SOAN 240: Social Research Methods Spring 21

Professor:         Liz Raleigh
Email:             lraleigh@carleton.edu
Office:            My desk in my dining room
                   Outdoor meetings this spring

Student Hours:     Mondays 3:15-4:15
                   Tuesdays 9:15-10:15
                   Occasional Thurs or Fri
                   By appointment, please reach out!

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, reading packets will be provided to you.

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. DON’T WASTE YOUR OWN TIME.

Policy on late work: Under business as usual, deadlines are meant to keep people on task, since falling behind during a 10-week term is a recipe for disaster. But this is not a normal term, so I am going to be a lot more flexible. Here is how I envision due dates:

Students without restrictions (not quarantined or isolation):
Do your best to stick to the schedule. You can have two days of extensions – in essence, students will be able allocate two grace days across all of the written assignments to accommodate their work flow. For example, if a paper is due on Wednesday at class, a student can have until the next day noon (24.5 hours) to hand it in and that extension will be worth one point. The student would still have another day to play with throughout the term. THIS POLICY DOES NOT APPLY TO ANY PRESENTATIONS OR FACILITATIONS
Quarantined students: *I know that it is harder to function.* If you are in quarantine during a due date, you can automatically have an additional day (i.e. if a paper is due at class, you can hand it in by 12pm the following day). You can still use your extension days on top of that.

Students in isolation: We will make a new schedule depending on the situation. *I am willing to work with you.* Please reach out to me so we can set up a plan.

Grades will be allocated according to the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Content Analysis Assignment</td>
<td>18%</td>
<td>Wednesday April 14 by 10pm</td>
</tr>
<tr>
<td>Multivariate Regression Assignment</td>
<td>12%</td>
<td>April 28 or April 30</td>
</tr>
<tr>
<td>Interview Assignment</td>
<td>18%</td>
<td>Monday May 17</td>
</tr>
<tr>
<td>Ethnography Paper Assignment</td>
<td>18%</td>
<td>Monday May 31</td>
</tr>
<tr>
<td>Final Portfolio Assignment</td>
<td>21%</td>
<td>Saturday June 5</td>
</tr>
<tr>
<td>Class Facilitation</td>
<td>3%</td>
<td>To be determined</td>
</tr>
<tr>
<td>Attendance &amp; Communication</td>
<td>10%</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/).

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 Sam Thayer (’10), Accessibility Specialist
to arrange a confidential discussion regarding equitable access and reasonable accommodations.

**Attendance & Communication**

**What do I mean by communication?**

**Communication with me (i.e. your professor):** 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.

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 having multiple tabs open.

**Communication with each other:** 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.

**Introduction and Content Analysis**

Monday March 29
- Introduction to the class and to each other
- What works well for you in online classes
- You already know a lot about methods
- Let’s try [gather.town](http://gather.town) to see how it works

Wednesday March 31
- Methods of Intersectional Research
- Not out in the field

Friday April 2
- Qualitative Media Analysis Chapters 1-2
- Girls Try, Boys Aim High

Monday April 5
- Qualitative Media Analysis Chapter 4
- Sporting Dissent: Colin Kaepernick, NFL Activism, and media framing contests
- The Social Construction of an epidemic

Wednesday April 7
Kristin Partlo zooms into class

Friday April 9
- Talk with students who did content analysis comps
- Readings TBD

Monday April 12
- Theory construction in qualitative research
- Peer review
Wednesday April 14.
• Content analysis paper due in lieu of class
• Drop by for in-person hours and to chat with your classmates – details TBD

Secondary Quantitative Data Analysis

Friday April 16.
• Stats refresher

Monday April 19
• Survey questions
• Mock Survey Instrument in class

Wednesday April 21.
• Allison Multiple Regression chapters 1-2
• Race and Ethnic Group Disparities in Emotional Distress Among Older Adults During the COVID-19 Pandemic + Supplemental Materials

Thursday April 22: 12:25-1:25pm SOAN Comps poster session – Attendance is Mandatory (unless you have work. But please try to sub your shift. You MUST talk to me beforehand if you can’t make it)

Friday April 23
• Allison Chapter 3
• Child and Adolescent Time Use

Monday April 26
• Hold for lab/catch up

Wednesday April 28
• Student-led paper teaching presentations

Friday April 30
• Student-led paper teaching presentations

Semi-Structured Interview

Monday May 3 – Midterm Break Day

Wednesday May 5
• The What and Why of In-Depth Interviewing
• What makes an interview sociological – blog post
• Down here we rely on fishing and oil

Friday May 7
• Interview guide strategies (from Harvard)
• Reproducing the Privilege of White Femininity- An Intersectional Analysis of Home Care
• Collecting qualitative data on less visible and marginalized populations .pdf

Monday May 10
• Work on interview guides
• IRB and consent forms

Wednesday May 12
• We’re not meat shamers, we’re plant pushers
• Immigrant sensibilities in tech worlds: sensing hate, capturing disensus

Friday May 14
• Talk with students who did interview comps
• Readings TBD

**Ethnographic Research**

Monday May 17
• Interview paper due
• Drop in for in-person hours and to chat with your classmates

Wednesday May 19
• Compassionate Attachment and Being a Volunteer Researcher
• Conditional Families and LGBTQ Youth Homelessness

Friday May 21
• Lareau Home Advantage Methodology
• Home Advantage Chapter 2

Monday May 24
• Emotional risk assessments in the field: Leaving Tanzania during the COVID-19 pandemic
• Identity Loan: The Moral Economy of Migrant Document Exchange

Wednesday May 26
• Hear from students who did ethnography comps
• Readings TBD

Friday May 28
• Field work

Monday May 31
• Ethnography paper due
• Penultimate class – wrap up, reflections

Wednesday June 2
• Peer review

**Final Portfolio Due**
**Saturday June 5th by 6:00pm**