

**Department of Sociology and Criminology & Law, University of Florida**  
**Prof. Tanya Koropecjy-Cox**

**Spring 2025**

**SYA 7933: Research Design (3 cr.)**

Tuesday, periods 7-9 (1:55 – 4:55 pm) – Turlington Hall, room 2346

3227 Turlington Hall  
352-294-7177

[tkcox@ufl.edu](mailto:tkcox@ufl.edu) \*\* best way to reach me

office hours: Monday 1:00-3:00 pm,  
Tuesday 10:30 am - 1:00 pm,  
and by appointment – email me!

**COURSE WEBSITE:** <http://elearning.ufl.edu>

**COURSE DESCRIPTION:** The course covers the major social science research designs and techniques for conducting empirical inquiry into social phenomena. Emphasis on practical skills, epistemological approaches, and critical evaluation of research designs and methods, with a focus on developing a research agenda or a proposal for the dissertation, thesis, or research grant.

**PURPOSE OF COURSE:** The purpose of this course is to orient students toward the core research designs and techniques of social science, including contemporary debates and emergent techniques. The emphasis in the course is practical – developing the critical skills to evaluate completed research and prepare to conduct original empirical research. We will also discuss broader questions about how to make choices about research topics, construct research questions, choose appropriate methods of data collection and analysis, and understand the connections between methods, epistemology, and paradigms in the social sciences. By practicing critical evaluation of methodological choices, the course will prepare students to become critical reviewers, users, and creators of sociological knowledge. Course themes include the nature of social relationships, selecting observations, and conceptualization-measurement. Qualitative, quantitative, and mixed methods are covered. Required course for Sociology graduate students, usually taken in first year.

**COURSE GOALS AND OBJECTIVES:**

**Goals:**

- (1) Demonstrate broad understanding and application of empirical sociological research methods and analytical techniques
- (2) Demonstrate competencies in designing independent empirical research with scientific integrity
- (3) Demonstrate competencies in applying substantive sociological knowledge in critical thinking, analysis, and communication

### **Student Learning Objectives:**

Describe, explain, and compare-contrast multiple major research designs and analytical techniques

Engage in weekly discussions of key concepts, issues, and techniques in prominent and emergent research designs used by social scientists

Present an emergent research technique not covered in the course

Lead class discussion of a research design, covering the primary readings and exemplar

Evaluate the strengths and weaknesses of specific research designs used in current empirical sociological research

Construct a portfolio of research activities that lead to a detailed research proposal that incorporates multiple (or mixed) methods

Develop an overarching conceptual frame based on a literature review of the topic which provides the basis for integrating multiple methods to investigate a single research topic.

Study descriptions: write 3 study descriptions that outline 3 empirical projects using at least 2 different research designs and techniques

Final Research Proposal: write a detailed proposal of a research project/agenda built from the conceptual frame assignment and the 3 study description assignments

**COURSE MATERIALS:** There are **two required textbooks** for the course:

- John W. Creswell & J. David Creswell. 2018 or 2022. *Research Design, 5<sup>th</sup> or 6<sup>th</sup> edition*. Sage.
- Arthur Stinchcombe. 2005. *The Logic of Social Research*. University of Chicago Press.

The following books are recommended as helpful resources but are not required:

- Jessica M. Calarco. 2020. *A Field Guide to Graduate School*. Princeton University Press.
- Howard S. Becker. 2007. *Writing for Social Scientists, 2<sup>nd</sup> edition*. University of California Press.
- Kristin Luker. 2008. *Salsa Dancing in the Social Sciences*. Harvard University Press.

All other materials will be available online on Canvas (elearning.ufl.edu) – see the course schedule below for a detailed list for each week.

### COURSE REQUIREMENTS AND ASSIGNMENTS:

Assignments	Due date	% of final Course grade
<b>Engagement</b>		44
Class participation – demonstrate preparation through critical reading of assigned material and actively contribute to class discussion, 4%	[weekly]	
Reflection and commentary essays (weeks 2 and 3; 1-2 pages each), 3% each, 6% total	1/22, 1/29	
Participation in online discussion before and after class, minimum of 6 separate weeks, 2% each, 10% total (drop lowest score)	2/5 – 4/16	
Discussion leader (solo or duo): prepare outline of the day’s topic and readings and lead class discussion, 10%	2/26 – 4/16	
Evaluation of exemplar articles (~3 pages each), 2 exemplars, 3% each, 6% total	2/26 – 4/16	
Presentation of an additional design or technique (prepare outline/handout and present in class), 8%	3/5 – 4/16	
<b>Application</b>		56
Conceptual framework essay (significance, prior work/literature review, conceptual framework and research questions), 9%	2/24 6:00 pm	
3 study descriptions (3 distinct research plans to address the research questions, including discussion of methods for collecting and analyzing data and evaluation of strengths and limitations), 9% each, 27% total	1: 3/7 5:00 pm  2: 3/28 5:00 pm  3: 4/11 5:00 pm	
Final research proposal (full proposal, reflecting revisions of prior work on proposal components), 20%	4/30 5:00 pm	

**GRADING SCALE:** A 93-100%, A- 90-92%, B+ 87-89%, B 83-86%, B- 80-82%, C 75-79%, E 0-74%

## **ENGAGEMENT**

### **Participation and Attendance**

Students are expected to both attend and actively participate in each class session. In a small graduate seminar, both your individual success and the value of the course for the group are strongly based on the weekly discussion, inquiry, and exchange of ideas that occurs in the classroom. The aim is to create and maintain an open, respectful, professional environment to foster exploration, critical engagement, and contributions to class discussion.

You are expected to complete the assigned readings for each week and come prepared to discuss the readings. Absences will be excused in the case of serious illness or other circumstance beyond the student's control (see discussion of UF policy below); it is the student's responsibility to get the notes and announcements from the instructor and classmates for any missed class.

A class attendance and participation grade of up to 4% of the course grade (~.33% per class; 13 classes, drop lowest) is designed to encourage regular preparation (critical reading of assigned material) and active, consistent participation in the course. A participation grade will be given for each class session beginning with the second week of class.

- .33 point: active, thoughtful and cogent contributions to discussion; reflects preparation and completing the assigned readings.
- .2 point: few contributions or contributing in class in ways that reflect weaker or preparation and reading
- .1 point: attendance without actively contributing to class discussion
- 0 points: Unexcused absences
  - Your lowest grade will be dropped, no questions asked, which allows for one (unexcused) absence if needed during the semester.

### **Reflection and commentary essays**

In weeks 2 and 3, students are assigned short reflection and commentary essays (1-2 pages each) to introduce themselves and their interests and begin considering primary research aims and motivations. These essays are worth up to 3% of the course grade each, 6% total.

### **Online discussion before and after class**

The graduate seminar is organized around in-class discussions of a substantial volume of technical and academic writing. The process begins by engaging with the authors by reading the materials (pre-discussion). The discussion continues beyond the class session with reflection on the class discussion (post-discussion).

Students are expected to complete 6 pre-discussion/post-discussion posts; the highest 5 grades will be included in the course grade (lowest dropped). There will be 10 online discussion opportunities during the semester. All students are strongly

encouraged to complete the first 3 discussions to gain experience and receive feedback on the process. Worth up to 2% each, 10% total (drop lowest score).

**Pre-discussion post:** Post a 200-word response to a discussion prompt. The pre-discussion post is due by 6:00 pm on the Tuesday before the relevant class session. You will be able to see others' posts after you have submitted your post.

**Post-discussion post:** Post a 200-word response to a pre-discussion post or comments made in class, due by 11:59 pm on the following Sunday.

### **Discussion leader (solo or duo)**

The purpose of leading class discussion of a core research design is to facilitate student engagement with primary readings about the design and an empirical exemplar. Working individually or in pairs, students are expected to prepare an outline (1-2 pages) and focused discussion of the specific research design(s) around a prioritized list of core topics, based on the assigned readings. Discussion leaders will be asked to contribute to the online pre-class discussion (recommend a prompt; review student pre-discussion posts) and incorporate the online comments and questions into the in-class discussion. The discussion leader is expected to lead the in-class discussion of the day's topic and readings (~40-45 minutes) and lead the evaluation of the empirical exemplar(s) (~15-20 minutes). The schedule for discussion leading will be determined in the first 3 weeks of the term. Worth 10% of the course grade.

### **Evaluation of exemplar articles**

Each week's topic will include one or more selected exemplars, i.e., empirical studies that reflect the topic's research design or related debates. As part of weekly class preparation, students are expected to take notes that evaluate each exemplar, bring those notes to class, and come prepared for discussion. If it seems that the class has not completed the exemplar reading, I reserve the right to collect those notes at the end of the class meeting.

You are expected to submit two written exemplar evaluations (out of about 10 possible). At least one exemplar evaluation must be completed and submitted before Spring Break (submitting a first exemplar evaluation after Spring Break will result in receiving no more than half credit).

The evaluation should be in the form of an essay (750 words), submitted as a Microsoft Word file uploaded in Canvas, due by 12:00 pm on Wednesday (before class). The essay should include a brief summary (~150 words) and critique (~600 words) of the author(s)' methodological choices that facilitated or hindered the ability to accomplish the research goals. Exemplar evaluations (~3 pages each) are worth 3% each, 6% total.

### **Presentation of an additional design or technique**

The additional techniques assignment is designed to provide exposure to a wider variety of designs and techniques beyond the core designs covered in the main

class outline, offer an opportunity to focus on a design or technique that will be useful in a student's research agenda, and provide practice in written and oral scientific communication. The schedule for additional technique presentations will be developed in the first 3-4 weeks of the term. Worth 8% of the course grade.

Students are expected to

- prepare a design/technique summary (use template provided; due by 12:00 pm on day before your presentation date),
- select an empirical exemplar reading from the past 5 years published in a highly regarded social science journal; submit as pdf to instructor at least 5 days before the presentation date,
- present an overview of the design/technique (10 minutes, with slides), and
- lead a discussion on the merits of the design/technique in the exemplar article.

### **APPLICATION (Semester proposal project)**

The core objective of this course is to develop a research proposal with an overarching conceptual framework and three components/study descriptions. The component studies must use at least 2 different research designs or techniques.

The proposal will be completed in sections over the course of the semester, providing opportunities for sharing work, receiving feedback, and making revisions.

1. **Conceptual framework essay** (significant aims, introduction (including research questions and rationale), literature review (including conceptual framework), and brief overview of the proposed 3 study components, worth 9% of the course grade.

2. **Study descriptions (3 distinct research plans** to address the research questions, including discussion of methods for collecting and analyzing data and evaluation of strengths and limitations), worth 9% each, 27% total

3. The **final proposal** should compile all of the sections and reflect revisions of prior work on the proposal components based on feedback, worth 20% of the course grade.

The final proposal should use the standard NIH or similar format (~20 pages double-spaced), with the following sections:

1) Significant Aims (2 page summary of your project).

2) Introduction - include statement of the problem, specific research questions (and hypotheses), and rationale for studying the problem.

3) Literature review - review the existing conceptual and empirical work in the area, including critique of the gaps in the existing research. This review should be focused on the chosen topic, provide a conceptual framework for the proposed research, and set up the research questions and hypotheses.

4) Research designs and proposed plans - describe the data, methods, and design of your proposed research project's study component, including data collection, sampling, and measurement issues. This section should also discuss the contributions and potential limitations.

5) Reference list - should include at least 12 references.

## COURSE POLICIES:

**ATTENDANCE POLICY:** Approach this seminar (and all seminars) professionally. Career professionals attend all meetings, arrive on time, complete all work conscientiously and punctually, and arrive to meetings prepared to engage mindfully and civilly with colleagues. In a small graduate seminar, both your individual success and the value of the course for the group are strongly based on the weekly discussion that occurs in the classroom. Maintaining an open, respectful environment in which students feel comfortable participating and contributing to the class discussion is an important part of the course.

You are expected to complete the assigned readings for each week and come prepared to discuss the readings. Everyone gets 1 absence, with no questions asked. Additional absences must be approved; absences will be excused in the case of serious illness or other circumstance beyond the student's control (see UF policy: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). Attendance at academic conferences will be excused, but you must inform me at least 2 weeks in advance (earlier if possible). I reserve the right to apply a 5% grade penalty (final grade) for each unexcused absence.

It is the student's responsibility to get the notes and announcements from the instructor and classmates for any missed class.

**COMMUNICATION: Email** is usually the best and quickest way to reach me, either directly or through the Canvas system. If I do not respond to your email within 48 hours, please resend it, as it might not have gotten to me. All email and other communication in the course should be respectful, civil, and professional – see [Netiquette Guidelines](#).

**Office hours** will be held each week – you do not need an appointment, just drop by. If you need to schedule an alternative time, please email me so we can arrange a meeting. If my office door is open, feel free to drop in to say hello or for quick questions; for longer conversations, I encourage you to use office hours or arrange a meeting.

**Canvas** - Course announcements will be sent out through Canvas. Please check your Canvas email regularly, and make sure to adjust your settings in Canvas so that you get notifications of announcements and emails to your UF email address. This is particularly important if you are emailing through the Canvas system.

**OTHER POLICIES:** Details on course assignments will be provided online in Canvas. Assignments should be completed on time and according to specifications. Feel free to

talk with me if you have any questions about participation or other grades; any concerns about specific point assessments must be resolved within 2 weeks of the grade being posted.

## UF POLICIES:

**UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

If you have concerns or challenges during the semester, you are encouraged to connect with the Graduate Student Success Center (<https://success.grad.ufl.edu>) for resources, support, or guidance.

**UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:** UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor. See the UF Graduate Catalog for more information on policies related to academic integrity and academic honesty: <https://gradcatalog.ufl.edu/graduate/regulations/>

All course work, including all written assignments, must be your original and individual work. Any cheating or plagiarism, including copying of online materials without clear attribution, is prohibited. You are responsible for keeping back-up copies of all written work.

Early in the term, we will also discuss and determine appropriate parameters for the use of AI programs. These will be posted on Canvas within the first 3 weeks of the term.

**ONLINE EVALUATION:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals,



or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Health, Counseling, and Mental Health Resources**

For students facing difficulties completing the course or who are in need of health care, counseling, or other support --

- *U Matter We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website (<https://umatter.ufl.edu/>) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website (<https://counseling.ufl.edu/>) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website (<https://shcc.ufl.edu/>).
- *University Police Department*: Visit UF Police Department website (<https://police.ufl.edu/>) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website (<https://ufhealth.org/emergency-room-trauma-center>).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website (<https://gatorwell.ufsa.ufl.edu>) or call 352-273-4450

### **Academic Resources**

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.
- *Writing Studio*: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- *Academic Complaints*: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- *Enrollment Management Complaints (Registrar, Financial Aid, Admissions)*: View the Student Complaint Procedure webpage for more information

## COURSE SCHEDULE:

Jan. 15 Introductions, Syllabus, Objectives, Plans

Jan. 22 Epistemology, Overview: Choosing topics and questions

**Writing due:** Reflection and commentary on a selected research study -- Choose an example of an empirical article or book that you find interesting or compelling from a major sociological source (peer-reviewed journal or academic press; check with me if you're unsure). Write a 1-2 page commentary that discusses the following: (a) Briefly summarize the research questions, methods, and main findings of the study; (b) Discuss why you chose this reading – what specifically do you find important or compelling about this article? Why do you think it is important or striking? (c) What do you see as its weaknesses or limitations? Due 9:00 am, Wed., Jan. 22.

**Assigned readings:**

- Luker. *Salsa Dancing* (ch. 1-3, pp. 1-50)
- Read the blog post: "Beyond the Abstract: Reading for Meaning in Academia," by Jessica Calarco. <https://www.jessicacalarco.com/tips-tricks/2018/9/2/beyond-the-abstract-reading-for-meaning-in-academia>
  - o *Recommended/optional:* Read the following blog posts from Dr. Raul Pacheco-Vega (<http://www.raulpacheco.org/blog/>):
    - "On the importance of the Reading, Note-Taking, Synthesizing and Writing sequence in developing an academic research and writing practice."
    - "Finding the most relevant information in a paper when reading: A three-step method (the AIC technique)"
    - "Starting up and maintaining an Everything Notebook"

Jan. 29 Epistemology and Theory: Choosing topics and approaches

**Writing due:** Self-reflection – Think about what motivates you as a scholar and your career goals and plans. Write a 1-2 page commentary that discusses the following: (a) What has inspired or motivated you to go to graduate school? Describe any courses, experiences, professors, or others that have inspired you in your current path. (b) What are your plans or goals regarding your career? What would you like to get out of graduate school so that you can pursue that career? What is the role of research in your overall career plan? (c) Provide a

brief description (a few sentences) of your anticipated research topic and question(s). (d) Review the syllabus for this course and identify 2-3 course topics that you find most interesting or relevant. Briefly explain why. Due 9:00 am, Wed., Jan. 29.

**Assigned readings:**

- Stinchcombe. (2005). *The Logic of Social Research*. Univ of Chicago Press. (ch. 1-3, pp. 1-76).
- Creswell & Creswell. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5th ed.* Sage. (ch 1-2, pp. 3-47)
  - o *Recommended/optional:* Luker. *Salsa Dancing* (ch. 4-5, pp. 51-98)

Feb. 5            Epistemology and Theory

**Writing due:** Discussion board (due 6:00 pm, Tues., Feb. 4) + post-class discussion (due 11:59 pm, Sun., Feb. 9)

**Assigned readings:**

- Charles Gattone. 2021. *A Balanced Epistemological Orientation for the Social Sciences*. Lexington Books. (Intro, ch.1, ch. 5; plus choose and read one of the following: ch. 2, ch. 3, or ch. 4)
- Richard Swedberg 2017. Theorizing in sociological research: A new perspective, a new departure? *Annual Review of Sociology*, 43, 189-206.
- Sharon M. Ravitch and Matthew Riggan. 2012. Excavating questions: Conceptual frameworks and research design. Chapter 3 in *Reason & Rigor: How Conceptual Frameworks Guide Research*. Sage. (pp. 29-49)

Feb. 12            Sampling, Operationalization, and Measurement

**Writing due:** Discussion board (due 6:00 pm, Tuesday, Feb. 11) + post-class discussion (due 11:59 pm, Sunday, Feb. 16)

**Assigned readings:**

- Stinchcombe. (2005). *The Logic of Social Research*. Univ of Chicago Press. (ch. 4-5, pp. 77-148).
- Royce A. Singleton, Jr., and Bruce C. Straits. 2010. *Approaches to Social Research, 5th edition*. Oxford University Press. (ch. 4-6, pp. 79-188)
  - o *Recommended/optional:* Luker. *Salsa Dancing* (ch. 6-7, pp. 99-154)

Feb. 19            Sampling, Operationalization, and Mixed Methods

**Writing due:** Discussion board (due 6:00 pm, Tues., Feb. 18) + post-class discussion (due 11:59 pm, Sun., Feb. 23); exemplar practice

- **Conceptual framework due 6:00 pm, Mon., Feb. 24**

**Assigned readings:**

- Stinchcombe. (2005). *The Logic of Social Research*. Univ of Chicago Press. (ch. 6, pp. 149-238).
- Michelle Cleary, Jan Horsfall, and Mark Hayter. 2014. Data collection and sampling in qualitative research: Does size matter? *Journal of Advanced Nursing*, 70, 473-475.  
<https://onlinelibrary.wiley.com/doi/10.1111/jan.12163>
- Imelda Coyne. 1997. Sampling in qualitative research. Purposeful and theoretical sampling; merging or clear boundaries? *Journal of Advanced Nursing*, 26, 623-630. <https://doi.org/10.1046/j.1365-2648.1997.t01-25-00999.x>
- Creswell & Creswell. (ch. 10, pp. 213-246).
- Mario Luis Small. 2011. How to conduct a mixed methods study: Recent trends in a rapidly growing literature. *Annual Review of Sociology*, 37, 57-86.
  - *Recommended/optional*: Abbas Tashakkori and Charles Teddlie. 2009. Integrating qualitative and quantitative approaches to research. In L. Bickman & D. J. Rog (Eds.) *Sage Handbook of Applied Social Research Designs*, 2nd ed. Sage (pp. 283-317).

Feb . 26

Causation + Experimental Designs and Quasi-Experiments

**Writing due:** Discussion board (due 6:00 pm, Tues., Feb. 25) + post-class discussion (due 11:59 pm, Sun., Mar. 2); exemplar option (due 1:00 pm, Wed., Feb. 26)

**Assigned readings:**

- Stinchcombe. (2005). *The Logic of Social Research*. Univ of Chicago Press. (ch. 7, pp. 239-293).
- Creswell & Creswell. (Read part of ch. 8 on experiments, pp. 161-175)
- Peter Hedstrom and Peter Ylikoski. 2010. Causal mechanisms in the social sciences. *Annual Review of Sociology*, 36, 49-67.
- Michelle Jackson & D. R. Cox. 2013. The principles of experimental design and their application in sociology. *Annual Review of Sociology*, 39, 27-49.
  - *Recommended/optional*: M. G. Maxfield and E. Babbie. 2011. Experimental and quasi-experimental designs. Chapter 7 in *Research Methods for Criminal Justice and Criminology*, 6th ed. Belmont, CA: Wadsworth (pp. 166-197).

Exemplar [skim; you may select this one to read more closely and submit for Exemplar assignment]

- Lorenzo Coviello, Yunku Sohn, Adam D. I. Kramer, Cameron Marlow, Massimo Francschetti, Nicholas A. Christakis, and James H. Fowler. 2014. Detecting emotional contagion in massive social networks. *PLOS One*, <https://doi.org/10.1371/journal.pone.0090315>

Mar. 5            Survey Designs and Designing Survey Questions  
+ Additional Technique presentations

**Writing due:** Discussion board (due 6:00 pm, Tues., Mar. 4) + post-class discussion (due 11:59 pm, Sun., Mar. 9); exemplar option (due 1:00 pm, Wed., Mar. 5)

**Assigned readings:**

- Creswell & Creswell. (pp. 147-161)
- Mick P. Couper. 2017. New developments in survey data collection. *Annual Review of Sociology*, 43, 121-145.
- Nora Cate Schaeffer and Stanley Presser. 2013. The science of asking questions. *Annual Review of Sociology*, 29, 65-88.
- Meredith L. Gore & Jessica S. Kahler 2015. Using Visual Scales in Researching Global Human Dimensions of Wildlife, *Human Dimensions of Wildlife*, 20:2, 159-166. <https://doi.org/10.1080/10871209.2014.992501>

Exemplar [skim both; you may select one to read more closely and submit for Exemplar assignment]

- Aida Villanueva and Ken-Hou Lin. 2020. Motherhood Wage Penalties in Latin America: The Significance of Labor Informality. *Social Forces*, 99, 59–85. <https://doi-org.lp.hscl.ufl.edu/10.1093/sf/soz142>
- Jessica S. Kahler, Danielle M. Reynald, & Meredith L. Gore. 2023. “I let it go:” Quantifying residential guardianship intentions when witnessing wildlife poaching. *Biological Conservation*, 277, 109829. <https://doi.org/10.1016/j.biocon.2022.109829>

Mar. 12            Ethnography, Interviews, and Evaluating Qualitative Research +  
Additional Technique presentations

**Writing due:** Discussion board (due 6:00 pm, Tues., Mar. 11) + post-class discussion (due 11:59 pm, Sun., Mar. 23); exemplar option (due 1:00 pm, Wed., Mar. 12)

- **Study Description 1 due 5:00 pm, Friday, Mar. 7**

### Assigned readings:

- Luker. "Field (and Other) Methods" and "Focus Groups." (pp. 155-189).
- Roulston (2010) - Kathryn Roulston. 2010. Considering quality in qualitative interviewing. *Qualitative Research*, 10, 199-228.
- Colin Jerolmack and Shamus Khan. (2014). Talk is cheap : ethnography and the attitudinal fallacy. *Sociological Methods & Research*, 43, 178-209. <https://journals.sagepub.com/doi/pdf/10.1177/0049124114523396>
- Mitchell Duneier. (2011). How not to lie with ethnography. *Sociological Methodology*, 41, 1-11. <https://doi.org/10.1111/j.1467-9531.2011.01249.x>
- Cyr, Jennifer. 2016. The pitfalls and promise of focus groups as a data collection method. *Sociological Methods & Research*, 45, 231-259. <https://journals.sagepub.com/doi/pdf/10.1177/0049124115570065>
  - o *Recommended/optional*: Gabriel Abend, Caitlin Petre, and Michael Sauder. 2013. Styles of causal thought: An empirical investigation. *American Journal of Sociology*, 119, 602-654.
  - o *Recommended/optional*: Creswell, John W. 2014. "Qualitative Methods." *Research Design: Qualitative, Quantitative, and Mixed Methods, 4th ed.* Sage. (ch. 9 - pp. 183-213; skim the sections on proposal-writing, research design, quantitative, qualitative, and mixed methods.)

Exemplars [read the abstracts - write a summary-critique of one if you choose to complete the Exemplar Assignment; come prepared to discuss in class]

- Jessica M. Calarco. 2020. Avoiding us versus them: How schools' dependence on privileged 'helicopter' parents influences enforcement of rules. *American Sociological Review*, 85, 223-246. <https://journals.sagepub.com/doi/pdf/10.1177/0003122420905793>
- Louis J. Kruger, Rachel F. Rodgers, Stephanie J. Long & Alice S. Lowy. 2019. Individual interviews or focus groups? Interview format and women's self-disclosure. *International Journal of Social Research Methodology*, 22:3, 245-255. <https://doi.org/10.1080/13645579.2018.1518857>
- Ash Watson and Deborah Lupton. 2022. Remote Fieldwork in Homes During the COVID-19 Pandemic: Video-Call Ethnography and Map Drawing Methods. *International Journal of Qualitative Methods*, 21. <https://doi.org/10.1177/16094069221078376>

Mar. 19        SPRING BREAK

Mar. 26        Administrative & Demographic Data + Additional Technique presentations

**Writing due:** Discussion board (due 6:00 pm, Tues., Mar. 25) + post-class discussion (due 11:59 pm, Sun., Mar. 30); exemplar option (due 1:00 pm, Wed., Mar. 26)

- **Study Description 2** due 5:00 pm, Friday, Mar. 28

**Assigned readings:**

- Royce A. Singleton, Jr., and Bruce C. Straits. 2010. Research using available data. Ch. 12, *Approaches to Social Research, 5th ed.* Oxford University Press. (pp. 393-412). [also includes historical analysis and content analysis]
- Roxanne Connelly, Christopher J. Playford, Vernon Gayle, and Chris Dibben. 2016. The role of administrative data in the big data revolution in social science research. *Social Science Research, 59*, 1-12.
- Denise Anthony, Celeste Campos-Castillo, and Christine Horne. 2017. Toward a sociology of privacy. *Annual Review of Sociology, 43*, 249-269.
- U.S. Census Bureau. Watch the informational video on "Getting started with your search on data.census.gov. Explore resources on the Census web site.

Exemplars [read the abstracts - write a summary-critique of one if you choose to complete the Exemplar Assignment; come prepared to discuss in class]

- Rodrigo Moita, Halisson Rodrigues, Thiago Rodrigues, Claudio Lucinda, Renata Lopes, Camila Stefanello, Tha'is Chaves. 2024. Household Electricity Default in Brazil: Evidence from Billing Data. [http://www.repec.eae.fea.usp.br/documentos/Moita\\_Rodrigues\\_Lucinda\\_Lopes\\_Stefanello\\_Chaves\\_05WP.pdf](http://www.repec.eae.fea.usp.br/documentos/Moita_Rodrigues_Lucinda_Lopes_Stefanello_Chaves_05WP.pdf).
- Neil K. Mehta, Irma T. Elo, Michal Engelman, Diane S. Lauderdale, and Bert M. Kestenbaum. 2016. Life Expectancy Among U.S.-born and Foreign-born Older Adults in the United States: Estimates From Linked Social Security and Medicare Data. *Demography, 53*, 1109-1134.
- Peter Catron. 2020. The Melting-Pot Problem? The Persistence and Convergence of Premigration Socioeconomic Status During the Age of Mass Migration. *Social Forces, 99*, 366-397. <https://doi.org/10.1093/sf/soz146>

Apr. 2            Case Study

**Writing due:** Discussion board (due 6:00 pm, Tues., Apr. 1) + post-class discussion (due 11:59 pm, Sun., Apr. 6); exemplar option (due 1:00 pm, Wed., Apr. 2)

**Assigned readings:**

- Helena Harrison, Melanie Birks, Richard Franklin, and Jane Mills. (2017). Case Study Research: Foundations and Methodological Orientations. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, vol. 18, no. 1. <https://doi.org/10.17169/fqs-18.1.2655>
- Bent Flyvbjerg. (2011). Case Study. In N. K. Denzin and Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research, 4th ed.* Thousand Oaks, CA: Sage, pp. 301-316.
- Saša Baškarada. (2014). Qualitative case study guidelines. *The Qualitative Report, 19*, 1-18.
- Pearl R. Smith. (2018). Collecting Sufficient Evidence When Conducting a Case Study. *The Qualitative Report, 23*, 1043-1048.
- Colin Elman, John Gerring, and James Mahoney. (2016). Case study research: Putting the quant into the qual. *Sociological Methods & Research, 45*, 375-391.

Exemplars [read the abstracts - write a summary-critique of one if you choose to complete the Exemplar Assignment; come prepared to discuss in class]

- Melina Sherman and Eric Klinenberg. 2024. Beyond burnout: Moral suffering among healthcare workers in the first COVID-19 surge. *Social Science & Medicine*, 116471. <https://doi.org/10.1016/j.socscimed.2023.116471>
- Guerreiro Ana Isabel Camacho. (2019). Local ecological knowledge about human-wildlife conflict: A Portuguese case study. *Portuguese Journal of Social Science, 18*, 189-211. DOI:10.1386/pjss\_00005\_1

Apr. 9                      Historical Methods and Content Analysis + Additional Technique Presentations

**Writing due:** Discussion board (due 6:00 pm, Tues., Apr. 2) + post-class discussion (due 11:59 pm, Sun., Apr. 7); exemplar option (due 1:00 pm, Wed., Apr. 3)

- **Study Description 2** due 5:00 pm, Friday, Apr. 11

**Assigned readings:**

- Royce A. Singleton, Jr., and Bruce C. Straits. (2010). Research using available data Download Research using available data. Chapter 12 in *Approaches to Social Research*, 5th edition. Oxford University Press. (pp. 412-420).
- Luker. *Historical-Comparative Methods*. (pp. 190-197). *Content Analysis*. (pp. 187-189).



- Stephen Lacy, Brendan R. Watson, Daniel Riffe, and Jennette Lovejoy. 2015. Issues and best practices in content analysis. *Journal of Mass Communication Quarterly*, 92, 791-811.

Exemplars [read the abstracts - write a summary-critique of one if you choose to complete the Exemplar Assignment; come prepared to discuss in class]

- Stephanie A. Dhuman Giron and Nicholas Vargas. 2020. Threatening Places or Diverse Spaces: Divergent Constructions of Florida Puerto Ricans across Twitter and Newspaper Articles. *Sociological Inquiry*, 90, 101-122. <https://doi.org/10.1111/soin.12295>
- Elisabeth Anderson. (2018). Policy entrepreneurs and the origins of the regulatory welfare state: Child labor reform in nineteenth-century Europe. Policy entrepreneurs and the origins of the regulatory welfare state: Child labor reform in nineteenth-century Europe. *American Sociological Review*, 83, 173-211.

Apr. 16 Computational Sociology, Big Data, and Data Science + Additional Technique Presentations

**Writing due:** Discussion board (due 6:00 pm, Tues., Apr. 15) + post-class discussion (due 11:59 pm, Sun., Apr. 20); exemplar option (due 1:00 pm, Wed., Apr. 16)

**Assigned readings:**

- AJ Alvero and Courtney Peña. 2023, AI Sentience and Socioculture. *Journal of Social Computing*, 4, 205-220. <https://doi.org/10.23919/JSC.2023.0021>
- Daniel Karella, Jeffrey Sachs, and Ryan Barretta. 2023. Synthetic Duality: A Framework for Analyzing Natural Language Generation's Representation of Social Reality. SocArXiv. <https://doi.org/10.31235/osf.io/htxa4>
- Thomas Davidson. 2024. Start Generating: Harnessing Generative Artificial Intelligence for Sociological Research.
- Yongjun Zhang. 2023. Generative AI has lowered the barriers to computational social sciences. arXiv.org. <https://doi.org/10.48550/arXiv.2311.10833>

Exemplars [read the abstract - write a summary-critique of one if you choose to complete the Exemplar Assignment; come prepared to discuss in class]

- AJ Alvero, Alejandra Regla-Vargas, Jinsook Lee, Ren'e Kizilcec, Thorsten Joachims, anthony lising antonio. 2024. Large Language Models, Social

Demography, and Hegemony: Comparing Authorship in Human and Synthetic Text.

Apr. 23 Peer Review, Professional Writing, and Ethics

Come prepared to discuss your research proposal.

**Assigned reading:**

- Adam Przeworski & Frank Salomon. (1995). The Art of Writing Proposals. SSRC
- American Sociological Association. Code of Ethics.
- Committee on Publication Ethics. Ethical Guidelines for Peer Reviewers
- Susan Finger. (2015). Advice on Writing Proposals to the National Science Foundation.

- **Final proposal due 5:00 pm, Wednesday, Apr. 30**

Details on assigned readings and writing assignments (including the discussion board for each class, discussion leading, presentations on additional techniques, and each component of the course project) will be provided in the first week of class and will be posted on Canvas.

The schedule may change depending on the availability of potential guest speakers (as well as their recommended readings). Any changes will be announced at least one week in advance and details will be posted on Canvas.

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity, including changes in specific class topics and their sequence or inclusion of guest speakers. Such changes will be communicated clearly, at least a week in advance. Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

