

Schedule of Topics and Assignments (Revised)

Day	Topics and Assignments
Mon June 17	<p>Getting started with social science research. PREPARE: 1) Read Singleton 1 (introduction), 2 (nature of science), and the Observation Exercise distributed in class and available on the web. CLASS SESSIONS: Introductions. Lecture on variables, propositions, measurement. Examples of research. Introduce Observation assignment. Explain the similarities and differences between observational research and experiments. Make a point of getting to know your fellow students, as you will do research in teams.</p>
Tues June 18	<p>Part I. More on the logic of research and measurement of variables; measurement validity, internal validity and external validity explained PREPARE: 1) Read Singleton 4 (elements of design) and 5 (pp. 99-113 only, measurement). (Stern 1, 2 recommended. He uses the term "fact" where I say "empirical statement.") 2) DO HW #2 Pick up a newspaper or magazine. Develop one or more propositions about some topic discussed in one article. State the concepts involved and try to operationalize them. Attach the clipping or copy of the article that is your "inspiration" to your homework. This will form the basis for discussion in class. 3) DO HW #3 Doob & Gross. 1) Give the major independent variable and dependent variable in the Doob and Gross article; tell how each was measured (operationalized). (2) State the major theoretical hypothesis of the research and the operational hypothesis which flows from it. 3) See if you can construct the logical framework leading from the theory to the specific prediction. (Hint: This involves the "frustration-aggression hypothesis," the theoretical hypothesis, and the measurement assumptions, and it is not obvious.) 4) Be prepared to discuss the results of this research, in terms of what it demonstrates (I never say "proves").</p> <p>Part II. Details on doing the observation assignment. 3) Read Observation assignment distributed in class and available on the web. Singleton 11 (observation research); Also Singleton pp. 383-389, especially if you will study documents. Review Chapters 4 and 5 as necessary to be comfortable with the research terms used in this assignment. Also recommended is Stern pp. 61-88 (controlling for observation errors).</p>

<p>Wed June 19</p>	<p>Part I. Deal with problems/questions on observation assignment. 1) DO HW #4 Observation Pretest should have been done. Turn in 2 paragraph report (see observation assignment for details)</p> <p>Part II. Begin learning about survey research. PREPARE: 1) Read Singleton Chapters 9 (logic and design of surveys) and chapter 5, pp. 113- 128 (on reliability and validity); also especially pages 288-291 and 397-400 which focus on ordinal variables and creating indexes. 2) Read Ransford, "Isolation, Powerlessness, and Violence," G 292 and the personal journal, Do: HW #5-a a) List the major variables and tell how at least one was measured, b) and list some of the results and try to find them in the tables. b) Note other concerns or questions you have from the other reading. 3) Read: Rubin "Measurement of Romantic Love" and journal, G 495. Do: HW #5-b : (1) Try to explain in your own words the relation between what Rubin is doing and the ideas of validity explained in your text. (They are related, but these may be difficult ideas.) (2) List three facts which support the claim that the "love" scale is a valid measure. (3) In class we will discuss whether this kind of research is useful and whether the love scale seems to measure love. Jot down notes to remind yourself of relevant points in this article for this discussion.</p>
<p>Thurs June 20</p>	<p>This is a workshop class.</p> <p>Part I: Finishing the Observation Assignment PREPARE: 1) Read Singleton 18 (writing a report) and pp. 465-485 on elementary statistics. 2) Data collection. Bring your observation data to class and have your reliability calculations done. This class will answer final questions on doing the observation exercise.</p> <p>Part II. Writing good questions. PREPARE: 1) Read Read Singleton Chapter 10 on writing questions plus review the material on scales and indices pp 397-400. Read the over the questionnaire exercise in the workbook so you know what you are working toward. 2) Read the Newman questionnaire (see workbook packet) as a NEGATIVE example: how NOT to write questions. This fake questionnaire was devised as a teaching tool to illustrate common mistakes made in writing questions. Pick out your two favorite lousy questions; I will discuss what makes a bad question. I will also give hints on writing good questions. 3) Read Schuman, "Two sources of antiwar sentiment in America", in Golden p. 267 and the personal journal. 4) DO HW #6: What do you see as the strengths and weaknesses of open-ended questions? When would they be better than structured questions? Would there be some groups of people you wouldn't want to use them with? Identify the major variables; summarize the sampling procedures. 3)</p> <p>Questionnaire assignment explained.</p>
<p>Mon June 24</p>	<p>Part I. OBSERVATION EXERCISE REPORT DUE. Each group should be prepared to give a 30-60 second summary of your group's findings.</p> <p>Part II. Workshop. Get questionnaire questions developed and approved in class today. Make copies of questionnaire and collect data by Wednesday. Collecting the data should go quickly, just do a convenience sample</p>

<p>Tues June 25</p>	<p>Part I. Examples of Experiments PREPARE 1) Read experiment exercise so you know where this is going. I will give some examples to get you thinking. 2) Read Darley and Batson, "From Jerusalem to Jericho" and the personal journal in Golden reader 191. Ignore the material on measures of religiosity (pp. 200-202). AND Goldberg, "Misogyny and the College Girl," in the Golden reader p. 147 and the personal journal. NOTE: You can assume these two are randomized experiments, which we will talk about. AND Read Goldstein and Arms, "Effects of Observing Athletic Contests on Hostility," and the personal journal in Golden reader p. 241. DO HW # 8 For each article 1) Identify the independent and dependent variables and tell how each was measured; 2) Summarize the key findings. Focus on finding the relevant numbers, not just the words. 3) What factors seem to make this research trustworthy or generalizable, or less so? 4) What similarities and differences do you see in the design of these three projects?</p> <p>Part II. Doing and Experiment + Logic of Experiments PREPARE Read Experiment Assignment in Workbook and Singleton 7 and 8 on experiments (FYI: your assignment will use Design 5.) Recommended: Stern 3, especially pages 88-105. We will also continue discussing the articles from last class. This class will introduce the experiment exercise and provide a lecture on the logic of randomized experiments.</p>
<p>Wed June 26</p>	<p>Part I. Answer questions about experiment. Review what is expected in the "logic of experiments" section of the report. PREPARE: Experiment pretest should be done so you know what questions or problems you have. Plan data collection that can be done by tomorrow. Before collecting data, you should have a draft of the written report for "body of paper" Part B "methods" for all parts except how this actually worked out in practice.</p> <p>Part II. How to code survey data PREPARE: 1) Read 1) Singleton pp 456-465 (data processing) and 2) the detailed example of coding and data analysis in the Workbook packet. Look at the sample questionnaire and the code sheet to see their relation. Look at the tables to see the relation between the questions on the sample survey and the numbers in the report. We will discuss in class different ways to do this depending on the computer facilities you have available.</p>
<p>Thurs June 27</p>	<p>Workshop Class Part I. Final questions about experiment. Part II. Coded data needs to be turned in today.</p>
<p>Mon July 1</p>	<p>Part I. EXPERIMENT EXERCISE REPORT DUE Be prepared to give a one minute summary of your experiment and its findings in class.</p> <p>Part II Discussion of how to interpret data and write report on survey research PREPARE: 1) Re-Read workbook packet on questionnaire assignment. Questionnaire tables given to students. Opportunity to request revised tables</p>
<p>Tues July 2</p>	<p>Sampling theory and practice PREPARE: 1) Read Singleton Chapter 6 (sampling) plus sample descriptions from Gallup, NYTimes (links posted on my web page). Review your notes on the sampling in articles we have read. 2) DO HW #9. Write short summaries of the sampling procedures in three of the articles we have read this term.</p>

Wed July 3	<p>Identifying causal relationships in survey research. Discussion of the elaboration model, third-variable analysis, and internal-external validity issues.</p> <p>1) Read Singleton Chapter 16 (multivariate analysis) and Kasarda, "The Impact of Suburban Population Growth on Central City Functions" and the personal journal in Golden reader, p. 412 .</p> <p>AND</p> <p>Read Oliver "If You Don't Do It, Nobody Else Will" included in the workbook packet & on-line reserves.</p> <p>2) DO HW #10 for each article: What is the main point of this article? What is being controlled by the use of multiple regression? How are the theoretical concepts related to the variables? Do not worry that you have not learned about regression in statistics. You do NOT need to know how to compute these statistics to be able to understand what they mean in tables.</p>
Mon July 8	<p>Part I. QUESTIONNAIRE EXERCISE REPORT DUE Be prepared to give a 1 minute summary of your research results.</p> <p>Part II. Ethics. Matters of ethics come up in all research but are especially acute in participant observation. PREPARE:</p> <p>2) Read Singleton 17 (Ethics). Also look at the human subjects and ethics documents in the workbook and/or linked to on my web page.</p> <p>3) Read Humphreys, "Tearoom Trade" and "Methods" in Golden p. 85 AND Haney, et al., "Interpersonal Dynamics in a Simulated Prison," and "The Play's The Thing" in Golden p. 157.</p> <p>4) DO HW #11: (1) State which ethical issues raised (or not raised) in the text most concern you; (2) briefly give your opinion of the ethics of the research in the Humphreys and Haney et al. articles. Also pay attention to what was learned from observation in each of these articles. NOTE: The Humphreys article contains some fairly explicit but not graphic descriptions of male homosexual sex. Past classroom debates about ethics have concerned the privacy issues of doing the research, and the question of whether gay men and lesbians are helped or hurt by articles like this one; there is also the concern that I am contributing to gay-bashing in assigning this kind of article in times like these. The ethical issues in the Zimbardo article are less controversial today, but are still important. I believe that vigorous discussion and debate about these issues is vital.</p>
Tues July 9	<p>Evaluating Qualitative Research. See also "historical analysis," pp. 376-383 in Singleton.</p> <p>PREPARE</p> <p>Read the short handout on evaluating qualitative research in the workbook, and review Singleton 11 (Field Research).</p> <p>Read Browne, "The Used Car Game" and "Fieldwork for Fun and Profit" Golden 60</p> <p>AND Gans, "The West End" and "On the Methods" G 40</p> <p>AND Selections from Duneier's <i>Sidewalk</i> in on line reserves.</p> <p>DO HW #12: (1) Based on their discussions in their journal or appendix, compare the roles played and methods employed by Duneier, Browne and Gans. (2) Which of each author's "findings" do you think are most trustworthy? Why? Least trustworthy? Why?</p>
Wed July 10	<p>Review for exam.</p>
Thurs July 11	<p>Final exam: sampling, internal validity, measurement concepts etc. I will give out study questions as the term progresses. Exam format will be objective (so it can be graded quickly).</p>