

SOC 357/C&E SOC 357:
Methods of Sociological Inquiry
Spring 2022

Lecture:
MW 9:55-10:45AM
Brogden Psychology Building 121

Teaching Staff

Instructor:

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Office hours: 2pm-4pm or by appointment
(in-person or via zoom at <https://uwmadison.zoom.us/my/chaeyoonlim>)

Teaching Assistants:

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Sections	301 (TR 11am) & 302 (TR 12:05pm), 6121 Sewell	303 (MW 1:20pm) & 304 (MW 2:25pm), 6125 Sewell	305 (TR 8:50am) & 306 (TR: 9:55am), 6224 Sewell
Office hours	W 12-2pm via zoom (link on Canvas)	R 2-4pm via zoom (link on Canvas)	W 12-2pm at 8120C Sewell

Overview

This is a basic course in how to conduct social science research and how to evaluate the research of others. It provides a general overview of the ways sociologists collect information about social phenomena with a special emphasis on what can be done to yield information that is trustworthy and useful for our theoretical understanding of social life. You will have the opportunity to practice select sociological methods and learn how to identify and evaluate how these methods are used in sociological research. This course assumes no background in research methods or statistics. Over the course of the semester, you will be introduced to basic statistical concepts and the methods of statistical computing and will use these tools to analyze the survey data that you collect. You will also learn how to analyze textual data collected by qualitative interviews.

Learning objectives

Beyond the specific substantive and methodological contents I will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of sociology:

- *Conduct Research and Analyze Data (quantitative and qualitative)* – you will have the opportunity to design your own research projects, collect your own data, and learn how to analyze and present your findings.
- *Critically Evaluate Published Research-* – in discussion section, you will read journal articles that use the methods that we study in class. Together, we will think about why social scientists use different methods to answer different questions, and how different research projects are structured.
- *Communicate Skillfully* – you will gain a research vocabulary that will help you think, write, and speak more critically about social science research.
- *Work effectively in groups* – some assignments are designed to develop your group work skills.
- *Improve project management skills.*

Required readings

- There is *no textbook* required for this course. The lectures will be based on material compiled from various research methods textbooks and other sources. Taken together, the lecture slides (available on Canvas) are the course's main "textbook."
- In addition, there are assigned readings each week. Electronic copies of these readings will be posted on *Perusall*, a free collaborative digital reader integrated with Canvas (more on this below).

Technology

Canvas

[Canvas](#) is the learning management system (LMS) for this course. You will use Canvas to access all course materials and submit your assignments.

Perusall

You will use *Perusall* to read and comment on the assigned readings. No specific enrollment is needed. *Perusall* can be accessed via the *Perusall* link in the navigation menu on our course's Canvas page. For instructions on how to use *Perusall*, click on [this link](#):

<https://support.perusall.com/hc/en-us/articles/360033995074-Getting-started>

Qualtrics

Qualtrics is an online tool that you will use to create and distribute a survey questionnaire. It is free for UW-Madison students. Go to www.survey.wisc.edu and login with your Net ID.

Stata

We will do data analysis this semester using a software package called STATA. You can download and install Stata on your computer from the following website:

https://software.wisc.edu/cgi-bin/ssl/csl_download.cgi (Log in with your Net ID).

Course handouts, on-line help files, tutorial videos, homework, and instruction in lectures and section meetings will teach you how to use STATA gradually. Google search could also be very useful in learning STATA (e.g., “How do you recode a variable in Stata”). Google search will often show you the pages from <https://stats.idre.ucla.edu/> which I find helpful.

Zoom

I will be available for meeting for my office hours both in-person (Sewell 8112D) and remotely via zoom at <https://uwmadison.zoom.us/my/chaeyoonlim>.

Need help with technology?

- Contact the [DoIT Help Desk](#) via chat, email, phone, or in person
- Search the [UW KnowledgeBase](#) for technical information and help documents
- Check DoIT’s log of reported [outages](#) on campus
- Get help with [bandwidth and internet connections](#)
- Check out [laptops and other equipment](#)
- Download [software available to UW-Madison affiliates](#)
- See tips for [working remotely](#)

Course requirements

- **Two data collection projects (45%)**

You will conduct two data collection projects with your classmates.

- 1) Survey project (23%)**

For this project, you will find a partner(s) in your section and together formulate a research question, write a proposal, develop and distribute an online survey questionnaire, analyze the data, and present your findings in class. You will also write a short report (approximately 1,000 words). All but the last step (i.e., writing a report) will be done as a team.

- Find a partner(s). We recommend that you work as a team of 2 or 3 persons. The exact size of the team will depend on the number of students in your section and your preference, but two or three would be ideal. If you, for some reason, strongly prefer to do this project alone, please consult with your TA and the instructor as early as possible.
 - **Research proposal (revision if necessary) (6%):** As a team you will write a research proposal, in which you a) formulate your research question; b) why you think this question is worth studying (“why should we care?”) c) identify and “operationalize” the key concepts; d) discuss which population you want to study (ideally); e) what you expect to find and why (“hypothesis”). Word count: approximately 750 words.
 - **Survey questionnaire (revision if necessary) (4%):** As a team you will develop a short survey questionnaire to measure the key concepts and other variables you may need for your analyses. At least one of the concepts should be a complex/multi-dimensional one that is measured using multiple questions (more about this later in class). You will use Qualtrics (an online survey platform) to distribute your survey. While there is no fixed number of respondents you need, I recommend that you collect the data from *at least* 20

respondents and probably more. You will analyze the survey responses using Stata.

- **Team presentation (3%):** You and your partners will present your results in your section.
- **Written report (10%):** You will write a short report (no more than 1,000 words) that summarize and discuss your findings. **Each member of the team will write this report individually.** Along with the report, you will complete a short survey about the group dynamics in your team.

2) Qualitative interview project (22%)

For the second project, you and your teammates will conduct qualitative in-depth interviews. Again, this project will comprise several steps and each step will be graded separately. The team will work and be graded together for some steps of the projects but individually for others, including the project report. You may work on the same topic/research question from your survey project or find a new research topic/question.

- Find a partner(s): You can either continue to work with your partner(s) from the survey or find a new partner(s).
- **Develop interview guides (4%):** Your interview guide will include the followings: a) your research question; b) target population and sampling strategy; c) introductory remarks about your research and interview; d) at least five open-ended interview questions; e) concluding remarks.
- **Interview coding and analysis (5%):** Each member of the team will conduct at least one interview (lasting at least 25-30 minutes), select a five-minute segment from your interview and transcribe it, which then you will code. You will also memo as you listen to the interview(s) and analyze them. Submit the coded transcript and the memo.
- **Team presentation (3%):** Your team will make a brief presentation of your team's work in the section.
- **Written report (10%):** Write an individual report summarizing and reflecting on your experiences.

Please see the assignment section on Canvas for more information on two data collection projects.

● Weekly quizzes (20%)

- At the end of each week, students will complete a quiz based on assigned readings and lectures of the week. The quiz will be administered through Canvas. The quizzes will mostly consist of true/false or multiple choice. Each quiz will consist of 10 questions. **You will be given 30 minutes to complete the quiz.** If you have completed the readings and attended the lectures, the quiz should take no more than 5 minutes to complete. **You will have one chance to take each quiz.** If you have not submitted the quiz 30 minutes after you begin the quiz, Canvas will close the quiz and record your grade as a zero for that attempt.
- **It is your responsibility to complete the quiz during the open window.** You will be given 60 hours to complete the quiz (Wednesday noon – Friday midnight), which is sufficient time for most students to find time in their schedule. If you

forget to complete the quiz, it **will not be re-opened** for you after the quiz deadline. We can, however, negotiate the deadline for submitting your quiz **if you contact me before the quiz deadline**. Things happen; in the event that you have scheduled university-related travel, religious observations, severe illness, computer problems, or rescheduled work shifts, email me and I can extend your quiz submission deadline.

- Your lowest quiz score will be dropped from the final quiz grade.

- **Reading discussion on *Perusall* (15%)**

- You are required to post comments/questions on course readings and interact with your classmates on *Perusall*, a free collaborative digital reader and annotation tool. **To get full credit, you need to read each reading carefully AND post at least 3 thoughtful comments on every reading assignment before the deadline for that assignment.** Each comment or question in *Perusall* is automatically scored by the system and rated as “below expectations,” “meets expectations,” or “exceeds expectations.” If you make more than 3 annotations on an assignment, *Perusall* will take into account the 3 top-scoring annotations. For examples of how *Perusall* measures annotation quality, visit <https://perusall.com/downloads/scoring-examples.pdf>.
- You may get partial credit for annotations made after the deadline based on when the comment was made. No credit will be given for annotations made after the late annotation period, which is 3 days.
- There are multiple ways of increasing your grade in a *Perusall* assignment. **One way is to make sure you open every page in the reading and spend some time actively working on the assignment** (Note: this does not include the time when *Perusall* is open but you are not actively interacting with the browser).
- **There is a small penalty for failing to distribute your annotations evenly across the reading.** So do not make all of your annotations on the same page. You can also increase your grade by opening the assignment more than once to check other students’ comments and questions.
- **You will earn extra credit when your annotations receive upvotes/replies from your classmates or when you upvote/reply to their annotations.**
- The final score for each reading assignment will be between 0 and 3.
- Your *Perusall* scores for the first week’s assignments will be dropped when computing your final grade. They will be a trial run for you to understand how *Perusall* works.
- **Please access *Perusall* articles using the links in the assignment section on Canvas. Otherwise, your scores will not be automatically synched to the Canvas gradebook.**

- **Write a “press release” (500 words maximum) and a Tweet (280 characters maximum) about a research article of your choice (5%)**

For this assignment, you will select a research article of your interest and write a short press release to communicate the key findings of the article to non-academic audience. Detailed instructions is available in the assignment section on Canvas.

- **Stata Exercise Homework (3%)**
This assignment gives you an opportunity to prepare you for the Stata training workshop in section and also to practice some of the basic functions of Stata. See the assignment section for more detailed instructions. A tutorial video for this homework will also be available from Canvas later.
- **Complete online ethics certification (<https://research.wisc.edu/compliance-policy/human-research-protection-program/hrpp-training/citi-human-subjects-protections-hsp-training-instructions/>) (2%).** More information is available in the assignment section of Canvas.
- **Lecture and Section Participation (10%)**
 - Lecture attendance & participation (2.5%)
 - After Wednesday's lecture, take weekly attendance check quiz on Canvas assignment page. This is an honor system: you simply self-report whether you attended or watched the recording of the week's lectures. You do need to take the quiz by midnight on Sunday each week to receive full attendance credits.
 - Section attendance & participation (7.5%)
 - Your TA will provide additional information on how your section participation will be evaluated.

Grades

- Data collection projects (23% + 22% = 45%)
- Research communication ("blog post" or "press release) exercise (5%)
- Weekly quizzes (20%)
- Reading discussion participation on *Perusall* (15%)
- Stata exercise homework (3%)
- Online ethics certification (2%)
- Lecture and section attendance & participation (10%)

Final grades will be computed as follows: A=93-100, AB=86-92, B=80-85 BC=74-79, C=66-73, D=56-65, F=< 55. I may curve the grades up if necessary, but I never curve down.

Honors Credit:

If you are eligible to receive honors credit for SOC 357, it is your responsibility to make the appropriate course registration and to contact the instructor to find additional assignments.

Submission of work:

- All assignments (other than reading assignments in *Perusall*) must be submitted via Canvas. **The *Perusall* scores will be synched to Canvas only if you access the articles using the links in the assignment section on Canvas.**

- All submissions to Canvas are time-stamped and must be submitted on time in order to receive the full credit. Points will be subtracted for each day late.

Course Expectations:

- Keep up with the weekly readings and assignments.
- Actively participate in lectures and section meetings.
- Respect the ideas, experiences, and feelings of your classmates.
- Learn and use the names and pronouns of peers in your section and group.
- Hold your opinions lightly and with humility when providing feedback and considering others' feedback.
- Communicate clearly and considerately, whether face-to-face or online.

Accessibility & Accommodations:

Your success in this course is important to us. Please contact me and your TA if there is a way in which we can help improve your ability to access course content or assignment materials.

The [McBurney Center](#) is a campus resource that can help students navigate formal, disability-related accommodations. If you utilize McBurney services, please notify me and your TA as soon as possible so that we can discuss how to tailor this course to best support your learning.

If you wish to request a scheduling accommodation for religious observances or athletic events, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details: <https://kb.wisc.edu/page.php?id=21698>

Academic Integrity: As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the [Office of the Dean of Students](#) at <http://www.students.wisc.edu/doso/academic-integrity/> According to UWS 14, academic misconduct is defined as:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](#). If you have questions about the rules for any of the assignments or exams, please ask your instructor or one of the TAs.

Departmental notice of grievance and appeal rights. The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science (cschwart@ssc.wisc.edu).

Inclusivity at UW-Madison

Message from campus leaders:

“UW-Madison is committed to fostering a campus environment where every student can learn, feels safe and valued, and is able to thrive.” – Chancellor Rebecca Blank

“Diversity is a source of strength, creativity and innovation for our campus. We’re focused on listening to and learning from our students and community members and taking the right steps to improve the campus climate.” – Patrick Sims, Chief Diversity Officer

Working well with diverse individuals is critical to your success:

In our diverse society, being able to effectively interact and work in teams with people from many different backgrounds is critical to your success. Like leadership or critical thinking, learning how to work well with people from diverse backgrounds is a skill anyone can learn with practice. Badgers who build this skill in college are not only doing the right thing, they are also more successful in the job market and excel more quickly in their careers.

What your peers think:

A recent survey found that 87% of UW students agreed with this statement: “I embrace diversity and make sure that people from all backgrounds feel part of the UW-Madison community.” They also said they do their best to behave inclusively, though they sometimes worry about saying the wrong thing. While overt acts of discrimination occur at UW, recent research suggests these acts are committed by a small minority of individuals who differ radically from other students in terms of their attitudes and personalities.

What you can do:

Being inclusive is easy. By doing some simple things, you can improve our campus climate.

Do these things...	...but not these things
Have a conversation with a student who has a different background from you. Ask them about their experiences.	Assume you know about an individual’s abilities and interests just because they belong to a certain social group.
Attend several activities, talks, or other diversity events per semester. Find an events list at bit.ly/UWdiverse .	Tell someone they conform to a positive stereotype about a group they belong to. Instead, give them a personal compliment!
Display the same level of warmth and enthusiasm when interacting with students from all social groups.	Tell someone their name is odd because you find hard to pronounce. Instead, learn how to say their name correctly.
Ask individuals from different social groups what terms or phrases they find offensive.	Tell someone they are different from “typical” members of a social group they belong to.
Choose students from different social groups for class projects and study groups.	Remain silent when you see others engage in discrimination. Speak up!

Weekly schedule

NOTE: *The schedule below may change.* All announcements regarding schedule changes will be emailed to you, posted on Canvas, and/or announced in lecture or section. You are responsible for keeping up to date on these changes.

Week 1 Introduction (1/26 - 1/28)

Reading:

- The course syllabus (available on Canvas)

To-do's:

- Read the syllabus carefully.
- Check out the course page on Canvas.
- No quiz in week 1

Lecture (1/26): Introduction

Section (1/26 - 1/27): Introduction

Week 2 Sociology as Science (1/31 – 2/4)

Reading:

- Smith-Lovin and Moskovitz (pp.56-81)
- Desmond, “About This Project,” from *Evicted*
- Bryman 2012, “Influences on the conduct of social research” (pp.39-41)

To-do's:

- Read and comment on the readings on Perusall (by 11:59pm on 1/30)
- Complete the weekly quiz (by 11:59pm on 2/4)
- Find and get to know your teammates for the first data collection project (survey research).

Lecture (1/31): Sociology as science

Section (1/31 – 2/1): Sociological research as a scientific enterprise

Lecture (2/2): Sociology as science

Section (2/2 – 2/3): Objectivity and values in social science research

Week 3 Basic Elements of Sociological Research (2/7 – 2/11)

Reading:

- Bryman 2012, “Social research strategies” (pp.19-38)
- Jessica M. Calarco, “Avoiding Us versus Them: How Schools’ Dependence on Privileged “Helicopter” Parents Influences Enforcement on Rules.”

To-do's:

- Read and comment on the readings on Perusall (by 11:59pm on 2/6)
- Complete the weekly quiz by Friday night (11:59pm on 2/11)
- Brainstorm with your teammates for the first data collection project and sketch your team’s research proposal. This will be discussed in the section meeting in Week 4.
- Submit the press release on research article assignment (11:59pm on 2/13)

Lecture (2/7) Research design

Section (2/7 - 2/8): How to read and evaluate a research article (Carlarco as an exemplar); The press release assignment discussion

Lecture (2/9) Research design

Section (2/9 – 2/10): Introduction to the first data collection project; Developing research questions & hypotheses

Week 4 Measurement (2/14 – 2/18)

Reading:

- Bryman, pp.163-175
- Westbrook and Saperstein, “New categories are not enough: Rethinking the measurement of sex and gender in social surveys”
- Malcolm Gladwell, “The order of things”

To-do's:

- Read and comment on the readings on Perusall (by 11:59pm on 2/13)
- Complete the weekly quiz by Friday night (11:59pm on 2/18)
- Submit your research proposal by 11:59pm on 2/20.

Lecture (2/14) Measurement in sociological research

Section (2/14-2/15) Westbrook & Saperstein discussion; measurement exercise

Lecture (2/16) Measurement in sociological research

Section (2/16-2/17) Research proposal discussion

Week 5 Survey Research (2/21 – 2/25)

Reading:

- Bryman 2012 “Asking Questions” (pp.245-268)
- Schaeffer and Presser, “The Science of Asking Questions” (pp.67-81)

To-do's:

- Read and comment on the readings on Perusall (by 11:59pm on 2/20)
- Complete the weekly quiz by Friday night (11:59pm on 2/25)
- Work on the first draft of your team's survey questionnaire. Submit the first draft of your team's questionnaire by 11:59pm on 2/27. This will be discussed in the section meetings in week 6.
- Explore the Qualtrics interface.

Lecture (2/21) Basics of survey research

Section (2/21-2/22) Writing survey questions

Lecture (2/23) Survey questionnaire design

Section (2/23-2/24) Writing survey questions (continued); Qualtrics tutorial

Week 6 Sampling (2/28 – 3/4)

Reading:

- Bryman, pp.186-205
- Groves, “Three Eras of Survey Research”

To-do's:

- Read and comment on the readings on Perusall (by 11:59pm on 2/27)
- Complete the weekly quiz by Friday night (11:59pm on 3/4)
- Based on the discussion and the feedback in the section meetings and from your TA, revise the questionnaire and submit the revised version.
- In preparation for Stata tutorial in week 7 section meetings, complete the State Exercise Homework (11:59pm on 3/6).

Lecture (2/28) Sampling

Section (2/28-3/1) Review the questionnaires

Lecture (3/2) Sampling

Section (3/2-3/4) Review the questionnaires; pretesting the questionnaires; plan for distribution; sampling discussion and exercise (if time permits)

Week 7 Quantitative Data Analysis (3/7 – 3/11)

Reading:

- No reading on Perusall!
- Stata handouts

To-do's:

- Complete the weekly quiz by Friday night (11:59pm on 3/11)
- With your TA's approval, distribute the questionnaire and monitor responses.
- Practice Stata.
- Survey data analysis and prepare for your presentation

Lecture (3/7) Describing and learning from quantitative data I

Section (3/7-3/8) Stata tutorial and practice

Lecture (3/9) Describing and learning from quantitative data II

Section (3/9-3/10) Survey project data analysis help

Week 8 Spring Recess (3/14-3/18)

Week 9 Communicating Research; Research Ethics (3/21 – 3/25)

Reading:

- Davies, "10 Writing Tips for Student Sociologists"
- Smith-Lovin and Moskovitz, *Writing in Sociology: Brief Guide* (pp.116-147; also recommend pp. 199-231)
- Sudhir Venkatesh, *Gang Leader for a Day* (pp.185-218)

To-do's:

- Read and comment on the Davies and the Smith-Lovin & Moskovitz readings on Perusall (by 11:59pm on 3/20)
- You can do the Venkatesh reading later (by 11:59pm on 3/27) although you are welcome to do it by 3/20. This reading will be discussed in the section meeting in week 10.
- Send your slides to TA the night before your presentation.
- Complete the weekly quiz by Friday night (11:59pm on 3/25)
- Submit online ethics certification by 11:59pm on 3/27 (I recommend you do this earlier in the semester)

Lecture (3/21) Communicating research: Writing & Presentation

Section (3/21-3/22) Student presentation

Lecture (3/23): Ethics and politics of research

Section (3/23-3/24) Student presentation

Week 10 Causality and Experimental Research (3/28 – 4/1)

Reading:

- Pearl and MacKenzi, *The Book of Why* (pp.23-36)
- Chambliss and Schutt (pp.104-109, 114-121)
- Abascal, Maria. 2020. "Contraction as a response to group threat: Demographic decline and Whites' classification of people who are ambiguously White."

To-do's:

- Read and comment on the readings on Perusall (by 11:59pm on 3/27)
- If you have not already read the Venkatesh reading, read and comment on it on Perusall (by 11:59pm on 3/27)
- Complete the weekly quiz by Friday night (11:59pm on 4/1)
- Submit your first project report by 11:59pm on 3/27.
- Find and get to know your teammates for the second data collection project (interview project) if you plan to work with different teammates. Begin to brainstorm for your second project.

Lecture (3/28) Causality in Social Research

Section (3/28-3/29) Ethical issues in studying human subjects (Venkatesh as a case study).

Lecture (3/30) Experimental Research Designs

Section (3/30-3/31) Discussion of experimental research design using Abascal article as an exemplar

Week 11 Introduction to Qualitative Research (4/4 – 4/8)

Reading:

- Small, "Rhetoric and Evidence in a Polarized Society"
- Aspers and Corte, "What is Qualitative in Qualitative Research" (Read the entire article but with focus on pp. 150-154)

To-do's:

- Read and comment on the readings on Perusall (by 11:59pm on 4/3)
- Complete the weekly quiz by Friday night (11:59pm on 4/8)
- Brainstorm for the interview project. Bring your team's idea to the section meeting on 4/6-4/7 for discussion.

Lecture (4/4) What is qualitative research

Section (4/4-4/5) Introduction to qualitative research; Discussion of Small and Aspers&Corte readings

Lecture (4/6) Issues in qualitative research

Section (4/6-4/7) Brainstorming for the in-depth interview project

Week 12 Qualitative Interview Methods (4/11 - 15)

Reading:

- Jiménez & Orozco 2021
- Leech 2002
- Small and Cook 2021 (pp.11-26)

To-do's:

- Read and comment on the readings on Perusall (by 11:59pm on 4/10)
- Complete the weekly quiz by Friday night (11:59pm on 4/15)
- Submit your team's interview guide by 11:59pm on 4/17

Lecture (4/11) Qualitative/in-depth interviews

Section (4/11-4/12) Art of interviewing (Discussion of Leech 2002, Small & Cook 2021)

Lecture (11/24) Life history interview/Focus-group interview

Section (11/24-11/25) Interview guide workshop

Week 13 Ethnographic Research (4/18 - 22)

Reading:

- C.J. Pascoe. "Negotiating the Ethnographic Hallways"
- C.J. Pascoe. "Dude, You're a Fag: Adolescent Masculinity and the Fag Discourse"*
* Content warning: this article includes offensive language.

To-do's:

- Read and comment on the readings on Perusall (by 11:59pm on 4/17)
- Complete the weekly quiz by Friday night (11:59pm on 4/22)

Lecture (4/18) Ethnographic research

Section (4/18-4/19) Interview guide review (if necessary) and interview practice

Lecture (4/20) Ethnographic research

Section (4/20-4/21) Ethnography exemplar article discussion

Week 14 Analyzing Qualitative Data (4/25 – 4/29)

Reading:

- Saldana 2013, pp.3-25
- Erik Blair. 2015. "A Reflexive Exploration of Two Qualitative Data Coding Techniques." (focus on pp.16-27)
- Allison Daminger. 2019. "The Cognitive Dimension of Household Labor" (focus on pp.616-625)

To-do's:

- Read and comment on the readings on Perusall (by 11:59pm on 4/24)
- Complete the weekly quiz by Friday night (11:59pm on 4/29)

- Transcribe and code a section of your interview data. Submit your coded interview transcript and memo (11:59pm on 5/1)

Lecture (4/25) Analyzing qualitative data

Section (4/25-4/26) Different ways of doing qualitative coding.

Lecture (4/27) Analyzing qualitative data

Section (4/27-4/28) Qualitative coding exercise & help

Week 15 Sociological Research in the Age of “Big Data” (5/2 – 5/6)

Reading:

- Salganik, Bit by Bit Ch 2.3 “Ten common characteristics of big data” (pp.17-41 in the printed edition)

To-do's:

- Read and comment on the readings on Perusall (by 11:59pm on 5/1)
- Complete the weekly quiz by Friday night (11:59pm on 5/6)
- Prepare a short presentation based on your interview data (submit your slides the night before your presentation).
- Submit your second project final report (11:59pm on 5/8)

Lecture (5/2) Observing and describing the world using “Big Data”

Section (5/2-5/3) Student presentation: Findings from the in-depth interview

Lecture (5/2) Promises and challenges of Big Data social science

Section (5/4-5/5) Student presentation: Findings from the in-depth interview