Social Science Collaboration Network: Disciplinary Cohesion from 1963-1999." *American Sociological Review* 69 (2): 213-238.

Clemens, Elizabeth, Walter W. Powell, Kris McIlwaine, and Dina Okamoto. 1995. "Careers in Print: Books, Journals, and Scholarly Reputations." *American Journal of Sociology* 101 (2): 433-494.

WEEK 2 ASSIGNMENT:

Find one highly-cited article in your area of interest. First, make an outline of the key points in the paper. Then, in one short paragraph, tell me: (1) How did he/she/they structure their argument? (2) Did you find the organization and presentation of the argument effective? Why or why not? (3) How could its presentation have been improved?

WEEK 3—September 20

Theory Building, Theory Testing, Sociological Questions, “Significant” Answers

What makes a good (aka, important and answerable) research question, and how to evaluate your answer.

REQUIRED READINGS

Abbott, Andrew. 2004. *Methods of Discovery: Heuristics for the Social Sciences*. New York: W.W. Norton & Company. Chapter 1 (all), Chapter 3 (only pp. 80-94), Chapter 4 (all), Chapter 5 (only pp. 137-149), Chapter 6 (only pp. 162-167)

Stinchcombe, Arthur L. 1968. *Constructing Social Theories*. Chicago: University of Chicago Press. Pp. 1-56.

Sutton, Robert and Barry Staw. 1995. “What Theory is Not.” *Administrative Science Quarterly* 40 (3): 371-384.

DiMaggio, Paul. 1995. “Comments on ‘What Theory is Not.’” *Administrative Science Quarterly* 40 (3): 391-397.

Luker, Kristin. 2008. *Salsa Dancing Into the Social Sciences: Research in an Age of Info-Glut*. Cambridge: Harvard University Press. Chapters 1 & 4.

ADDITIONAL RESOURCES:

Abbott, Andrew. 2004. *Methods of Discovery*. Ch. 7.

Maxwell, Joseph. 1996. “Validity: How Might You be Wrong?” Pp. 86-98 in *Qualitative Research Design: An Interactive Approach*. Thousand Oaks, CA: Sage.

Cohen, Jacob. 1994. “The Earth is Round ($p < .05$).” *American Psychologist* 49:997-1003.

Leahy, Erin. 2005. “Alphas and Asterisks: The Development of Statistical Testing Standards in Sociology.” *Social Forces* 84 (1): 1-24.

Glaser, Barney G. and Anselm L. Strauss. 2012 (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chapters 1 & 2 (“The Discovery of Grounded Theory” and “Generating Theory.”)

Suddaby, Roy. 2006. “What Grounded Theory is Not.” *The Academy of Management Journal*. 49 (4): 633-642.

Leifer, Eric M. 1992. "Denying the Data." *Sociological Forum*.

Becker, Howard. 1998. *Tricks of the Trade: How to Think about Your Research While You're Doing It*. Ch. 1-2.

Levi-Martin, John. 2018. "The Heuristics for Discovery." *Sociologica*.

WEEK 3 ASSIGNMENT:

Choose and briefly skim three articles listed under the "additional resources" section for this week, and write a 1-2 sentence summary of the main point of each article. At least one of these articles should discuss "p-values."

WEEK 4—September 27

Theory in Action: Initial Formulations & Extensions in Three Sub-Fields

REQUIRED READINGS:

Organizations

Meyer, John W. and Brian Rowan. 1977. "Institutionalized Organizations: Formal Structure as Myth and Ceremony." *American Journal of Sociology* 83(2) 340-363.

Hallett, Tim. 2010. "The Myth Incarnate: Recoupling Processes, Turmoil, and Inhabited Institutions in an Urban Elementary School." *American Sociological Review* 75(1): 52-74.

Culture

Swidler, Ann. 1986. "Culture in Action: Symbols and Strategies." *American Sociological Review* 51:273-286.

Vaisey, Stephen. 2009. "Motivation and Justification: A Dual-Process Model of Culture in Action." *American Journal of Sociology* 114(6): 1675-1715.

Stratification

Raftery, Adrian E. and Michael Hout. 1993. "Maximally Maintained Inequality: Expansion, Reform, and Opportunity in Irish Education, 1921-1975." *Sociology of Education* 66(1) 41-62.

Lucas, Samuel R. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." *American Journal of Sociology* 106(6):1642-1690.

ADDITIONAL RESOURCES:

(Some recent and/or highly cited theoretical articles in sociology)

McPherson et al 2001 Birds of a Feather

Patterson's 2015 Annual Review on Culture
Lamont, Michele and Annette Lareau. 1988. "Cultural Capital"
Burt 1992 Structural holes
Sewell 1992 Theory of Structure
DiMaggio and Powell 1983 Institutional Isomorphism
West and Zimmerman 1987 Doing Gender
Granovetter 1973 The Strength of Weak Ties
James Mahoney 2000 Path Dependence
Viviana Zelizer 2000 The Purchase of Intimacy

Also:

Uggen, Christopher and Jeff Manza. 2002. "Democratic Contraction? Political Consequences of Felon Disenfranchisement in the United States." *American Sociological Review* 67: 777-803.

Pettit, Becky and Bruce Western. 2004. "Mass Imprisonment and the Life Course: Race and Class Inequality in U.S. Incarceration." *American Sociological Review* 69 (2): 151-169.

Zuckerman, Ezra. 1999. "The Categorical Imperative: Securities Analysts and the Illegitimacy Discount." *American Journal of Sociology* 104 (5): 1398-1438.

Dobbin, Frank, Daniel Schrage and Alexandra Kalev. 2015. "Rage Against the Iron Cage: The Varied Effects of Bureaucratic Personnel Reforms on Diversity." *American Sociological Review* 80 (5): 1014-1044.

Small, Mario Luis. 2006. "Neighborhood Institutions as Resource Brokers: Childcare Centers, Interorganizational Ties, and Resource Access among the Poor." *Social Problems* 53 (2): 274-292.

WEEK 4 ASSIGNMENT:

Choose one area of sociology that you think might be relevant to your research proposal and find two highly cited, ideally "paired" articles (or one highly-cited book that includes a view of the "lineage" of their argument) within that field. Write a one-paragraph summary of each of the articles, (or a three-paragraph summary of the book), that you chose. The paragraph should include this information: (1) What is the author's research question? (2) What data and method are employed to answer the research question? (3) What does the author propose as the answer to this question? (4) How satisfied are you with his or her answer? Do you believe that the author used the best possible methods, data, and reasoning to come to his or her conclusion? What alternative conclusions might be warranted? (5) How does this article/book build on and extend an existing theoretical tradition?

WEEK 5—October 4

Measurement

What variables/concepts are necessary to answer your question, and how might you best operationalize them?

REQUIRED READINGS:

Duncan, Otis Dudley. 1984. *Notes on Social Measurement: Historical and Critical*. New York: Russell Sage. (Read Chapters 1, 2, 4, and 8 only)

Campbell, Donald T. 1958. "Factors Relevant to the Validity of Experiments in Social Settings." *Psychological Bulletin* 54(4) 297-312. (**NOTE:** pay special attention to the concept of "reactivity")

Burton, Jonathan, Alita Nandi and Lucinda Platt. "Measuring Ethnicity: Challenges and Opportunities for Survey Research." *Ethnic and Racial Studies* 33:8 (1332-1349).

Tavory, Iddo. 2014. "The Situations of Culture: Humor and the Limits of Measurability." *Theory and Society*. 43: 275-289.

Strauss, Valerie. 2015. "Renowned Researcher: 'Why I am no longer comfortable' in the field of educational measurement." *The Washington Post*.

Your choice: The *Annual Review of Sociology* is a terrific source of insight and information on key sociological concepts, ideas, and trends. Go to the ARS website and search "measurement." Choose one article that interests you (and flag many to read later!) We will be discussing your choices in class.

ADDITIONAL RESOURCES:

Judd, Charles M. and Gary H. McClelland. 1998. "Measurement." In *The Handbook of Social Psychology*, edited by D.T. Gilbert, S.T. Fiske, and G. Lindzey. Boston, MA: McGraw-Hill.

Fukuda-Parr, Sakiko. 2014. "Global Goals as a Policy Tool: Intended and Unintended Consequences." *Journal of Human Development and Capabilities* 15 (2-3): 118-131.

Porter, Theodore M. 1995. *Trust in Numbers: The Pursuit of Objectivity in Science and Public Life*. Princeton University Press.

WEEK 5 ASSIGNMENT:

Write a 3-4 page summary of the research question that you plan to examine in your final paper. In it, you should introduce a potential research question for your qualifying paper and explain the significance of your question to the existing literature. Your paper must include relevant citations and a works cited list. *Please note: This week's assignment may not be used as one of your skipped assignments.*

WEEK 6—October 11

Measurement in Action: An Extended Evaluation of How to Measure Race and Its Impacts (Plus one "Must Read" on the topic of measurement by Peter Marsden)

REQUIRED READINGS

Marsden, Peter V. 1987. "Core Discussion Networks of Americans." *American Sociological Review* 52: 122-131

*Hirschman, Charles, Richard Alba and Reynolds Farley. 2000. "The Meaning and Measurement of Race in the U.S. Census: Glimpses into the Future." *Demography* 37(3) 381-393.

Roth, Wendy. 2016. "The Multiple Dimensions of Race." *Ethnic and Racial Studies* 39(8): 1310-1338.

Monk Jr., Ellis P. 2015. "The Cost of Color: Skin Color, Discrimination, and Health among African Americans." *American Journal of Sociology* 121(2) 396-444.

Saperstein, Aliya and Andrew M Penner. 2012. "Racial Fluidity and Inequality in the United States." *American Journal of Sociology*. 118 (3): 676-727.

Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology*: 108 (5): 937-975.

ADDITIONAL RESOURCES:

Marker, David. 2008. "Estimating Iraqi War Deaths by Household Survey." *Public Opinion Quarterly* 72 (2): 345-363. (shows why estimates are sometimes better than measures)

Blackwell, Matthew, James Honaker and Gary King. 2017. "A Unified Approach to Measurement Error and Missing Data: Overview and Applications." *Sociological Methods and Research* 46 (3): 303-341.

Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *The American Economic Review* 91 (5): 1369-1401. (example of an "instrumental variable" approach)

Rosenfeld, Bryn, Kosuke Imai and Jacob N. Shapiro. 2015. "An Empirical Validation Study of Popular Survey Methodologies for Sensitive Questions." *American Journal of Political Science*. doi: 10.1111/ajps.12205

Paik, Anthony and Kenneth Sanchagrin. 2013. "Social Isolation in America." *American Sociological Review* 78: 339-360.

WEEK 6 ASSIGNMENT:

Choose one concept that you will need to measure for the research project that you proposed last week and write a paragraph about how you plan to operationalize that concept (note: if the concept is race, the discussion must expand on and intervene in the literature covered this week). Who else has measured this concept, and how? Will you measure the same way they did, or will you propose an alternative strategy? Justify why this is the best possible operationalization given the available data.

WEEK 7—October 18

Sampling, Generalizability, and the Unnecessary Roughness of the Qual/Quant Divide

After determining the kind of data you require in order to measure your key concepts, how do you thoughtfully and carefully slice off a parcel of that potential data to efficiently and effectively answer your question?

READINGS

Schutt, Russell K. 2015. "Sampling and Generalizability." Chapter 5 in *Investigating the Social World*, Eighth Edition.

Ragin, Charles. 1992. "Introduction: Cases of 'What is a Case?'" Pp. 1-18 in *What is a Case? Exploring the Foundations of Social Inquiry*, edited by Charles Ragin and Howard Becker. Cambridge University Press.

Weiss, Robert S. 1994. "Respondents: Choosing Them and Recruiting Them." Chapter 2 (pp 15-37) in *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: The Free Press.

Glaser, Barney G. and Anselm L. Strauss. 2012 (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chapter 3 ("Theoretical Sampling.")

Small, Mario. 2009. "'How Many Cases Do I Need?' On Science and the Logic of Case Selection in Field-Based Research." *Ethnography* 10(1) 5-38.

Couper, Mick P. 2017. "New Developments in Survey Design Collection." *Annual Review of Sociology* 43(1): 121-145.

ADDITIONAL RESOURCES:

Earl, Jennifer. 2013. "Studying Online Activism: The Effects of Sampling Design on Findings." *Mobilization* 18 (4): 389-406

Simmons, Alicia and Lawrence D. Bobo. 2015. "Can Non-Probability Internet Surveys yield Useful Data? A Comparison with Full-Probability Face-to-Face Surveys in the Domain of Race and Social Inequality Attitudes." *Sociological Methodology*.

Heckathorn, Douglas D. 1997. "Respondent-driven Sampling: A New Approach to the Study of Hidden Populations." *Social Problems*: 44 (2): 174-199.

Becker, Howard S. 1998. "Sampling." Chapter 3 (pp. 67-108) in *Tricks of the Trade: How to Think about Your Research While you're Doing It*. Chicago: University of Chicago Press.

Hedges, Barry. 2004 (1978). "Sampling." Pp. 63-72 in *Social Research Methods: A Reader*, edited by Clive Seale. London and New York: Routledge.

Winship, Christopher and Robert D. Mare. 1992. "Models for Sample Selection Bias." *Annual Review of Sociology* 18: 327-50.

Rossi, Peter. 1988. "On Sociological Data." Pp. 131-154 in *Handbook of Sociology*. Edited by Neil Smelser. Newbury Park, CA: Sage.

Mahoney, James and Gary Goertz. 2004. "The Possibility Principle: Choosing Negative Cases in Qualitative Research," *American Political Science Review* 98:4

Ragin, Charles and Howard Becker (eds). 1992. *What is a Case? Exploring the Foundations of Social Inquiry*. Cambridge University Press.

Ragin, Charles. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Especially Chapter 1.

Stuart, Alan. 1984. *The Ideas of Sampling*. New York: Macmillan

Miles, Matthew B. and A. Michale Huberman. 1994. "Sampling: Bounding the Collection of Data." Pp. 27-34 in *Qualitative Data Analysis. An Expanded Sourcebook* (2nd Edition) Thousand Oaks, CA: Sage.

Gerring, John. 2007. *Case Study Research: Principles and Practices*. Cambridge University Press. – especially Chapters 1 and 5.

WEEK 7 ASSIGNMENT:

Choose one of the following sampling challenges and write a paragraph about how you would solve it (assume resources are unlimited):

- New York State (NYS) recently introduced the Excelsior Scholarship, enabling free public college attendance for students whose families make \$125,000 or less. You want to use in-depth interviews to determine whether and how the introduction of Excelsior is affecting NYS high school students' decisions about going to college. What would your ideal sampling design look like?
- You want to use text/discourse analysis to assess media coverage of the Democratic candidates for President in 2020. Specifically, you are curious about whether/how gender impacts the quantity or quality of coverage received during the primary campaign. What would your ideal sampling design look like?
- Using an online or phone survey, you want to understand how college students in the U.S. and in Europe perceive their economic futures. What would your ideal sampling design look like?

WEEK 8—October 25

Sampling in Action: Heat Waves, Gender, and Social Networks

REQUIRED READINGS

Klinenberg, Eric. 2002. "Race, Place and Vulnerability." Chapter 2 in *Heat Wave – A Social Autopsy of Disaster in Chicago*, Chicago and London: The University of Chicago Press.

Duneier, Mitchell. 2006. "Ethnography, the Ecological Fallacy, and the 1995 Chicago Heat Wave." *American Sociological Review*, 71(4):679-688.

Haney, Lynn. 1996. "Homeboys, Babies, Men in Suits: The State and Reproduction of Male Dominance." *American Sociological Review* 61(5): 759-778.

Schilt, Kristen. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." *Gender and Society* 20(4): 465-490.

McPherson, Miller, Lynn Smith-Lovin, and Matthew E. Brashears. 2006. "Social isolation in America: Changes in Core Discussion Networks over Two Decades." *American Sociological Review* 71:353-375.

Lee, Byungkyu and Peter Bearman. 2017. "Important Matters in Political Context". *Sociological Science* 4: 1-30.

ADDITIONAL RESOURCES

Colen, Cynthia. 2014. "Is Breast Truly Best? Estimating the Effects of Breastfeeding on Long-term Child Health and Well-being in the United States using Sibling Comparisons." *Social Science and Medicine*. 109: 55-65.

Regnerus, Mark. 2012. "How Different are the Adult Children of Parents who have Same-Sex Relationships? Findings from the New Family Structures Study." *Social Science Research*. 41:752-

Braga, Anthony and Brenda J Bond. 2008. "Policing Crime and Disorder Hot Spots: A Randomized Control Trial." *Criminology* 46 (3): 577-607.

Young, Alford A. 2004. "Chapter Four—Framing Social Reality: Stratification and Inequality." Pp. 107-136 in *The Minds of Marginalized Black Men: Making Sense of Mobility, Opportunity, and Future Life Chances*. Princeton: Princeton University Press.

Duneier, Mitchell (2004). "Scrutinizing Heat: On Ethnic Myths and the Importance of Shoe Leather." *Contemporary Sociology* 33(2):139-150.

Klinenberg, Eric (2004). "Overheated." *Contemporary Sociology* 33(5):521-528.

Fischer, Claude S. 2009. "Comment: The 2004 GSS Finding of Shrunken Social Networks: An Artifact?" *American Sociological Review* 74:657-669.

McPherson, Miller, Lynn Smith-Lovin, and Matthew E. Brashears. 2009. "Reply: Models and Marginals: Using Survey Evidence to Study Social Networks." *American Sociological Review*. 74:670-681.

Paik, Anthony, and Kenneth Sanchagrin. 2013. "Social Isolation in America: An Artifact." *American Sociological Review* 78(3):339-60.

WEEK 8 ASSIGNMENT:

Write a first draft of the introduction to your final paper for this course (approximately 2-5 pages). The introduction should efficiently and articulately introduce your question, establish why the question is important, and make an argument regarding what the best methods are to answer that question. You are encouraged to leave a space where you would put your findings once your data collection is complete. Turn in your assignment both to me and to your assigned partner.

WEEK 9—November 1

Correlation, Causation, and Mechanisms

REQUIRED READINGS

Small, Mario. 2013. "Causal Thinking and Ethnographic Research." *American Journal of Sociology* 119(3): 597-601.

Lieberson, Stanley. 1985. *Making it Count: The Improvement of Social Research and Theory*. Berkeley: University of California Press. (Chapter 1)

Morgan, Stephen L and Christopher Winship. 2007. *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. Cambridge University Press. Chapters 1-3 and 10.

Mahoney, James. 2000. "Strategies of Causal Inference in Small-N Analysis," *Sociological Methods and Research* 28(4): 387-424.

McAdam, Doug, Sidney Tarrow, and Charles Tilly. 2008. "Methods for Measuring Mechanisms of Contention." *Qualitative Sociology* 31: 307-331.

ADDITIONAL RESOURCES:

Angrist, Joshua D. and Pischke, Jorn-Steffen. 2009. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton: Princeton University Press.

Lieberson, Stanley. 1991. "Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases." *Social Forces* 70 (2): 307-320.

Freedman, David A. 1991. "Statistical Models and Shoe Leather." *Sociological Methodology* 21:291-313.

Gerring, John. 2005. "Causation: A Unified Framework for the Social Sciences." *Journal of Theoretical Politics* 17 (2): 163-198.

Strauss, Anselm. 1987. *Qualitative Analysis for Social Scientists*. New York: Cambridge University Press. Pages 249-264, Chapter 12. (on how to present a causal argument in writing).

Emirbayer, Mustafa and Ann Mische. 1998. "What is Agency?" *American Journal of Sociology* 103 (4): 962-1023.

Winship, Christopher and Stephen L. Morgan. 1999. "The Estimation of Causal Effects from Observational Data." *Annual Review of Sociology* 25:659-707.

WEEK 9 ASSIGNMENT:

Provide comments on your partner's introduction using track changes and the "insert comment" function. Help your partner write clearly and with authority. Make sure that your partner asks a clear question and establishes why the question is important to both the 'real world' and to sociology. Turn your comments in to both your partner and to your instructor prior to the start of class.

WEEK 10—November 8

Causality/Mechanisms in Action: The Case of Neighborhood Spaces (and One, Nice, Only-Loosely-Related Overview)

REQUIRED READINGS:

Hedstrom, Peter and Richard Swedberg. 1998. "Social Mechanisms: An Introductory Essay." Pp. 1-31 in *Social Mechanisms*, edited by Peter Hedstrom and Richard Swedberg. Cambridge: Oxford University Press.

Sampson, Robert J. 2012. *Great American City: Chicago and the Enduring Neighborhood Effect*. Chicago: Chicago University Press. (Chapters 3 & 15).

Legewie, Joscha and Jeffrey Fagan. 2019. "Aggressive Policing and the Educational Performance of Minority Youth." *American Sociological Review* 84(2): 220-247.

Wodtke, Geoffrey T., David J. Harding and Felix Elwert. 2011. "Neighborhood Effects in Temporal Perspective: The Impact of Long-Term Exposure to Concentrated Disadvantage on High School Graduation." *American Sociological Review* 76(5): 713-736.

Harding, David J. 2007. "Cultural Context, Sexual Behavior, and Romantic Relationships in Disadvantaged Neighborhoods." *American Sociological Review* 72(3): 341-364.

DeLuca, Stefanie, Susan Clampet-Lundquist and Kathryn Edin. 2016. *Coming of Age in the Other America*. New York: Russell Sage. (Preface & Chapters 1, 3 and 5).

ADDITIONAL RESOURCES:

Hedstrom, Peter and Peter Bearman. 2009. "What is Analytical Sociology All About? An Introductory Essay." Pp. 3-24 in *The Oxford Handbook of Analytical Sociology*. Oxford University Press.

Mahoney, James. 2008. "Toward a Unified Theory of Causality" *Comparative Political Studies* 41:4/5: 412-436.

Ragin, Charles. 2008. *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press. (Chapter 1 only.)

Lucas, Samuel R. and Alisa Szatrowski. 2014. "Qualitative Comparative Analysis in Critical Perspective." *Sociological Methodology* 44:1-79.

Ragin's Response: "Lucas and Szatrowski in Comparative Perspective," pp. 80-94.

Vaisey's Response: "QCA Works—When Used with Care," pp. 108-112.

Collier's Response: "QCA should Set Aside the Algorithms," pp. 122-126.

Firebaugh, Glen. 2007. "Replication Data Sets and Favored Hypothesis Bias: A Comment on Freese and King." *Sociological Methods and Research*. 36 (2): 200-209.

Gary Goertz and James Mahoney, "Two-Level Theories and Fuzzy-Set Analysis," *Sociological Methods and Research* 33:4 (May 2005), pp. 497-538

Aaron Katz, Matthias vom Hau, and James Mahoney, "Explaining the Great Reversal in Spanish America: Fuzzy-Set Analysis Versus Statistical Analysis," *Sociological Methods and Research* 33:4 (May 2005), pp. 539-573

Alcacer, Juan and Paul Ingram. 2013. "Spanning the Institutional Abyss: The Intergovernmental Network and the Governance of Foreign Direct Investment." *American Journal of Sociology* 118 (4): 1055-1098.

Schrank, Andrew. 2013. "Quantitative Cross-National Sociology and the Methodological Abyss: Comment on Alcacer and Ingram." *American Journal of Sociology* 118 (4): 1099-1111.

Liu, Ka-Yuet, Marissa King and Peter Bearman. 2010. "Social Influence and the Autism Epidemic." *American Journal of Sociology* March 115 (5): 1387-1434.

Correll, Shelley, Stephen Bernard and In Paik. 2007. "Getting a Job: Is there a Motherhood Penalty?" *American Journal of Sociology* 112 (5): 1297-1338.

Bail, Christopher. 2012. "The Fringe Effect: Civil Society Organizations and the Evolution of Media Discourse about Islam since the September 11th Attacks." *American Sociological Review* 77 (6): 855-879.

Pfeffer, Fabian T and Alexandra Killewald. 2017. "Generations of Advantage: Multigenerational Correlations in Family Wealth." *Social Forces*. 1-31.

Viterna, Jocelyn. 2006. "Pulled, Pushed, and Persuaded: Explaining Women's Mobilization into the Salvadoran Guerrilla Army." *American Journal of Sociology* 112 (1): 1-45.

WEEK 10 ASSIGNMENT:

Write a first draft of the literature review for your final paper (approximately 4-8 pages). The literature review should be divided into topical sections. It should be crystal clear to your reader how each section helps you forward your research question. Each section should begin by reviewing very broadly the key themes in that sub-field, and then narrowing very quickly to an in-depth analysis of the aspect of that subfield that is relevant to your research project. Make clear how your research will extend or challenge this subfield. Append your literature review to your revised introduction and turn your assignment into both your assigned partner and me.

Week 11—November 15—Asking Questions; Analyzing Answers

***** Allison Daminger will lead class discussion this week. Lucky us! *****

REQUIRED READINGS

Schaeffer, Nora Cate and Stanley Presser. 2003. "The Science of Asking Questions." *Annual Review of Sociology* 9: 65-88.

King, Gary, Christopher J. L. Murray, Joshua A. Salomon, and Ajay Tandon. 2004. "Enhancing the Validity and Cross-Cultural Comparability of Measurement in Survey Research." *American Political Science Review* 98:567-583. (Vignettes).

Jerolmack, Colin and Shamus Khan. 2014. "Talk is Cheap: Ethnography and the Attitudinal Fallacy." *Sociological Methods and Research* 43 (2): 178-209.

DiMaggio, Paul. 2014. "Comment on Jerolmack and Khan." *Sociological Methods and Research* 43 (2): 232-235.

Lamont, Michèle and Ann Swidler. 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing." *Qualitative Sociology* 37 (2): 153-171.

Deterding, Nicole M. and Waters, Mary C. 2018. "Flexible Coding of In-Depth Interviews: A Twenty-first Century Approach." *Sociological Methods & Research*

ADDITIONAL RESOURCES

(**VERY** Useful reading prior to designing a questionnaire!)

Taylor-Powell, Ellen. 1998. "Asking Questions With a Purpose." University of Wisconsin Extension.

Ronald Czajka and Johnny Blair, 1996. *Designing Surveys: A Guide to Decisions and Procedures*. Thousand Oaks: Pine Forge.

Presser, Stanely et al. 2004. "Methods for Testing and Evaluating Survey Questions." *Public Opinion Quarterly*. 68 (1): 109-131.

Fowler, Jr, Floyd J and Thomas W. Mangione. 1990. *Standardized Survey Interviewing: Minimizing Interviewer Related Error*. Sage: Applied Social Research Methods Series.

Lee, Raymond. 2004. "Recording Technologies and the Interview in Sociology, 1920-2000." *Sociology*. 38 (5): 869-889.

Viterna, Jocelyn and Douglas W. Maynard. 2002. "How Uniform is 'Standardization?': Variation Within and Across Survey Centers Regarding Protocols for Interviewing." Pp. 365-397 in *Standardization and Tacit Knowledge: Interaction and Practice in the Survey Interview*, edited by Douglas W. Maynard, Hanneke Houtkoop-Steenstra, Nora Cate Schaeffer, and Johannes van der Zouwen. New York: John Wiley and Sons, Inc.

Singer et al. "The Effect of Question Framing and Response Options on the Relationship between Racial Attitudes and Beliefs about Genes." *Public Opinion Quarterly* Vol 74 No 3 Fall 2010, pp 460-476.

IQSS Webinar on Atlas.ti:

<http://projects.iq.harvard.edu/qualitative/announcements/atlasti-online-web-training-video-series-now-available>

COMPUTING RESOURCES for Qualitative Social Sciences at Harvard University:

<http://projects.iq.harvard.edu/qualitative/pages/computing-resources>

WEEK 11 ASSIGNMENT

Provide comments on your partner's introduction and literature review. Use track changes and insert comments. Help your partner write clearly and with authority. Make sure that your partner asks a clear question and establishes why the question is important to both the 'real world' and to sociology. Make sure your partner makes clear how each aspect of the literature review is relevant to forwarding the overall argument. Suggest any relevant literature you think of. Turn your comments in to both your partner and to me prior to the start of class.

Week 12— November 22

Ethics and Power in Sociological Research

REQUIRED READINGS

ASA Code of Ethics

Clancy, Kathryn B.H., Robin G. Nelson, Julianne N. Rutherford, Katie Hinde. 2014. "Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault. *PloS ONE* 9 (7).

Irvine, Janice 2006. "Sex, Lies and Research." *Mobilization* 11 (4): 491-494.

Kirsch, Gesa 2005. "Friendship, Friendliness and Feminist Fieldwork" *Signs*, 30(4): 2163-2172.

Halse, Christine and Anne Honey. 2005. "Unraveling Ethics: Illuminating the Moral Dilemmas of Research Ethics." *Signs* 30 (4): 2141-2162.

"Problems with Scientific Research: How Science Goes Wrong." *The Economist*. October 19th, 2013.

Parry, Marc. 2015. "Conflict Over Sociologist's Narrative Puts Spotlight on Ethnography." *The Chronicle of Higher Education*.

Singal, Jesse. 2015. "The Case of the Amazing Gay-Marriage Data: How a Graduate Student Reluctantly Uncovered a Huge Scientific Fraud." *New York Magazine*.

Carey, Benedict. 2015. "Journal *Science* Releases Guidelines for Publishing Scientific Studies." *The New York Times*.

Jahren, Hope. 2016. "She wanted to do her research. He wanted to talk 'feelings.'" *New York Times Opinion*.

Chenoweth, Erica, Page Fortna, Sara Mitchell, Burcu Savun, Jessica Weeks, Kathleen Cunningham. "How to get tenure (If you're a woman)." 2016. *Foreign Policy*.

Bernhagen, Lindsay. 2017. "What the "Trailing Spouse" Teaches Us about the Stickiness of Gender Inequality." *Slate*

ADDITIONAL RESOURCES:

Stein, Arlene and Jessie Daniels. 2017. *Going Public: A Guide for Social Scientists*. University of Chicago Press.

Hoeyer, Klaus, Lisa Dahlager and Niels Lynøe 2005. "Conflicting notions of research ethics: The mutually challenging traditions of social scientists and medical researchers," *Social Science & Medicine*, 61(8): 1741-1749.

Elliott, Carl 2008. "Guinea-pigging: Healthy human subjects for drug-safety trials are in demand. But is it a living?" *The New Yorker*, January 7, 83(42): 36ff.

Shea, Christopher. 2000. "Don't Talk to the Humans: The Crackdown on Social Science Research" *Lingua Franca* 10 (6)

Scarce, Rik. 2005. "A Law to Protect Scholars." *The Chronicle of Higher Education*.

Rosenbloom, Stephanie 2007. "On Facebook, Scholars Link Up With Data" *New York Times*, December 17.

Bibliography on gender discrimination in the academy

WEEK 12 ASSIGNMENT

Turn in your completed IRB application form for your QP research, including all of the required appendices (questionnaires, permissions, etc). Note: If you do not need IRB approval for your QP, then this would be a good week to skip!

Week 13—November 29

Thanksgiving Break!

Eat something delicious and enjoy the company of loved ones (and maybe even brainstorm with fresh, friendly interlocutors regarding your research proposal!)

Week 14—December 6—“Elevator Pitch” Presentations, Catch up, and Summary

No readings, No Assignment

Wednesday, December 11th, at midnight—Final Research Proposals Due via E-mail
