SOCI 2000/HSOC 2002
Sociological Research Methods
Spring 2025
University of Pennsylvania

Classroom: McNeil Building 309 (MCNB 309)
Class meeting hours: Mondays/Wednesdays, 3:30-4:29 pm

Course instructor:
Prof. Paula Fomby
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(215) 898-7768
Office hours: Mondays, 10:00-11:00 am, Wednesdays, 1:00-2:00 pm, and by appointment.

Teaching assistant:
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Office hours: Tuesdays, 3:30-5:30 pm

Recitation:
Solomon Building (PSYL) A30
Section 402: Thursdays, 9-9:59 am
Section 403: Thursdays, 10:15-11:14 am

Course overview:

One of the defining characteristics of the social sciences, including sociology, is a commitment to empirical research as the basis for knowledge. This course is designed to provide you with a basic understanding of research in the social sciences and to enable you to think like a social scientist. Through this course students will learn both the logic of sociological inquiry and the nuts and bolts of doing empirical research. We will focus on such issues as the relationship between theory and research, the logic of research design, issues of conceptualization and measurement, basic methods of data collection, and what social scientists do with data once they have collected them.

Course objectives:

By the end of this course, students should:

1. Understand how social scientists conduct research.

2. Be able to evaluate the strengths and weaknesses of various research strategies, including ethnographic, interview, survey, experimental, and historical research.

3. Have completed independent sociological research projects using different empirical methods.

4. Be critical consumers of social science research, with the ability to read, understand, and evaluate researchers' claims based on the evidence they present.

Expectations and guidelines for success:
- There are no prerequisites for this course.
- The success of this course depends upon your active engagement and participation. Classroom time includes a combination of lecture, small group discussion, and activities. Attendance will be monitored, and active, informed participation contributes 10% to your grade.
- Students are expected to spend about 4 hours preparing for each course meeting. Additional time will be required to complete written assignments.
- Please complete all assigned reading/viewing/listening before class begins. This will make classroom discussions far more interesting and sensible! I expect that you will have actively engaged with the assigned material as you prepare, meaning that you will take notes to summarize key points and flag where things aren't clear. I do not expect that you will always fully absorb the material on the first reading, but I do expect that you will extend your active engagement to the classroom and/or office hours by sharing your questions, observations, and points of confusion for clarification and discussion.
- Sometimes life gets complicated or overwhelming. Course policies regarding absences, assignments, and extensions are designed to accommodate occasional conflicts (see below). Please be familiar with these policies, and use the available flexibility wisely.
- Everyone in this class is learning something new. Your peers will rely on you to give them space to learn. Give your peers your respect and full attention, and please do not interrupt. When you disagree with something a peer has said, take issue with the idea - not the person - and speak in a way you'd want to be spoken to. Please respect and welcome all political and ideological perspectives and give them fair and thoughtful consideration. Your role in creating an inclusive, supportive learning environment will contribute to your participation grade.
- Sociological research often touches on topics that are deeply personal or sensitive. Some material in this course may be difficult to discuss. If there is a topic that you cannot discuss or that is otherwise particularly sensitive, let me know and we can work together to make alternative arrangements. Please note, though, that I am unable to prevent all students from being exposed to topics that might feel challenging or difficult. Keep in mind that you are in no way expected or required to disclose anything from your own life that you do not wish to share in class or in your assignments.

Contact information: Email (pfomby@sas.upenn.edu or through Canvas) is the best way to reach me outside of class time and office hours. I will respond to all emails within 24 weekday hours. I will not reply on weekends. If you do not receive a reply within 24 weekday hours, feel

free to send me a reminder. To help me locate your message in my inbox, please include the course number in the subject heading (SOCI 2000 or HSOC 2002) or send your message via Canvas. You also may direct questions to the course TA.

Office hours: Scheduled office hours appear at the top of this syllabus. I will be in my office to welcome you during those hours, and I am also available by appointment. Office hours serve multiple purposes, and I hope you will find at least one occasion to visit during the semester. You can use this time to ask questions about course content, expand on ideas discussed in class, or plan your approach for upcoming assignments. This is also the time to discuss any problems or concerns that you do not wish to discuss in class. Please bring those issues to me early so we can resolve them appropriately and as quickly as possible. You're also very welcome to stop by just to share good news or something you're excited about!

Evaluation

Participation (10%)
Your regular engaged participation is critical to the success of this class. Please arrive on time prepared for discussion. Attendance will be taken during each class meeting and recitation session beginning in Week 3. You may miss up to two class meetings and one recitation without penalty. In the event of an unexpected occurrence such as extended illness or an accident, please contact me as soon as possible to discuss accommodations.

Participation will be scored at the end of weeks 5 and 10 and at the end of the course.

Purpose: Your attendance and participation are fundamental to the success of the course and will help you to develop skills in active listening and thoughtful and persuasive spoken response.

Quizzes (2 quizzes,10% each)
Two non-cumulative online quizzes (assigned week 4 (10%) and week 15 (10%)) will include multiple-choice and short-answer questions. You may refer to assigned material, the instructor's lecture notes, and your own notes to complete the quizzes. You are expected to work independently and not to use online resources other than those that have been assigned. You will submit a signed honor pledge with your completed work, and any evidence of plagiarism, coordination, or use of online resources will be investigated as a violation of the academic integrity code.

- Quizzes will be submitted on Canvas.
- You will have 50 minutes to complete each quiz. Once the quiz begins, there will not be an option to pause.
- Quizzes **will not** be accepted after the due date except with good cause under prior arrangement.

Purpose: Quizzes are a relatively efficient method for assessing comprehension of course content and preparedness to describe, apply, and evaluate key concepts.

Response papers (2 papers, 5% each)

Response papers are short essays where you will summarize and evaluate empirical research. The first response paper will focus on evaluating the claims made by each author in a public academic debate. In the second, you will assess the challenges and opportunities posed by emergent research methods. Response papers will be due in Week 4 and Week 15.

Purpose: These short essays are an opportunity to synthesize what we have discussed in various course topics in order to critically evaluate research methods and their application.

Op-ed and AI reflection (10%)

In your opinion essay, you will identify a social problem and make a persuasive argument to create a measure that will provide insight toward addressing that problem. As part of the assignment, you will use generative artificial intelligence (e.g., ChatGPT) to create a proposed measure and evaluate the suitability of this approach. The op-ed is due in Week 6.

Purpose: This assignment is intended for you to think critically about "how we know what we know" and to get a sense of the challenges involved in effective measurement.

Empirical projects (2 projects, 20% each)

You will conduct two empirical projects to gain hands-on experience in research design, data collection, and interpretation. Each project includes individual and group components. The empirical projects have several deadlines, and completed assignments are due in Week 9 and Week 14.

Purpose: These are the "nuts and bolts" assignments of a sociological research methods course where you will put what you are learning into practice.

Peer review (2 peer reviews, 5% each)

You will review and provide feedback on a peer's writing assignment at two points during the semester.

Purpose: Learning to be an effective and courteous peer reviewer will give you skills in reading, writing, and collaboration that are essential in many professional fields.

Components of your grade:

Assessment	Due date	EWP date	Contribution
Response paper 1	Feb. 3, 3:30 pm	Feb. 5, 3:30 pm	5%
Quiz 1	Feb. 9, 11:59 pm	None	10%
Op-ed peer review	Feb. 19, 3:30 pm	None	5%
Op-ed	Feb. 24, 3:30 pm	Feb. 26, 3:30 pm	10%
Empirical project peer review	Mar. 5, 3:30 pm	None	5%
Empirical project 1	M ar. 17, 3:30 pm	Mar. 19, 3:30 pm	20%

Empirical project 2	Apr. 16, 3:30 pm	Apr. 18, 3:30 pm	20%
Response paper 2	Apr. 30, 3:30 pm	None	5%
Quiz 2	May 4, 11:59 pm	None	10%
Participation			10%

Grading scale:

You will receive a final letter grade at the end of the term based on the scale below. I will not round grades up. For example, 92.99% will receive an A-. A grade of A+ is reserved for truly exceptional performance throughout the course.

A	93-100%	B+	87-89%	C+	77-79%	D+	67-69%
A-	90-92%	B	83-86%	C	73-76%	D	63-66%
		B-	80-82%	C-	70-72%	D-	60-62%
						F	<=59%

Required reading and related material:

Carr, Deborah, Elizabeth Heger Boyle, Benjamin Cornwell, Shelley Correll, Robert Crosnoe, Jeremy Freese, and Mary C. Waters (2021). The Art and Science of Social Research, **2nd edition.** New York: W.W. Norton. Electronic version.

An electronic version of the textbook is available for purchase from the publisher for $48.95. I suggest you purchase this because it is cheaper and more complete than the print version. If you prefer the print edition, the list price for a new copy is $119.38 but it may be available for less online. Used print editions are also available. Either way, **please be sure to purchase the second (current) edition.**

If you prefer not to purchase the textbook, a print copy is available on reserve at Van Pelt Library. You may check out the reserve copy from the circulation desk. The reserve book may be checked out for up to 3 hours for in-library use or for overnight use after 10 pm. In that case, the book is due when the library opens the following day.

To give you time to obtain the course textbook, I will post a PDF version of Chapter 1 on Canvas. I will also make available a PDF version of Chapter 17, which is available in the electronic edition only.

All other assigned reading and links to audiovisual material will be available on Canvas.

Course Policies

Electronic devices: Electronic devices are permitted in class and recitation sessions so you may access course content and participate in Poll Everywhere. Please limit your electronic device use to classroom-focused activities. Repeated misuse of electronic devices for personal entertainment during class will result in a change in course policy. Lecture notes (i.e., Google slides) will be available on Canvas after each class meeting.

Extensions: I will use an "Extension Without Penalty" (EWP) policy for most assignments that you complete independently. An EWP policy means that an assignment has a target deadline and an extension deadline (usually two days after the target deadline, but check the syllabus for each case). You are strongly encouraged to submit your work by the target deadline so that you are ready to move on to the next unit, but may submit assignments by the extended deadline with no penalty. An EWP policy is designed to give you control over time management and reduce stress. Note that **the EWP policy does not apply to collaborative work** because your peers are depending on your timeliness to make progress on their own work. **It also does not apply to quizzes,** which you have several days to complete.

Contact me as soon as possible - and before an approaching deadline - if unexpected circumstances require a longer extension. I will consider longer extensions for situations that are truly unforeseeable and out of your control (a death in the family, lengthy illness or injury). I will not consider longer extensions for foreseeable circumstances such as having many assignments due in the same week.

Class meetings: We will meet virtually when circumstances such as a major storm or a public health emergency pose a threat to public safety with the permission of the College of Arts and Sciences. **Note that there is a recorded lecture in lieu of an in-class meeting on Monday, February 3.**

Use of AI tools: We will discuss principles of responsible AI use in this course, and you will be expected to abide by them. Part of this expectation is transparency: **you will be asked to include a description of how you used AI to support your completion of each written assignment.** Bear in mind that clear writing is a product of clear thinking, and the primary purpose of this course – even more than to learn about sociological research methods – is to develop as a critical, original, and persuasive thinker. That is the human capital that will pay returns for the rest of your life, and you must do the hard work of developing that capital yourself. Your written submissions should reflect your interpretation of the course material, and all citations and assertions must be factually accurate. Erroneous information such as misstated statistics or misidentified attributions and generic writing will result in a lower score on graded work.

Student Disabilities Services and accommodations for students with disabilities: The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the office of Student Disabilities Services (SDS): https://weingartencenter.universitylife.upenn.edu/. Please meet with me as soon as possible to discuss your accommodations and needs. If you have not yet contacted SDS and would like to request accommodations or have questions, you can make an appointment by calling (215) 573-9235. The office is located in the Stouffer Commons, 3702 Spruce St., Suite 300 (M-F, 9 am - 5pm ET). All services are confidential.

Other Accommodations

Student athletes, parents and caregivers, and others whose commitments might affect their ability to attend class or complete assignments on time should speak with me at the beginning of the semester about potential conflicts. You should also speak with me as soon as possible if religious holidays that occur during the semester will require you to miss class. If you unexpectedly experience a life event that presents you with academic difficulties, I can refer you to CaseNet to ensure that you get the support you need: https://www.college.upenn.edu/casenet.

Code of academic integrity: Students are expected to abide by the University of Pennsylvania's Code of Academic Integrity (available here: https://catalog.upenn.edu/pennbook/code-of-academic-integrity/). I will impose substantial penalties on any violation of the code. If you have questions about what constitutes academic dishonesty, please do not hesitate to ask me.

Grading: Aside from computational or other minor errors, all assigned grades are final.

NOTE: Any changes to the syllabus will be announced on Canvas and in class.

Daily schedule and assignments

Day*	Date	Assigned Course Material (read/watch ahead of time for class/recitation discussion)	Questions to guide your reading	Assignments
Week 1				
W	Jan. 15	**Introductions and course orientation**		Complete "getting to know you" survey
R	*Jan. 16*	*No meeting*		
Week 2				
W	Jan. 22	**Claims and evidence in social science** 1. Carr et al., Chapter 1 (author profiles and overview of the book's contents are optional) 2. Best, Joel (2001). Telling the Truth About Damned Lies and Statistics," *Chronicle of Higher Education.*		Post an example of a claim based on empirical evidence presented in popular media to the course Canvas discussion board before our class meeting.
R	*Jan. 23*	*Use examples to distinguish rigorous research and accurate interpretation from misinformation*		
Week 3				
M	Jan. 27	**Theory and research in social science** 1. Carr et al., Chapter 2 2. Point/Counterpoint essays from *Journal of Policy Analysis and Management,* September 2024	What is the role of theory in empirical research? What theories and evidence do Fomby and	Response paper #1 assigned

* NOTE: M = Monday, W=Wednesday, *R=Thursday/Recitation.* EWP = Extension without penalty.

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Day[*]	Date	Assigned Course Material (read/watch ahead of time for class/recitation discussion)	Questions to guide your reading	Assignments
		(volume 43, issue 4): a. Cancian, Maria. "Should public policy promote marriage to improve well-being?" (p. 1283) b. Fomby, Paula. "Prioritize families, not marriage." (pp. 1284-1289) c. Wilcox, W. Bradford and Alan J. Hawkins. "The Marriage Paradox: Understanding and remedying the paradoxical place of marriage in America." (pp. 1290-1297)	Wilcox draw upon to come to opposite conclusions?	
W	Jan. 29	**Reading and responding to academic research** 1. Rosenberg, Karen (2011). "Reading Games: Strategies for Reading Scholarly Sources." In *Writing Spaces: Reading on Writing,* vol. 2., Charley Lowe and Pavel Zemliansky, eds., Parlor Press. 2. Section on "Tips for Effective Writing" in Carr et al., Chapter 14 3. Review: Penn's Statement on Guidance for the University of Pennsylvania Community on Use of Generative Artificial Intelligence	What is your reading and writing process when it comes to academic research? Might these tips change your approach?	
R	*Jan. 30*	*Discuss draft response papers*		*Bring draft response paper to recitation*
Week 4				
M	Feb. 3	**Ethical issues in human subjects research (NOTE: this is a recorded lecture; no class meeting today)** 1. Carr, et al., Chapter 3. 2. Editorial Board (2020). "Henrietta Lacks: Science	Imagine yourself as a researcher and as a subject of sociological research. How might the rules around human	Response paper #1 due by 3:30 pm (EWP Feb. 5, 3:30 pm)

Day[*]	Date	Assigned Course Material (read/watch ahead of time for class/recitation discussion)	Questions to guide your reading	Assignments
		must right a historical wrong." *Nature* 585, 7.	subjects research protect you in each role?	
W	Feb. 5	**The logic of causal inference** 1. Rosenbaum, Paul R. (2023). Chapters 1-3 in *Causal Inference* Cambridge, MA: MIT Press. Pp. 1-65 (they are unusually small pages!) 2. Lee, Hedwig and Christopher Wildeman (2021). "Assessing mass incarceration's effects on families." *Science* 374: 277-281.	When is it important to establish causality? How can an inadequate research design jeopardize causal inference?	
R	*Feb. 6*	*Applications of research ethics and causal inference, review for Quiz #1*		Quiz #1 opens at 12 pm, available until Sunday, 2/9, 11:59 pm.
Week 5				
M	Feb. 10	**Conceptualization, operationalization, and measurement** **Choose <u>one</u> of the following 4 articles to review:** 1. *Racial identity:* Maghbouleh, Neda, Ariela Schachter and René D. Flores (2022). "Middle Eastern and North African Americans may not be perceived, nor perceive themselves, to be White." *Proceedings of the National Academy of Sciences* 119(7): e2117940119 (9 pages) 2. *Gender:* Magliozzi, Devon, Aliya Saperstein, and Laurel Westbrook (2016). "Scaling Up: Representing Gender Diversity in Survey Research." *Socius* (11 pages)	Ask yourself: How do we know what we know? That is,what do you understand racial identity/gender/poverty/ family membership to be, and why? In the article you read, does the measurement of the concept match with your understanding? What issues do the authors raise that complicate conceptualization and	Op-ed piece assigned

Day[*]	Date	Assigned Course Material (read/watch ahead of time for class/recitation discussion)	Questions to guide your reading	Assignments
		3. *Poverty:* Fox, Liana et al. (2015). "Waging War on Poverty: Poverty Trends Using a Historical Supplemental Poverty Measure." *Journal of Policy Analysis and Management* 34(3): 567-592 (there are lots of graphs and figures, so not as much to read as the page count suggests!) 4. *Family relationships:* Brown, Susan and Wendy Manning (2009). "Family boundary ambiguity and the measurement of family structure: The significance of cohabitation." *Demography* 46: 85-101.	measurement?	
W	Feb. 12	**Reliability and validity** 1. Carr et al., Chapter 5	What does a "good" measure achieve? Why are reliability and validity important?	
R	*Feb. 13*	*Considering measurement, reliability and validity as they apply to the topic of your op-ed*		
Week 6				
M	Feb. 17	**Writing workshop: peer review and engaging your reader** 1. Harvard Kennedy School, "How to Write an Effective Op-Ed or Column." 2. Assaf, Ryan D. (2024). "Adding Middle Eastern or North African on the U.S. Census Provides Critical Benefits." *Newsweek* April 17 (online) 3. Nowrasteh, Alex (2024). "The New Census Racial Group May Hurt Those It Is Supposed To Help."	What will you do to write an effective op-ed? How will you know whether you are writing clearly and persuasively?	Draft op-ed to peer reviewer due at 3:30 pm (no EWP)

Day[*]	Date	Assigned Course Material (read/watch ahead of time for class/recitation discussion)	Questions to guide your reading	Assignments
		Newsweek April 24 (online)		
W	Feb. 19	**Sampling and sample variation** 1. Carr et al., Chapter 6, pp. 155-169	Why do we study samples of the population? Why are we able to make inferences to the population from a random sample?	Peer review due at 3:30 pm (no EWP)
R	*Feb. 20*	*Review sampling principles and applications, discuss remaining issues regarding op-eds*		
Week 7				
M	Feb. 24	**Survey design and response bias** 1. Carr et al., Chapter 7, pp. 189-208 (sections on "What are Surveys" and "Types of Surveys") 2. Marsden, Peter V., Tom W. Smith, and Michael Hout (2020). "Tracking US Social Change Over a Half-Century: The General Social Survey at Fifty." *Annual Review of Sociology* 46:109-134.	What can we learn from asking many people the same (usually closed-ended) questions?	Op-ed essay due at 3:30 pm (EWP: Weds, 2/26, 3:30 pm)
W	Feb. 26	**Survey questions, questionnaires, and codebooks** 1. Carr et al., Chapter 7, pp. 208-227 (i.e., remainder of chapter) 2. SELECTED SECTIONS: General Social Survey. 2022 GSS (Cross-section Study) Documentation and Public Use File Codebook (Release 4). NORC. *Study Overview [p. 4], Note on Measurement [pp. 8-10], Reserve Codes [pp. 45-46], How to Read GSS Tables [pp. 47-48]. Then skim the Section*	What are the challenges to asking a good question?	Empirical project #1 assigned

Day[*]	Date	Assigned Course Material (read/watch ahead of time for class/recitation discussion)	Questions to guide your reading	Assignments
		Index of Variables for questions of interest and review related Data Tables.		
R	*Feb. 27*	*Review survey design strategy, identify variables of interest for EP #1*		
Week 8				
M	Mar. 3	**Analyzing quantitative data** 1. Carr et al., chapter 13.	How can we represent a research question as a mathematical model?	Outline of empirical project 1 due to peer reviewer by 3:30 pm (No EWP)
W	Mar. 5	**Project workshop: Linking questions to research design** 1. Carr et al., chapter 14, pp. 447-459. 2. Ifcher, John and Homa Zarghamee (2014). "The Happiness of Single Mothers: Evidence from the General Social Survey." *Journal of Happiness Studies* 15, 1219–1238.	What is Ifcher and Zarghamee's research question? How are there hypotheses represented in their empirical model?	Peer review on empirical project 1 due, 3:30 pm (No EWP)
R	*Mar. 6*	*Discuss appropriate analysis plan for research question/variables of interest*		
March 8-16: ❀ Spring Break! ❀				
Week 9				
M	Mar. 17	**Introduction to qualitative methods** 1. Small, Mario Luis (2009). "How many cases do I need?" On science and the logic of case selection	What can we learn from asking open-ended questions to a smaller number of people?	Empirical project #1 due at 3:30 pm (EWP Weds., 3/19, 3:30 pm)

Day[*]	Date	Assigned Course Material (read/watch ahead of time for class/recitation discussion)	Questions to guide your reading	Assignments
		in field-based research. *Ethnography, 10*(1), 5–38. 2. Famiglietti, Andy (2024). "AI Focus Groups – Summary of Initial Findings." Link [here](#).		

W	Mar. 19	**In-depth interviewing**
		
		1. Carr et al., Chapter 11, pp. 334-350.
		2. Choose **one** report to review from the following:
		  a. Fields, Corey D., Rahsaan Mahadeo, Lisa Hummel, and Sara Moore (2022). "Talking about it and being about it: Differences by race in the perception of policing and protests."
		  b. Grusky, David B., Ann Carpenter, Erin Graves, Anna Kallschmidt, Pablo Mitnik, Bethany Nichols, and C. Matthew Snipp (2021). "The rise of the noxious contract: Job safety in the Covid-19 crisis."
		(both published by the Stanford Center on Poverty and Inequality, Federal Reserve Bank of Boston, and Federal Reserve Bank of Atlanta)
			What new perspectives do we gain from these in-depth interviews? What might this method have achieved that a survey could not?	Empirical project #2 assigned; groups assigned

R	*Mar. 20*	*Meet with your research group to discuss the topics and population you would like to learn about through your in-depth interviews.*		
Week 10				
M	Mar. 24	**How to conduct an in-depth interview** 1. Carr et al., Chapter 11, pp. 350-364 2. Lareau, Annette (2021). "Learning to Interview." Chapter 4 in *Listening to People.* Chicago, IL: University of Chicago Press. 3. "12 Handy Interviewing Tips" from Healey-Etten,	What tools can a researcher use to guide a productive and insightful interview?	

Day[*]	Date	Assigned Course Material (read/watch ahead of time for class/recitation discussion)	Questions to guide your reading	Assignments
		Victoria and Shane Sharp (2010). <u>Appendix</u> to "Teaching Beginning Undergraduates How to Do an In-Depth Interview: A Teaching Note with 12 Handy Tips." Teaching Sociology, 38(2): 157-165 (2 pages).		
W	Mar. 26	**Project workshop: Developing an interview guide**	How will your team use in-depth interviews to learn what you want to know?	
R	*Mar. 27*	*Practice with in-depth interviews, work on creating your interview guide and consent form*		
Week 11				
M	Mar. 31	**Participant observation and ethnography** 1. Carr et al., Chapter 10 2. Calarco, Jessica (2011). "I Need Help!" Social Class and Children's Help-Seeking in Elementary School. American Sociological Review 76(6): 862-882. 3. Calarco, Jessica (2018). Excerpted pages from "Introduction." Chapter 1 in *Negotiating Opportunities: How the Middle Class Secures Advantages in School.* Oxford. Pp. 10-19.	What can we learn from immersive observation that we might not learn from surveys or in-depth interviews? What are the challenges to conducting good ethnographic research?	
W	Apr. 2	**Project workshop: Coding interviews**	How can we systematically transform	

Day[*]	Date	Assigned Course Material (read/watch ahead of time for class/recitation discussion)	Questions to guide your reading	Assignments
		1. Carr, et al. Chapter 17	open-ended speech into data?	
R	*Apr. 3*	*Discuss strengths and challenges of ethnography; review coding practices*		
Week 12				
M	Apr. 7	**Experimental research** 1. Carr et al., Chapter 8 2. Devah Pager on Experimental Audits, The Give Methods a Chance podcast (2015)	How can we turn the social world into a lab where we control the variation? What is the power of this approach, and what are the challenges?	
W	Apr. 9	**Project workshop: synthesizing results and next steps**		
R	*Apr. 10*	*Discuss strengths and challenges of experiments; review next steps to finalize EP #2*		
Week 13				
M	Apr. 14	**Evaluation research** 1. Carr et al., Chapter 9 2. The Turnaway Study (NPR broadcast, 14 minutes)		
W	Apr. 16	**Comparative-historical research** Guest lecture, Dr. Melissa Wilde (Professor and Chair, Penn Sociology)		Empirical project #2 due, 3:30 pm (EWP April 18, 3:30 pm)

Day[*]	Date	Assigned Course Material (read/watch ahead of time for class/recitation discussion)	Questions to guide your reading	Assignments
		1. Carr et al., Chapter 12 (Note: pp.372-375 and 388-393 describe the methods our guest speaker uses). 2. Wilde, Melissa (2020). "Introduction." In *Birth Control Battles: How Race and Class Divided American Religion.* Berkeley: University of California Press (pp 1-30).		
R	*Apr. 17*	*Discuss strengths and challenges to evaluation and comparative-historical methods*		
Week 14				
M	Apr. 21	**Big data** 1. Connelly, Roxanne et al. (2016). "The role of administrative data in the big data revolution in social science research." *Social Science Research* 59:1-12 (skip sections 6.1 to 6.5) 2. Nobles, Jenna, Lindsay Cannon, and Allen J. Wilcox (2022). "Menstrual irregularity as a biological limit to early pregnancy awareness," *Proceedings of the National Academy of Sciences,* 119 (1) e2113762118.	The world is full of data collected for reasons other than sociological research. How can we turn a sociological lens on these data to answer questions that other research methods cannot resolve?	Response paper #2 assigned
W	Apr. 23	**Machine learning** 1. Brown, Sara (2021). "Machine Learning, Explained." MIT Sloan School of Management. Link here. 2. Mittleman, Joel (2022). Intersecting the Academic Gender Gap: The Education of Lesbian, Gay, and Bisexual America." *American Sociological Review* 87(2): 303-335.	How does Mittleman make unconventional use of survey data to reveal new insights? Could the same insights have been obtained from the research methods we have

Day[*]	Date	Assigned Course Material (read/watch ahead of time for class/recitation discussion)	Questions to guide your reading	Assignments
			already discussed?	
R	*Apr. 24*	*Discuss strengths and challenges to big data and machine learning to prepare for response paper #2.*		
Week 15				
M	Apr. 28	**Community engagement in research** 1. Vaughn, Lisa M. and Farrah Jacquez (2020). "Participatory Research Methods – Choice Points in the Research Process." *Journal of Participatory Research Methods* 1(1): 1-14. 2. SKIM: Daly, Hannah et al. (2024 [2023]). "Exploring Individual and Institutional Positionality: A Tool for Equity in Community Engagement and Collaboration." Washington, DC: Urban Institute.	Who should determine which research questions are worth asking? How can we put our methodological skills in the service of addressing community-identified priorities?	
W	Apr. 30	**Review for Quiz #2, wrap-up**		Response paper #2 due at 3:30 pm (no EWP); Quiz #2 opens at 4:30 pm, available until Sunday, 5/4, 11:59 pm (no EWP).