

Course Schedule

WEEK 1: Day 1

Topic: Course Introduction

WEEK 1: Day 2

Topic: Research: What and Why?

Readings: Babbie – CH 1 (Pp. 2-20)

WEEK 2: Days 1 & 2

Topic: Research Questions

Readings: BB: Edwards – “Turning Ideas into Researchable Questions”

BB: SOC 303 Companion - Section 1 - A Guide to Writing a Sociology Research Proposal

WEEK 3: Day 1

Topic: Practicing Social Research

Readings: Babbie – CH 2 (Pp. 43 – 56)

BB: Dixon and Singleton – ‘From Theory to Research and Back’

DUE: Research Question Assignment

Commented [CJP1]: Class lecture centers the iterative process of research and writing. Students learn how to contextualize research questions and how to turn nascent ideas into written drafts.

WEEK 3: Day 2

Topic: Ethics

Readings: Babbie – CH 3

BB: Seelye – ‘Bill Jenkins Tried to Halt Tuskegee Syphilis Study’

DUE: CITI Training Module

Commented [CJP2]: This assignment constitutes a component of the final research proposal.

WEEK 4: Day 1

Topic: Literature Review - Why?

Readings: BB: Hamilton and Armstrong – ‘Gendered Sexuality in Young Adulthood’ (Pp. 590- 595)

WEEK 4: Day 2

Topic: Literature Review - How?

Readings: BB: Johnson et al. ‘Literature Reviews / Annotated Bibliographies’

BB: Johnson et al. ‘Cite Your Sources Properly in ASA Style / Avoid Plagiarism’

Commented [CJP3]: In-class instruction centers how to develop an effective literature review for a scholarly research proposal. Students learn proper mechanics and organizational strategies for this form of writing.

WEEK 5: Day 1

Topic: Research Designs and Evaluation

Readings: Babbie – CH 4

WEEK 5: Day 2

Topic: Experiments

Readings: Babbie – CH 8

WEEK 6: Day 1

Topic: Experiments

Readings: BB: Zipp, ‘The Impact of Social Structure on Mate Selection’

DUE: Annotated Bibliography Assignment

Commented [CJP4]: This assignment constitutes a component of final research proposal.

WEEK 6: Day 2

Topic: Experiments

In-class: Time to meet and discuss project

Commented [CJP5]: Students meet with each other and the instructor to discuss the feedback provided on their 'research question' and 'annotated bibliography' assignments. Instructor assists students in understanding and incorporating assignment feedback.

WEEK 7: Day 1

Topic: Experiments

Readings: Babbie – CH 14

WEEK 7: Day 2

Topic: Sampling

Readings: Babbie – CH 7 (Pp. 199 – 203 and 211 – 225)

WEEK 8: Day 1

Topic: Survey Research
Readings: Babbie – CH 9

WEEK 8: Day 2

Topic: Survey Research – Measurement
Readings: Babbie – CH 5
DUE: Experiment Assignment

WEEK 9: Day 1

Topic: Survey Research
In-class: Time to meet and discuss project

WEEK 9: Day 2

Topic: Survey Research
Readings: BB: Wechsler, et al. – ‘Health and Behavioral Consequences of Binge Drinking in College’

WEEK 10: Day 1

Topic: Secondary Data Analysis
Readings: Babbie – CH 11 (Pp. 344 – 350)

WEEK 10: Day 2

Topic: Secondary Data Analysis
In-class: Time to meet and discuss project
DUE: Survey Assignment

WEEK 11: Day 1

Topic: Interviews
Readings: BB: ‘The Interview: From Research Questions to Interview Questions’

WEEK 11: Day 2

Topic: Interviews
Readings: BB: Huang et al – ‘He Says, She Says: Gender and Cohabitation’

WEEK 12: Day 1

Topic: Interviews
In-class: Time to meet and discuss project

WEEK 12: Day 2

Topic: Interviews
Readings: Babbie – CH 13

WEEK 13: Day 1

Topic: **Constructing your research design**
Readings: BB: Dixon et al. – ‘Research Designs: It Depends on the Question’

WEEK 13: Day 2

Topic: Observations
Readings: Babbie – CH 10
DUE: Interview Assignment

WEEK 14: Days 1 & 2

Topic: Observations
Readings: BB: Lareau – ‘Invisible Inequality: Social Class and Inequality and Childrearing in Black Families and White Families’

Commented [CJP6]: Students meet with each other and the instructor to discuss the potential fit between their nascent projects and survey research and experimental methods.

Commented [CJP7]: Students meet with each other and the instructor to discuss the potential fit between their nascent projects and secondary data analysis.

Commented [CJP8]: Students meet with each other and the instructor to discuss the potential fit between their nascent projects and interview methods.

Commented [CJP9]: Class instruction centers the development of an effective research design. Students learn expectations and strategies for writing the ‘proposed design and methodology’ assignment.

WEEK 15: Day 1

Topic: Unobtrusive Designs / Analysis

Reading: Babbie: Ch 11 – Unobtrusive Research (Pp. 332 – 344)

DUE: Proposed Design and Methodology Assignment

WEEK 15: Day 2

Topic: Writing a Research Proposal

Readings: TBD based on your project

SOC 303 Companion - Section 2, 3 & 5 - A Guide to Writing a Sociology Research Proposal

Final Exam Date:

DUE: Final Research Proposal Paper

Commented [CJP10]: This assignment constitutes a component of final research proposal.

Commented [CJP11]: 'Proposed Design and Methodology Assignment' returned with instructor feedback. Class lecture centers how to both revise and assemble course assignments into a well-organized research proposal.