Professor: Liz Raleigh
Email: lraleigh@carleton.edu
Office: My sideboard aka desk in my dining room
Cell phone: (646) 717-1961

Course Description:
The course is concerned with social scientific inquiry and explanation, particularly with reference to sociology and anthropology. Topics covered include research design, data collection, and analysis of data. Both quantitative and qualitative methods are considered. Student will demonstrate their knowledge by developing a research proposal that is implementable.

Student Learning Outcomes:
The Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want students to acquire. In this course, our focus is on the following three:

✓ Formulate appropriate sociological and/or anthropological research questions about socio-cultural phenomena.
✓ Select appropriate sociological and/or anthropological research methods to study socio-cultural phenomena.

Required Course Materials:
Readings can be downloaded from the course’s Moodle page. Thanks to Tammi Shintre and the amazing folks in the copy center and mail room, you will have hopefully received a reading packet.

A note on readings: I expect that you will have your readings accessible during class meeting times.

Assignments and Evaluation:
This course provides an essential component of the major. Sociology and anthropology are empirical disciplines, and thus learning how to collect data for analysis is an integral aspect. It is my hope that the absence of letter grades will free you to focus on the learning. DON’T WASTE YOUR OWN TIME.

In order to pass the class (absent a medical situation or severe extenuating circumstance), you must complete the following assignments. Done is better than perfect. Don’t fall behind. [Note: you’ll have smaller assignments such as submit a proposal, submit a question, etc in addition to these core assignments]

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Need to Pass</th>
<th>Suggested Date</th>
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</thead>
<tbody>
<tr>
<td>Syllabus quiz</td>
<td>✓</td>
<td>Tuesday April 7</td>
</tr>
<tr>
<td>Content analysis paper</td>
<td>✓</td>
<td>Saturday April 18</td>
</tr>
<tr>
<td>Secondary data analyses</td>
<td>✓</td>
<td>Around Friday May 8</td>
</tr>
<tr>
<td>Interview guide, redacted transcript, essay</td>
<td>✓</td>
<td>Monday May 18</td>
</tr>
<tr>
<td>Topic statement for your portfolio</td>
<td>✓</td>
<td>Friday May 29</td>
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<tr>
<td>IRB application</td>
<td>✓</td>
<td>Monday June 1</td>
</tr>
<tr>
<td>Methods portfolio</td>
<td>✓</td>
<td>Saturday June 6</td>
</tr>
<tr>
<td>Dedicated participation</td>
<td>✓</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Resources for Students

**Don’t forget about the Writing Center:** The Writing Center has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the [writing center website](http://apps.carleton.edu/campus/doc/integrity/). THEY ARE STILL OFFERING MEETINGS REMOTELY.

**Academic Integrity:**
In line with Carleton’s policy on academic integrity, it is assumed that the student is the author of all coursework. Please refer to Carleton’s full policy for additional information or see me if you have questions. [http://apps.carleton.edu/campus/doc/integrity/](http://apps.carleton.edu/campus/doc/integrity/)

**Inclusion:** I strive to create an inclusive and respectful classroom that values diversity. Our individual differences enrich and enhance our understanding of one another and of the world around us. This class welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities.

**Disability Services for Students:**
Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to cdallager@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

**Assistive Technologies: Technological Resources for Students**
The Assistive Technologies program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit [go.carleton.edu/aztech](http://go.carleton.edu/aztech).

**Learning Strategies and Time Management**
Oscar Alvarez, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer different ways you can approach your academic work so you’re more efficient and effective. For details on how to schedule a videoconference with Oscar, visit: [Learning Strategies & Time Management](http://go.carleton.edu/aztech).

If you prefer to learn these skills and strategies on your own, visit “[Helpful DIY Resources](http://go.carleton.edu/aztech).”

**Quantitative Skills & Reasoning**
The Quantitative Resource Center (QRC) collaborates with DataSquad and Statistics faculty to provide daily appointments and drop-in support for help with reading, graphing, interpreting, and using numbers and data in QRE courses, comps, or any other work involving QR. Get help understanding basic statistics for your writing, creating graphs, brushing up on math for your non-math classes, and using statistical software. Not sure what you need help with? Come to an all-staff Data Drop-in, every Wed 2:00-4:00 pm. Click on the Hangouts Meet link or call in to join any drop-in!
Office Hours: You can (and should!) sign up for office hours online. Slots are 15 minutes, but feel free to sign up for a double block should you anticipate needing more time. I do my best to keep to the schedule in order not to waste your time. I am also available by appointment. PLEASE SEE THE MOODLE VIDEO FOR INFORMATION HOW TO SET UP A GOOGLE MEET

Communication and Accountability to Each Other
A lot of class work will be asynchronous, meaning that we will not convene the entire class very often. However, there will be many smaller group meetings and one-on-ones. Scheduling is going to be an important part of the term. It is essential that you coordinate your calendars across time zones and commit to your meetings.

In class, we will talk to each other. Have you learned everyone’s names? When it comes time for class discussion, are you aware of how your actions are interpreted by the class? If you are always among the first to speak, considering standing down to make room for others. If you rarely talk in class, consider taking a risk and sharing your voice.

What do I mean by communication?
Communication with me (i.e. your professor):
This term, I anticipate that some of us or our family members will get sick. Please do your best to be fully present in class when you are here. I will understand if life happens and you have to miss class. Open and transparent communication will be key.

Make sure to use proper email etiquette (i.e. Dear Liz or Dear Professor Raleigh). Close the email and sign your name. Please don’t refer to me as Mrs. Raleigh or Ms. Raleigh: It is a funny cultural capital thing – either Liz or Professor is fine.

Respectful Use of Electronic Devices
It should go without saying but in addition to being present, students should refrain from inappropriately using electronic devices during class time. When in a virtual format, the temptation to be on multiple apps and devices is strong. When in synchronous environments (whether with me or your peers), I expect you to be 100% focused on the class – not texting, checking email (or whatnot), or listening to music.

Week 1-2: Introduction and Content Analysis

Monday April 6.
• Introduction to the class and to each other
• Goals and expectations for a digital classroom
• You already know a lot about methods!

Wednesday April 8
• The social construction of an epidemic
• Qualitative Media Analysis chapter 1-2

Friday April 10
• Watch library video of Kristin and Liz talking about content analysis
• #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the US
• Qualitative Media Analysis chapters 4
Monday April 13.
• Literature reviews – watch video of Liz with some information about sociological abstracts
• Coming out of the closet, also on the News
• Chapter 6 of qualitative media analysis

Wednesday April 15
• Submit questions for students
• Read their methods sections

[submit drafts of your paper by the agreed upon time]

Friday April 17
• Work with peer editing groups → I will break you into smaller groups. I will ‘join’ your respective groups to answer questions

Weeks 3-4: Bivariate and Multivariate Secondary Data Analysis

Monday April 20.
• Statistics refresher
• Read the Pew coronavirus survey final report [note: I am purposely not assigning a lot of reading this day since your papers were just due on Saturday]

Wednesday April 22.
• Statistics refresher part 2
• Read the Pew coronavirus topline → we will talk about question wording in surveys

Friday April 24.
• Workplace violence in Bangladesh’s garment industry
• Multiple Regression chapter 1

Monday April 27
• Multiple regression chapter 2
• Parenting while food insecure

Wednesday April 29.
• Gender identity disparities in bathroom safety
• Multiple regression chapter 3

Friday May 1
• Leaving the financial safety nest
• Work on written stats assignment [to be determined]

Weeks 5-6: Regression and Interviews

Monday May 4
• Midterm Break Day: “May the fourth be with you…”

Wednesday May 6
• Work on multivariate regression assignment
Friday May 8
- A practical guide to in-depth interviewing chapter 1
- Down here we rely on fishing and oil

Monday May 11
- A practical guide to in-depth interviewing chapter 3
- Sometimes labels need to exist

Wednesday May 13
- We’re not meat shamers, we’re plant pushers
- Work on interview guide
- Consent forms

Friday May 15
- Hear from students who did interview research
- How to write qualitative research

Week 7-8: participant observation and IRB

Monday May 18
- Submit redacted transcribed interview, interview guide, and reflective essay on interview experience and your social location

Wednesday May 20
- The Rules of the Game and the Uncertain Transmission of Advantage
- Lareau Home Advantage Methodology

Friday May 22.
- Identity loan article
- Fitting stories: Outreach worker strategies for housing homeless clients
- Writing ethnographic field notes

Monday May 25
- What is communicable? Unaccounted injuries and “catching” diabetes in an illegible epidemic
- Peer worker involvement in low-threshold supervised consumption facilities

Wednesday May 27
- Hear from SOAN students who wrote ethnographic-based comps

Friday May 29
- Submit topic statement for methods portfolio
- Theory construction in qualitative research
- In class we will discuss IRB applications

Monday June 1
- Happy Memorial Day → let’s remember all of the frontline workers who died taking care of those afflicted by Covid-19
- Work in small groups giving feedback about IRB application
Wednesday June 3
- Final class wrap up, reflection

Final Portfolio Due
Saturday June 6\textsuperscript{th} by 9:30pm