

**Sociology 5031: RESEARCH METHODS**

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Monday 9:30-12:15

Office Hours: Wednesday 10-12 and by appointment

**SEMINAR PURPOSE:** This seminar is intended to help you familiarize yourself with a range of topics in research design and equip you with skills necessary for independent study of research methods. One of its purposes is to enable you to become a critical analyst of methods used in substantive studies in the literature; another is to help you design your own research. In addition, the seminar is geared to preparation for the Ph.D. comprehensive examination in methods. We will not, however, cover all relevant topics; nor will topics be covered in the depth needed to master methods at the Ph.D. level. You are encouraged to take other methods courses and to study methods on your own.

**COURSE GRADE:** The grade received in this seminar is part of the Sociology Department Preliminary Examination. It is based on the following:

1. *Participation in seminar discussions:* The instructor will participate in discussions, but no lectures will be delivered. The quality of seminar discussions will, therefore, vitally depend on how well students prepare for each seminar. I hope that students will interact with one another to discuss, define, criticize, find merit in, refine, and synthesize the topics assigned for that seminar.

2. *Weekly short papers:* A short paper or a critique of a journal article is due before the start of each seminar. The paper can be prepared either solely or in groups of no more than three coauthors. It should be a critical assessment of selected aspects of the topics to be discussed further in the seminar that day; it should be based on the readings assigned for the week (the required readings will be designated during the previous week=s seminar). Papers should cite authors as appropriate and synthesize the substance of what was read. All papers must be typed. They should be no more than 5 pages in length - and 4 pages is preferred. The journal critique (which also can be prepared by a group) can follow the series of questions on page 2, assessing how well the author(s) describe and carry out the research.

**NOTE ON EMAIL:** I use email a lot for communication with students about courses and all other matters. It is essential that you to learn how to use your email account ASAP. *I prefer having all assignments emailed to me at the address given above - either in the text of an email message or as a PC-compatible attachment in Word or WordPerfect. PLEASE give the attachment an understandable name, e.g. ted.wk1 or ted.95, that identifies person(s) and date.*

3. *Term paper:* Your term paper is due at 3pm on the last regularly scheduled seminar day. The paper must be sole-authored.

The term paper is to be a research proposal on a topic of your choice. The paper/proposal can be a hypothetical study that you may never perform, or it can be an investigation that you plan to conduct in the future. It cannot be work that you=ve already performed, e.g. your senior thesis or M.A. thesis. The proposal should cover all segments of the research process, even though the proposed data collection and analysis will not actually be performed. All term papers must use the same outline:

- a) describe the problem to be investigated;

- b) describe the purpose of the research;
- c) present the theoretical bases of the research;
- d) review and synthesis of the existing literature on the subject;
- e) research design -- the paper's emphasis should be placed here;
- f) data analysis plan; and
- g) anticipated findings and their theoretical and applied significance.

Another way of looking at the outline is through a series of questions I frequently have used in evaluating research and advising students on their own research projects:

- ! What's the question? (Corresponds to (a) above)  
Clearly state the question in terms appropriate to your audience
- ! Why should the audience be *interested* in this question? Why is it *important*? What are you trying to do in the research project? (Corresponds to (b)- (d) above)
- ! Is the research designed so that it is *possible* to answer the question?  
(Corresponds to (e) above)
- ! Are the data appropriate? Is it *possible* to answer the question using these data?  
(Corresponds to (e) above)
- ! Is the data analysis *appropriate* for answering the question? Are the best methods being used?  
(Corresponds to (f) above)
- ! Is the interpretation of the results accurate?

A **one page description** of your topic and your project is due during the third seminar meeting; please schedule a meeting with me before the second seminar meeting. One session of the course will consist of presentations of term paper proposals.

Term papers should be typed, double-spaced, using the format and style of the *American Sociological Review*. All references must be complete and conform to the *ASR* style. Try to use a word-processing machine and use spell-check!

4. *On-time attendance*: Attendance at each meeting of the seminar is required. It is expected that everyone will *attend* each seminar and *arrive on time*.

**READINGS:** No single textbook is adequate for a Ph.D. level methods course. Students must read more than one book or paper, consider the range of substantive information and opinions they contain, integrate all that was read, and then form clear ideas about particular methods or approaches and how to use them when doing research. All readings will be available in the Sociology Department at least two weeks before the assigned date. If it seems necessary, they will also be available at Norlin.

**BUYING BOOKS:** Some students, especially those who had not had an undergraduate course in research methods, have found it useful to consult the following text which, although not required, may be an extremely useful addition to your methods library. You may want to read the appropriate section along with the readings for each week, even when that section is not specifically assigned.

Earl Babbie. 2000. *The Practice of Social Research*, 9th ed. Belmont CA: Wadsworth Pub. Co.

A recommended classic (amazon.com has the cheapest price I've found; it also has Babbie):

Thomas Kuhn. 1970. *The Structure of Scientific Revolutions*, 2nd Edition. Chicago: University of Chicago Press.

Also, you may want to look at the Sage Publications list. Sage offers a series of excellent and inexpensive introductions to various aspects of research methods, both quantitative and qualitative. We will be using some of their publications, but I want to bring them to your attention as a resource for the future. You can browse their website at: [www.sagepub.com](http://www.sagepub.com)

Finally, you should familiarize yourself with the following website:

[www.jstor.org](http://www.jstor.org)

*Journal Storage* on the web is a project funded by the Andrew Mellon Foundation that is doing just what it says -- storing journals so they can be accessed from the web. They do not compete with current sales, so they only have sociology journals up to about 1993-94. But you can search the journals very easily, read papers, print out copies, or download papers to your computer.

*THE SOCIOLOGY DEPARTMENT READING LIST for the Ph.D. comprehensive exam in methods* is being changed this year, but I have included a copy in this packet for two reasons: It contains a series of questions that may help guide your study of various aspects of research methods and it does contain a very (too?) detailed list of readings (some of which I consider out of date).

*READING:* As mentioned before, at the end of each seminar, the topic for the next week's paper and the material to be read will be assigned. Students have frequently found that it is useful to approach seminar readings and the preparation of the short papers in the following way. Imagine that you have just begun work on the seminar section on sampling. One topic to be covered is *quota sampling*. Imagine that there are several documents on sampling that are in a pile on a table in front of you. Pick up the first document. Look at the table of contents, the index, the abstract; flip through the pages; scan the document's text. Your task is to focus *only* on the relevant passages (and their context) in that document that provide you with information about quota sampling. A relevant passage can vary in length between a sentence and an entire chapter. Repeat this procedure with the other documents. Once completed, you will have a collection of what every author being read on that topic has to say about quota sampling. Then let a few synthesizing questions guide your writing and preparation for seminar discussions. For example: what is quota sampling? How is a quota sample selected? When should quota sampling be used? What are the merits and shortcomings of quota samples? Did the authors agree on the answers to these questions? And so on.

Although this type of skimming is essential when you are trying to familiarize yourself with the contents of a huge reading list, there will also be times when I ask you read a book or paper very carefully.

	<b>Date</b>	<b>Topic</b>	<b>Due</b>
1.	Aug 28	Introduction to the seminar	
	Sep 4	-- Labor Day --	
2.	Sep 11	Introductory readings	Short paper
3.	Sep 18	The Nature of Proof, Observation, Description	Short paper; appt. with Jane re term paper
4.	Sep 25	Study Designs	Short paper: term paper proposal
5.	Oct 2	Quality of Data	Short paper
6.	Oct 9	Quantity of Data: How large a sample?	Short paper
7.	Oct 16	Selecting Study Participants	Short paper; presentation of proposals
8.	Oct 23	Collection of Quantitative Data	Short paper; journal article critique
9.	Oct 30	Collection of Qualitative Data	Short paper
10.	Nov 6	Interpreting Data	Short paper
11.	Nov 13	Scale Development	Presentation of proposals
12.	Nov 20	Uses of Theory	Short paper: journal article critique
13.	Nov 27	Comparative and Qualitative Research	
14.	Dec 4	Exploring Causes and Causal Chains	
15.	Dec 11	Research Ethics	Term paper

**Wk1 Aug 28 Introductory readings - three research papers:**

Harris, Kathleen Mullan. 1993. Work and welfare among single mothers in poverty. *American Journal of Sociology* 99(2): 317-352.

Orloff, Ann Shola. 1993. Gender and the social rights of citizenship: The comparative analysis of gender relations and welfare states. *American Sociological Review* 58(3): 303-328.

Emerson, Robert M., Kerry O. Ferris, and Carol Brooks Gardner. 1998. On being stalked. *Social Problems* 45(3): 289-314.

**----- Sep 4 Labor Day -- No class**

**Wk2 Sep 11 Introductory readings on issues in research:** The short paper should review the issues these papers address and, in possible, the areas in which they agree or disagree.

Mechanic, David. 1989. Medical sociology: some tensions among theory, method, and substance. *J Health and Social Behavior*. 30:147-160.

From Abstract: AWhy is it that quantitative and qualitative researchers on health issues often have divergent findings and conclusions?...@

Taubes, Gary. 1995. Epidemiology faces its limits. *Science*. 269 (July 14):164-169.  
About perceived problems in epidemiology as a science.

Freedman, David A. 1985. Statistics and the scientific method. In William M. Mason and Stephen E. Fienberg (eds.), *Cohort Analysis in Social Research*. New York: Springer-Verlag. 1985. Read only pages 343-360.

**Wk3 Sep 18 The Nature of Proof and The Nature of Observation and Description**

These articles may be somewhat redundant, but they are a good reading

Bryman, Alan. 1984. The debate about quantitative and qualitative research: a question of method or epistemology? *British J. Sociology*. 35:75-92.

From Abstract: AThe main dimensions of the debate about the relative characteristics and merits of quantitative and qualitative methodology are outlined, emphasizing the philosophical issues which underpin much of the discussion. A distinction is drawn between epistemological and technical issues in relation to the controversy.... The question is raised whether it is possible to establish a clear symmetry between epistemological positions... and associated techniques of social research....

Stratton, Kathleen R, Cynthia J. Howe, and Richard B. Johnston, Jr. 1994. Causality and evidence. Chapter 2 in *Adverse Events Associated with Childhood Vaccines: Evidence Bearing on Causality*. Washington, D.C.: National Academy Press, pp. 19-33.

Lieberson, Stanley. 1985. *Making It Count: The Improvement of Social Research and Theory*. Berkeley: University of California Press. Read Chapters 3, 4, and 9.

Johnson, Jeffrey C. 1990. That which is explicit in ethnography. *Selecting Ethnographic Informants*. Newbury Park, CA: Sage Publications, pp. 9-21.

Bosk, Charles L. 1992. Invitation to ethnography. Chapter 1 in *All God=s Mistakes*. Chicago: University of Chicago Press, pp. 1-19.

**Wk 4 Sep 25 Study Designs: Triangulation and Replication - Stratification and Clustering - Mixing Qualitative and Quantitative**

Hunt, Morton. 1985. The world of social research. Chapter 1 in *Profiles of Social Research: The Scientific Study of Human Interactions* New York: Russell Sage Foundation, pp. 3-48..

This is a great book. Each chapter discusses a different type of social research and raises interesting questions for discussion.

Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels, Stuart. 1994. *The Social Organization of Sexuality: Sexual Practices in the United States*. Chicago: University of Chicago Press, pp. 35-73.

This chapter outlines the study design. It serves to 1) building a study designed to answer a range of questions, 2) practical considerations (cost and politics) in study design, 3) sample size, response rates, mode of administration, etc. Nice overview to set out the topics to be examined in detail later.

Massey, Douglas S., Rafael Alarcón, Jorge Durand, and Humberto González. 1987. *Return to Aztlan: The Social Process of International Migration from Western Mexico*. Berkeley: University of California Press. Read pp. 1-21; 39-62; 164-169; 276-284.

These sections outline the various quantitative and qualitative parts of the project and a few very early findings to suggest how the parts fit together.

Axinn, WG, TE Fricke, and A Thornton. 1991. The microdemographic community-study approach: improving survey data by integrating the ethnographic method. *Sociological Methods and Research* 20(2):187-217. 1991.

AWe discuss a technique that combines survey and ethnographic methods at every stage of the data collection... We use ethnographic and survey evidence to show how the combined approach reduces coverage errors, nonresponse errors and measurement errors arising from the interviewer, the questionnaire, and the respondent...@

John W. Creswell. 1995. *Research Design: Qualitative and Quantitative Approaches*. Newbury Park CA: Sage. Chapter 9. Combined Qualitative and Quantitative designs. Pp.173-192. Chapters 8 & 9 are recommended, but not required.

\*Spector, Paul E. 1981. *Research Designs*. Sage Quantitative Applications in the Social Sciences, No. 23. Newbury Park: Sage Publications. SKIM -- this is for reference.

**Wk 5 Oct 2 Quality of Data: Validity and Reliability, Sensitivity and Specificity**

Yoder, P. Stanley. 1995. Examining ethnomedical diagnoses and treatment choices for diarrheal disorders in Lubumbashi Swahili. *Medical Anthropology*. 16:211-247.

A This article examines the basis of ethnomedical classification of diarrheal disease among the Swahili speaking population of Lubumbashi, Zaire and the association of specific diagnoses with treatments given. Results from two research methods are reported: group interviews and large sample surveys. @

1) again raises issue of combining quantitative and qualitative, 2) good example of emic/etic validity questions, and 3) nice clear discuss of how to collect and analyze data from small group interviews.

Stone, Linda and J. Gabriel Campbell. 1984. The use and misuse of surveys in international development: an experiment from Nepal. *Human Organization*. 43(1):27-37.

A An experiment in Nepal was conducted to measure the accuracy of a popular KAP ... survey.... it is emphasized that survey and qualitative methods are complimentary and need to be supplemented by one another.... a decision making model is presented to assist selection of optimum research strategies by plotting estimated total error (sampling plus non-sampling error) against sample sizes. @

Scoones, Ian. Investigating difference: applications of wealth ranking and household survey approaches among farming households in southern Zimbabwe. 1995. *Development and Change*. 26:67-88.

Uses a pile-sort kind of methodology to determine local rankings by wealth. (I think this article suffers because the authors don't make a clear distinction between wealth as assets and wealth as prestige. However, it raises interesting questions about validity, emic/etic perspectives, and a specific research method, i.e., card sorts.)

Example is family planning and abortion reported in Nepal World Fertility Survey.

Romney, A. Kimball and Susan C. Weller. 1984. Predicting informant accuracy from patterns of recall among individuals. *Social Networks*. 6:59-77.

A This paper examines the question of informant accuracy in reporting patterns of communication in face-to-face groups. We are attempting to establish the extent to which it is possible to predict individual differences in accuracy from the patterns of recall among informants... We outline a theory and method for predicting accuracy based upon recall data that may be generalized to a variety of situations beyond social interaction data. @

Serves as an example of a research project designed solely to find ways of improving research methodology. It is a curious paper that raises interesting questions and poses intriguing, though unsatisfying, solutions.

Bernard, H. Russell. 1988. Structured Interviewing. Chapter 10 in *Research Methods in Cultural Anthropology*. Newbury Park, CA.: Sage Publications, pp. 225-240.

**Wk 6 Oct 9 Quantity of Data: How large a sample? Sample Size Determination in Quantitative and Qualitative Studies.**

Sloan, JH, AL Kellermann, DT Reay, JA Ferris, JA, et al. 1988. Handgun regulations, crime, assaults, and homicide. *New Engl. J of Med*. 319(19):1256-1262.

Comparison of Seattle and Vancouver to estimate effect of handgun regulation. Goes nicely with Lieberman (below).

Weiss, Robert S. 1994. Respondents: Choosing them and recruiting them. Chapter 2 in *Learning from Strangers*. New York: The Free Press, pp. 15-37.

Nice discussion of the issues of sampling and recruitment in qualitative research. This is a great book.

Smith, Herb. Notes on Sample Size. Xerox.

Lieberson, Stanley. 1991. Small N=s and big conclusions: an examination of the reasoning in comparative studies based on a small number of cases. *Social Forces*. 70(2):307-320.

AAAn increasing number of studies, particularly in the area of comparative and historical research, are using the method of agreement and method of difference proposed by Mill (1872) to infer causality based on a small number of cases. This article examines the logic of the assumptions implicit in such studies....@

Babbie, Earl. 1998. Ch. 8: The logic of sampling. In *The Practice of Social Research, 8th ed.* Belmont CA: Wadsworth Publishing Co, pp. 191-229.

\*Kish, Leslie. 1957. Confidence intervals for clustered samples. *American Sociological Review*. 22:154-165.

A nice discussion of why clustering affects confidence intervals. Available on JSTOR. A reference FYI -- I will discuss this in class.

## **Wk 7 Oct 16 Selecting Study Participants**

Weiss, Robert S. 1994. Recruiting respondents. Chapter 3 in *Learning from Strangers*. New York: The Free Press, pp. 38-73.

Geddes, Barbara. 1990. How the cases you choose affect the answers you get: selection bias in comparative politics. In James A. Stimson (ed.), *Political Analysis*, Vol 2, pp. 131-150.

AThis article demonstrates how the selection of cases for study on the basis of outcomes on the dependent variable biases conclusions....@

Bollen, Kenneth A., Barbara Entwisle and Arthur S. Alderson. 1992. Macrocomparative research methods. *Annual Rev. Soc.* 19:321-51. See JSTOR

AWe focus on how macrocomparative sociologists address the threats to validity which surround sample selection, research design, and data and measurement. A major threat to many studies (almost a third) is the failure to apply any method of control....@

Laumann, Edward O., John H. Gagnon, Robert T. Michael and Stuart Michaels. 1994. *The Social Organization of Sexuality: Sexual Practices in the United States*. Chicago: University of Chicago Press. Appendix A: ASample procedures and data quality@ and part of Appendix B: AComparisons of the NHSLs with other data sets.@ Pp. 549-597.

Biernacki, Patrick and Dan Waldorf. 1981. Snowball sampling: problems and techniques of chain referral sampling. *Soc. Meth. and Res.* 10:141-163.

A very practical discussion. For example, how to handle politely cases referred to you who really don=t meet your needs. How to know when you have interviewed enough of a certain type of individual.

- \*Kalton, Graham. *Introduction to Survey Sampling*. Sage Quantitative Applications in the Social Sciences, No. 35. Newbury Park, CA: Sage Publications.  
A complete how-to book. I don't spend much time discussing this. For graduate students, it merely serves to insure that all of the basics are presented. SKIM -- DON'T sit down and read this one cover to cover -- but it's a great reference.
- \*Johnson, Jeffrey C. 1990 *Selecting Ethnographic Informants*. Newbury Park CA: Sage Publications.  
Skim -- this is mainly for reference

### **Wk 8 Oct 23 Improving Collection of Quantitative Data**

- Laumann, Edward O., John H. Gagnon, Robert T. Michael and Stuart Michaels. 1994. *The Social Organization of Sexuality: Sexual Practices in the United States*. Chicago: University of Chicago Press. Chapter 8: Homosexuality, pp. 283-301.  
Problems with previous research. A good practical example of how writing a questionnaire requires a very careful examination of the concepts being measured.
- Presser, Stanley and Johnny Blair. 1994. Survey pretesting: do different methods produce different results? *Sociological Methodology* 24: 73-104.  
A This study compared four pretesting methods using a single questionnaire in repeated trials of each. The four methods were conventional pretests, behavior coding, cognitive interviews, and expert panels...@
- Suchman, Lucy and Brigitte Jordan. 1990. Interactional troubles in face-to-face survey interviews. *J Am Stat. Assn.* 85: 232-241 plus comments by R Hahn and MG Kovar and P Royston.  
Examples of what can go wrong between an interviewer and a respondent based on taped interviews. Introduces idea that all interviewing (quantitative or qualitative) is a form of Astructured conversation.@  
Supplemented with comments by several discussants.
- Groves, Robert M. 1987. Research on survey data quality. *Pub. Opin. Quart.* 51: S156-S172.
- Fowler, Floyd J. Jr. 1991. Reducing interviewer-related error through interviewer training, supervision, and other means. Chapter 14 in Paul P. Biemer, Robert M. Groves, et al. (eds.), *Measurement Errors in Surveys*. New York: John Wiley & Sons.
- \*Converse, Jean M. And Stanley Presser. 1986. *Survey Questions: Handcrafting the Standardized Questionnaire*. Sage Series in Quantitative Applications in the Social Sciences, no. 7. Beverly Hills: Sage Publications.  
A complete how-to book. Good reference

### **Wk 9 Oct 30 Improving Collection of Qualitative Data**

- Bernard, H. Russell. 1988. *Research Methods in Cultural Anthropology*. Newbury Park, CA.: Sage Publications.  
Chapters 7 (Participant observation), 8 (Taking and managing field notes) and 9 (Unstructured and semistructured interviewing), pp. 145-224.
- Bosk, Charles. 1989. The fieldworker and the surgeon. In Carolyn D. Smith and William Kornblum (eds.), *In*

*the Field: Readings on the Field Research Experience*. New York: Praeger, pp. 135-144.  
What it's like to do participant observation.

Knodel, John. The design and analysis of focus group studies. Ch.3. in David L. Morgan (ed.), *Successful Focus Groups*. Newbury Park, CA: Sage Publications.

Coreil, Jeannine. 1995. Group interview methods in community health research. *Med. Anthro.* 16:193-210.  
A Our ethnographic study of maternal perceptions of the barriers and incentives to immunization use in Haiti underscores the importance of `hidden= social and psychological costs of utilization, such as embarrassment, fear, child care difficulties, and competing demands on maternal time.

Huberman, A. Michael and Matthew B. Miles. 1994. Data management and analysis methods. In Norman K. Denzin and Yvonna S. Lincoln (eds.), *Handbook of Qualitative Research*. Thousand Oaks CA: Sage Publications, 428-444.

### **Wk 10 Nov 6 Interpreting Data**

Knodel, John. 1994. Conducting comparative focus-group research: cautionary comments from a coordinator. *Health Trans. Rev.* 4(1):99-104.  
Good discussion of the problems of analyzing focus group data and why it often doesn't get done or done properly.

Weiss, Robert S. 1994. Analysis of data. In *Learning from Strangers*. New York: The Free Press, pp. 151-182.

Krueger, Richard A Principles of analyzing focus group results. In *Focus Groups - A Practical Guide for Applied Research*. Newbury Park CA: Sage Publications, pp. 106-121.  
NOTE: Krueger 2nd edition expands this chapter into two (7&8)

Frey, James H. 1989. Comparing survey methods. Chapter 2 in *Survey Research by Telephone*. 2nd edition. Sage Library of Social Research, vol. 150. Newbury Park, CA: Sage Publications.

### **Wk 11 Nov 13 Scale Development: The Types of Scales and their Uses - Measuring Reliability and Examining Validity**

Babbie, Earl. 1998. Ch. 7: Indexes, scales, and typologies. In *The Practice of Social Research, 8th ed.* Belmont CA: Wadsworth Publishing Co, pp. 166-190.

\*Spector, Paul E. *Summated Rating Scale Construction: An Introduction*. Sage Quantitative Applications in the Social Sciences, No. 82. Newbury Park: Sage Publications. Pp. 1-46.  
REFERENCE

### **Wk 12 Nov 20 Theory - The traditional views, leading predominantly to quantitative research**

Kuhn, Thomas. 1970. *The Structure of Scientific Revolutions*, 2nd Ed. Chicago: University of Chicago Press.

Lieberson, Stanley. 1992. Einstein, Renoir, and Greeley: Some thoughts about evidence in Sociology. 1991 ASA

Presidential Address. ASR 57:1-15.

### **Wk 13 Nov 27 Approaches to Comparative and Qualitative Research**

Guba, Egon G. and Yvonna S. Lincoln. 1994. Competing paradigms in qualitative research. In Norman Denzin and Yvonna Lincoln (eds.), *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage, pp. 105-117.

Ragin, Charles. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California. Read Chapters 1-5 and Chapter 9. The chapters on a Boolean algebra approach are included in the folder -- but you may omit xeroxing them.

Hunt, Morton. 1985. One thing at a time. Chapter 4 in *Profiles of Social Research: The Scientific Study of Human Interactions* New York: Russell Sage Foundation, pp. 155-199.

Becker, Howard. 1996. The epistemology of qualitative research. In Richard Jessor, Anne Colby, and Richard Shweder (eds.), *Ethnography and Human Development*. Chicago: University of Chicago Press, pp. 53-72.

### **Wk 14 Dec 4 Exploring Causes and Causal Chains**

Weiss, Robert S. 1994. The demonstration of causation. In *Learning from Strangers*. New York: The Free Press, pp. 179-181.

Gladwin, Christina H. 1989. *Ethnographic Decision Tree Modeling*. Sage Series in Qualitative Research Methods. No. 19. Newbury Park, CA: Sage Publications, pp. 20-65.  
Shows how difficult it can be to understand how individuals make very simple decisions. Discusses very simple approach and points how you can go wrong by imposing your logic onto another=s actions.

Hunt, Morton. 1985. Twenty thousand volunteers. Chapter 5 in *Profiles of Social Research: The Scientific Study of Human Interactions*. New York: Russell Sage Foundation, pp.247-296.

Aneshensel, Carol, Eve Fielder, and R Becaerra. 1989. Fertility and fertility-related behavior among Mexican-American and non-Hispanic white female adolescents. *J. Health and Social Behavior* 30: 56-76.  
A sociological study that takes a kind of Aintermediate variables@ approach.

The following two articles are to be skimmed -- to see the kinds of statistical thinking and knowledge that you may want to acquire.

Smith, Herb. 1990. Specification problems in experimental and nonexperimental social research. *Sociological Methodology* 20: 59-92.

Sobel, Michael. 1995. Causal inference in the social and behavioral sciences. In G Arminger, *et al.* (eds.), *Handbook of Statistical Modeling for the Social and Behavioral Sciences*. New York: Plenum Press.

### **Wk 15 Dec 11 Research Ethics**

- ASA Code of Ethics. 1997. Washington: American Sociological Association. Can be obtained on the web at <http://www.asanet.org/ecoderev.htm> (you may have to go in through [www.asanet.org](http://www.asanet.org))
- Punch, Maurice. 1994. Politics and Ethics in Qualitative Research. In Norman Denzin and Yvonna Lincoln (eds.), *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage, pp. 83-98.
- Mitchell, Richard G. Jr. 1993. *Secrecy and Fieldwork*. Newbury Park, CA: Sage.
- Peshkin, Alan. 1984. Odd Man Out: The Participant Observer in an Absolutist Setting. *Sociology of Education* 57: 254-264.
- Humphreys, Laud. 1970. *Tearoom Trade: Impersonal Sex in Public Places*. Chicago: Aldine.
- Ellis, Carolyn. c1986. *Fisher Folk : Two Communities on Chesapeake Bay*. Lexington : University Press of Kentucky. First and last chapter.
- Leo, Richard. 1995. Trial and tribulations: Courts, ethnography, and the need for an evidentiary privilege for academic researchers. *The American Sociologist* Spring 1995: 113-134.
- Erikson, Kai. 1995. Commentary. *The American Sociologist* Spring 1995: 4-11.
- Leo, Richard. 1996. The ethics of deceptive research roles reconsidered: A response to Kai Erikson. *The American Sociologist* Spring 1996: 122-128.
- Erikson, Kai. 1996. A response to Richard Leo. *American Sociologist* Spring 1996: 129-130.
- Allen, Charlotte. 1997. Spies like us: When sociologists deceive their subjects. *Lingua Franca*. I got my copy from the internet, so don't have the hard-copy pages.
- Leo, Richard. 1998. Response to Charlotte Allen. E-mail.