

Sociology 510

Sociological Methods I

Fall 2017

Professor Orestes “Pat” Hastings (pat.hastings@colostate.edu)

Course Website: <https://colostate.instructure.com/courses/52875>

Lecture: Tuesday/Thursday 2pm-3:15pm in Clark A17

Office hours: Tuesdays/Thursday 3:30-5pm and by appointment in Clark B266

- From 3:30-4:15pm is drop if hours (no appointment necessary)
- From 4:15-5:00pm you can schedule your own meeting at <https://www.wejoinin.com/sheets/ldmcc>
- Email me if you would like to meet and none of the available times work.

Overview

This course is designed to introduce you to the methodological tools deployed by sociologists to conduct empirically grounded and theoretically engaged research. The course will cover the basic elements of research design, the role of theory in empirical research, the construction of sociological arguments, the ethics involved with human subjects research, and the analysis, interpretation, and presentation of data and results. Methodologically, this course will introduce students to the use of ethnography, interviews, surveys, experiments, comparative/historical methods, and social network analysis. This course is not meant to provide specialized training on any particular method. As such, the readings will include a variety of perspectives and examples of previous research. The assignments will provide hands-on experience to develop a better understanding of the methods and help prepare you to conduct your own original research.

Snapshots at jasonlove.com



"I love our lunches out here, but I always get the feeling that we're being watched."

Learning Goals

- Develop sociological research questions
- Understand the basics of various methodological approaches and be able to understand their different strengths and weaknesses
- Evaluate research designs and formulate one's own plan of research.
- Understand the nuts and bolts of a research proposal, including the use of online resources, citation management, and IRB approval
- Think critically about the use of empirical evidence in sociological scholarship.
- Take into account the ethical considerations of social research

Expectations and Evaluation

Your grade will be based on:

- Reading reflection comments (10%)
- High-quality participation (10%)
- Neighborhood Project (20%)
- Pilot Project (20%)
- Research Proposal (40%)

Readings and Reflection Comments (10%)

In general, I expect you to complete all of each week's readings before class on Tuesday. Exceptions to this are noted in the course schedule (or will be announced in class). You are not expected to have mastered the material, but if you are finding yourself regularly overwhelmed by or unable to complete the readings, talk to me. At the end of each Thursday class I will help orient you to how to read the following week's readings. To help you engage with the readings and help me gauge your engagement, I ask that each Tuesday before class you email me at least one question, comment, or critique from the readings. These can be something along the lines of "I wish the readings had talked more about X...", "I didn't understand Y...", "One of the readings argued for Z, but I disagree because..." Aim for 50-100 words. Do this for at least 10 of the weeks (1% each assignment)

High-quality participation (10%)

Together in class we will engage in the readings and the issues they present. We will also collectively discuss the assignments and your research ideas. This is a small seminar. I expect you to attend and actively participate in every class. Please talk to me if you must miss class.

Neighborhood Project: Statistical Profile and Ethnographic Observation (20%)

You will create a descriptive statistical profile (using online census and school district data) of a census tract of your choosing and you will conduct a neighborhood visit of the same neighborhood and make field notes. You will write a 7-10 page (double-spaced) paper that integrates the descriptive statistical profile and your field observations and reflects on these methods and your use of them. Further details will be posted to the course website and discussed in class. This will be due on October 26.

Pilot Project (20%)

You will either do two in-depth interviews or you will conduct a short survey, ideally related to the topic of your research proposal. If you do interviews, this will include preparing an interview guide, conducting two interviews, and transcribing one of them in its entirety. If you do surveys, you will create a questionnaire, collect at least 20 responses, and do some preliminary analysis. In either case, you will prepare a short report (5-6 pages and appendices) that explains the rationale for your questions, presents the main findings, and reflects on the process. Further details will be posted to the course website and discussed in class. This will be due on November 16.

If you would like to do some other kind of pilot project (dig in some archives, do a social network analysis, etc.), talk to me and we may be able to work something out.

Research Proposal (40%):

There are four parts to this assignment: 1) an outline, 2) a mini research proposal, and 3) a presentation, and (4) final research proposal. You will get some feedback from me at each stage.

1. The outline (5%) should briefly describe the research topic, include an argument for why it is worthy of study, pose 2-3 distinct research questions related to the topic, and provide a short bibliography (10-20 references) relevant to the topic (2-3 page in all). At this stage, I encourage you to consider research questions that require different designs and methods. The outline is due September 14.
2. The mini research proposal (10%) should focus on one or two related questions and should be 2 pages, single spaced. The mini research proposal is due October 5.
3. The presentation (5%) will cover your research question, motivation, relevant literature, research design, and expected contributions. It will be very much like a conference presentation (~15 minutes + Q&A) except, of course, without results. Presentations will occur the last week of class.
4. The final research proposal (20%) will offer a detailed plan to answer your main research question, including (as applicable) site/period selection, unit of analysis, sampling, draft interview schedule, documents to be used, data collection strategies and tentative plan of analysis. It should be about 12-16 double-spaced pages plus bibliography and possible appendices. It is due December 14.

Materials

There are three required books for this course:

- Carr, Deborah, Elizabeth Heger Boyle, Benjamin Cornwell, Shelley Correll, Robert Crosnoe, Jeremy Freese, and Mary C. Waters. 2018. *The Art and Science of Social Research*. W. W. Norton. (ISBN: 9780393644791)
- Fowler, Floyd J. 2014. *Survey Research Methods* (5th ed). SAGE Publications (ISBN: 9781452259000)
- Creswell, John. W, and Cherly N. Poth. 2018. *Qualitative Inquiry & Research Design* (4th ed.). SAGE Publications. (ISBN: 9781506330204)

You MUST purchase *The Art and Science of Social Research* at the bookstore. It is a brand-new book. So new, in fact, that it has been printed in black and white. BUT, the cost is only \$33.25! The other two books are available in the bookstore, but you can also purchase them

online. You are also welcome to purchase one edition older for each book, which could save you some money.

The remaining assigned readings will be posted on the course website. The “suggested additional readings” in the course schedule are listed if you would like to take any one particular topic deeper or see more examples.

Ethical Concerns in Sociological Research

All social scientists must be aware of their ethical and professional obligations. We will discuss research ethics throughout the semester. All seminar participants should also become familiar with the American Sociological Association’s Code of Ethics (<http://www.asanet.org/membership/code-ethics>) and the regulations of Colorado State’s Institutional Review Board (<https://vpr.colostate.edu/ricro/irb/>). All published or publicly presented research (including Ph.D. dissertations) must get prior IRB approval if research will include human subjects.

Other Important Matters

In-Class Decorum

Please come to class on time and be ready to engage the material we are covering in class.

Laptops should ONLY be used for class purposes in class. Cell phones are not to be used during class. Colorado State University has stated five Principles of the Community: inclusion, integrity, respect, service and social justice (<http://diversity.colostate.edu/principles-of-community/>). Your conduct in this class should adhere to these to help us generate an open, tolerant, and respectful learning environment that we can all succeed in.

Office hours

I encourage you to take advantage of my office hours. I am happy to discuss course material, the assignments, your research interests, or anything else that would be useful to you. You can either come during drop-in hours or sign up for specific time (<https://www.wejoinin.com/sheets/ldmcc>). Email me if you would like to meet and none of the available times work for you.

Academic Integrity

The course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog (<http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/>) and the Student Conduct Code (<https://tilt.colostate.edu/integrity/knowTheCode/>). Do your own work. Don’t cheat. Violations will be addressed through the appropriate University mechanisms.

Resources for Disabled Students

If you have a diagnosed learning or physical disability, which may require special accommodations, please talk to me at the beginning of the semester. The university’s Resources for Disabled Students (<http://rds.colostate.edu/>) can also help facilitate your

individual needs. I will work with you and the RDS to make sure that any individual needs are appropriately accommodated.

Support

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://health.colostate.edu/> And, the Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/need-help-support>.

Need Help? CSU is a community that cares for you. If you are struggling with drugs or alcohol and/or experiencing depression, anxiety, overwhelming stress or thoughts of hurting yourself or others please know there is help available. Counseling Services has trained professionals who can help. Contact 970-491-6053 or go to <http://health.colostate.edu>. If you are concerned about a friend or peer, tell someone by calling 970-491-1350 to discuss your concerns with a professional who can discreetly connect the distressed individual with the proper resources (<http://supportandsafety.colostate.edu/tellsomeone>). Rams take care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

COURSE OUTLINE

In addition to the topics and readings listed below, we will also be regularly discussing the assignments and your research ideas. This is a tentative schedule. If there are changes to this schedule, you will receive adequate notice.

Key:

- ASSR = *The Art and Science of Social Research*.
- SRM = *Survey Research Methods*
- QIRD = *Qualitative Inquiry & Research Design*

Week 1: August 22 & 24

Introduction & Getting Started

Readings (To read for Thursday)

- ASSR Ch. 1
- Watts, Duncan. 2011. “Why Everything That Seems Obvious Isn’t.” *Physics World* pp 30-34. (<http://everythingisobvious.com/wp-content/uploads/2011/12/PWOct11watts1.pdf>)

Suggestion additional readings

- Abbott, Andrew. 2004. *Methods of Discovery: Heuristics for the Social Sciences*. New York: W.W. Norton. Chapters 1, 2 and 7.

Week 2: August 29 & 31

Thinking Like a Sociologist

Readings

- ASSR Chs. 2, 4
- QIRD Skim Ch. 1; Read Chs. 2, 4
- Hastings, Orestes P. 2016. “Not a Lonely Crowd? Social Connectedness, Religious Service Attendance, and the Spiritual But Not Religious.” *Social Science Research* 57:63-79.
- Lareau, Annette. 2002. “Invisible Inequality: Social Class and Childrearing in Black Families and White Families,” *American Sociological Review* 67: 747-776.

Suggestion additional readings

- Stinchcombe, Arthur. 1995. “The Logic of Social Research” Ch. 1, 2, 4 [Another perspective]
- Bloemraad, Irene. 2004. “Who Claims Dual Citizenship? The Limits of Postnationalism, the Possibilities of Transnationalism, and the Persistence of Traditionalism.” *International Migration Review* 38(2): 389-426. [Example of linking theory and research, deductive]

- Becker, Howard S. 1953. “Becoming a Marihuana User.” *American Journal of Sociology* 59(3): 235-242. [Inductive example]

Week 3: September 5 & 7

Writing a research proposal

Readings

- ASSR Ch 17
- QIRD Ch 3,6 (can save the portion on ethics until next week)
- Przeworski, Adam and Frank Salomon. 1995 (revised). “The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions.” Social Science Research Foundation.
- Example of Funded Research Proposal: “Income Inequality and Class Divides in Parental Investments”
- Writing a literature review, the six steps:
<http://getalifephd.blogspot.com/2011/10/writing-literature-review-six-steps-to.html>
- Quick tips for ASA style
- Learn to use a citation manager. Scour the internet. See also:
 - <https://www.insidehighered.com/blogs/gradhacker/say-yes-reference-manager>
 - <http://libguides.colostate.edu/c.php?g=363586&p=2456600>

Assignment:

- Install and use a citation manager. Must use this for your outline.

Suggestion additional readings

- Kiparsky, Michael. 2006. “How to Win a Graduate Fellowship.” *The Chronicle of Higher Education* (May 11).

Week 4: September 12 & 14

Ethics and IRB

NO CLASS on 9/12. Work on your outline!

Outline is DUE in class September 14

Readings

- ASSR Ch 3
- Review QIRD Ch 3 part relevant to Ethics
- SRM Ch 11
- Abigail E. Cameron, “The Unhappy Marriage of IRBS and Ethnography,” *Contexts* March 19, 2016 (<https://contexts.org/blog/the-unhappy-marriage-of-irbs-and-ethnography/>)
- Dana R. Fisher, “Doing Qualitative Research as if Counsel Is Hiding in the Closet,” *Contexts*, March 19, 2016 (<https://contexts.org/blog/doing-qualitative-research-as-if-counsel-is-hiding-in-the-closet/>)

Week 5: September 19 & 21

What is Causality? Thinking through Causal Mechanisms and Experiments

Readings on Causality and Mechanisms

- Lieberman, 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: 307-320.
- Watts, Duncan. 2014. “Common Sense and Sociological Explanations” *American Journal of Sociology* 120(2):313-351.
- Winship and Morgan. 1999. The Estimation of Causal Effects from Observational Data [Skim only]

Readings on Experiments

- ASSR Ch. 8
- Pager, Devah. 2003. “The Mark of a Criminal Record.” *American Journal of Sociology* 108:937-975.

Suggestion additional readings on mechanisms and causality

- Elster, Jon. 1989. *Nuts and Bolts for the Social Sciences*. Cambridge University Press. [Clear writing on mechanisms]
- Markus Gangl. 2010. Causal Inference in Sociological Research [An update of sorts to Morgan and Winship 1999]
- Ragin, Charles C. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: UC Press.

Suggestion additional readings on experiments

- Jackson, Michelle, and D.R. Cox. 2013. “The Principles of Experimental Design and Their Application in Sociology.” *Annual Review of Sociology* 39:27-49.
- Kirk, David S. 2009. “A Natural Experiment on Residential Change and Recidivism: Lessons from Hurricane Katrina.” *American Sociological Review* 74(3):484-505. [Example of a natural experiment]
- Correll, Shelley J., Stephen Benard, and In Paik, 2007, “Getting a Job: Is there a Motherhood Penalty?” *American Journal of Sociology* 112(5):1297-1339 [Example of experiment]
- Lucas, Jeffrey W. 2003. “Theory Testing, Generalization, and the Problem of External Validity.” *Sociological Theory* 21:236-253 [good for thinking about the generalizability of experiments]

Week 6: September 26 & 28
Surveys

Readings

- ASSR 7
- SRM Read Chs. 2, 3, 5
- SRM Skim Chs. 1, 4, 6

Week 7: October 3 & 5
More about surveys, Statistical reasoning.
Mini-Proposal DUE in class October 5

Readings

- SRM Read Chs. 9, 10, 13
- ASSR Skim Chs. 14, 15
- Western, Bruce, and Becky Pettit. 2005. “Black-White Wage Inequality, Employment Rates, and Incarceration.” *American Journal of Sociology* 111(2):553-578.
- Review Hastings, Orestes P. 2016. “Not a Lonely Crowd? Social Connectedness, Religious Service Attendance, and the Spiritual But Not Religious.” *Social Science Research* 57:63-79.

Suggestion additional readings on survey research and the limits of statistical reasoning

- *Example on Religion*
 - Hout, Mike and Claude Fischer. 2002. “Why More Americans Have No Religious Preference: Politics and Generations.” *American Sociological Review* 67(2): 165-90.
 - Marwell, Gerald and N.J. Demerath III. 2003. “‘Secularization’ By Any Other Name.” *American Sociological Review* 68(2): 314-316.
 - Hout, Mike and Claude Fischer. 2003. “O Be Some Other Name.” *American Sociological Review* 68(2): 316-318.
- *Example on Racial Stratification:*
 - Villarreal, Andrés. 2010. “Stratification by Skin Color in Contemporary Mexico.” *American Sociological Review* 2010(5):652-678.
 - Flores, Rene, and Edward Telles. 2012. “Social Stratification in Mexico: Disentangling Color, Ethnicity, and Class.” *American Sociological Review* 77(3):486-494.
 - Andrés, Villarreal. 2012. “Flawed Statistical Reasoning and Misconceptions about Race and Ethnicity.” *American Sociological Review* 77(3):495-502.
- Couper, Mick. 2017. New Developments in Survey Data Collection.” *Annual Review of Sociology* 43:121-145 (<https://doi.org/10.1146/annurev-soc-060116-053613>) [On the future of surveys]

Week 8: October 10 & 12

Introduction to Ethnography and Participant Observation

Readings

- ASSR Ch. 10
- QIRD Ch. 7
- Ch. 5 of J. Lofland, D. Snow, L. Anderson, and L. Lofland. 2006. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Belmont, CA: Wadsworth Publishing.
- Dey, Ian. 1999. Introduction. In *Grounding Grounded Theory: Guidelines for Qualitative Inquiry*. Academic Press.
- Small, Mario. 2009. “‘How Many Cases do I Need?’ On Science and the Logic of Case Selection in Field-Based Research.” *Ethnography* 10(1):5-38.

Suggestion additional readings

- Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- J. Lofland, D. Snow, L. Anderson, and L. Lofland. 2006. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Belmont, CA: Wadsworth Publishing.
- Burawoy, Michael. 1998. “The Extended Case Method.” *Sociological Theory* 16(1): 4-33.

Week 9: October 17 & 19

More ethnography.

Readings

- Desmond, Matthew. 2014. “Relational Ethnography.” *Theory and Society* 43(5):547–579.
- Desmond, Matthew. 2012. “Eviction and the Reproduction of Urban Inequality.” *American Journal of Sociology* 118(1):88-133.
- Goffman, Alice. 2009. “On the Run: Wanted Men in a Philadelphia Ghetto.” *American Sociological Review* 74(3):339-357.
- Fischer, Claude. 2014 “Slumming it” (<http://bostonreview.net/blog/claude-fischer-made-america-alice-goffman-slum-ethnography>)
- Cohen, Philip. 2015. “Survey and ethnography: Comment on Goffman’s “On the Run” (<https://dx.doi.org/10.17605/OSF.IO/HDTGG>)

Suggested additional readings

- Moore, Mignon R. 2008. “Gendered Power Relations among Women: A Study of Household Decision Making in Black, Lesbian Stepfamilies.” *American Sociological Review* 73(2):335-356. [Another example]

Week 10: October 24 & 26

Doing Interviews

Neighborhood project DUE in class Oct 26

Readings

- ASSR Ch. 11
- Weiss, Robert. 1995. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press. Chapters 1-5.
- Lareau, Annette and Aliya Hamid Rao, “It’s About the Depth of Your Data,” *Contexts*, March 19, 2016
- Rivera, Lauren. 2012. “Hiring as Cultural Matching: The Case of Elite Professional Service Firms.” *American Sociological Review* 77(6):999-1022.
- Sykes, Jennifer, Katrin Kriz, Kathryn Edin, and Sarah Halpern-Meekin. 2015. “Dignity and Dreams: What the Earned Income Tax Credit (EITC) Means to Low-Income Families.” *American Sociological Review* 80(2):243-267.

Suggested additional readings

- Edin, Kathryn. 2000. “What Do Low-Income Mothers Say about Marriage?” *Social Problems* 47(1):112-133. [example]
- Weinreb, Alexander A. 2006. “The Limitations of Stranger-Interviewers in Rural Kenya.” *American Sociological Review* 71(6):1014-1039. [Thinking critically about interview methods]

Week 11: October 31 (Boo!) & November 2
Saying vs Doing. Ethnography vs Interviews.

Readings

- Jerolmack, Colin and Shamus Khan. 2014. “Talk Is Cheap: Ethnography and the Attitudinal Fallacy.” *Sociological Methods & Research* 43(2): 178-209.
- Vaisey, Stephen. 2014. “The “Attitudinal Fallacy” is a Fallacy: Why We Need Many Methods to Study Culture.” *Sociological Methods & Research* 43(2): 227-231.
- Maynard, Douglas W. 2014. “News from *Somewhere*, News from *Nowhere*: On the Study of Interaction in Ethnographic Inquiry.” *Sociological Methods & Research* 43(2):210-218.
- Cerulo, Karen. 2014. “Reassessing the Problem: Response to Jerolmack and Khan.” *Sociological Methods & Research* 43(2):219-226.
- DiMaggio, Paul. 2014. “Comment on Jerolmack and Khan, “Talk is Cheap”: Ethnography and the Attitudinal Fallacy.” *Sociological Methods & Research* 43(2):232-235.
- Jerolmack, Colin, and Shamus Khan. 2014. “Toward an Understanding of the Relationship Between Accounts and Action.” *Sociological Methods & Research* 43(2):236-247.
- Lamont, Michèle and Ann Swidler. 2014. “Methodological Pluralism and the Possibilities and Limits of Interviewing.” *Qualitative Sociology* 37:153-171.

Week 12: November 7 & 9
Historical and Comparative Sociology, Materials-Based Methods

Readings

- ASSR Ch. 12
- Skocpol, Theda, 1984, “Emerging Agendas and Recurrent Strategies in Historical Sociology,” Pp. 356-391 in *Vision and Method in Historical Sociology*, Theda Skocpol (ed.), Cambridge University Press
- Fourcade-Gourinchas, Marion and Sarah Babb. 2002. “The Rebirth of the Liberal Creed: Paths to Neoliberalism in Four Countries.” *American Journal of Sociology* 107(9): 533-579.
- Bloome, Deirdre, James J. Feigenbaum, and Christopher Muller. 2017. “Tenancy, Marriage, and the Boll Weevil Infestation, 1892–1930.” *Demography* 54:1029-1049. (<https://link.springer.com/article/10.1007%2Fs13524-017-0581-3>)

Suggestion additional readings:

- Zelizer, Viviana A. 1978. “Values and the Market: The Case of Life Insurance and Death in 19th-Century America.” *American Journal of Sociology* 84(3):591-610.
- Muller, Christopher. 2012. “Northward Migration and the Rise of Racial Disparity in American Incarceration, 1880–1950.” *American Journal of Sociology* 118:281-326.

- Kerrissey, Jasmine. 2015. “Collective Labor Rights and Income Inequality.” *American Sociological Review* 80(3):626-653.
- Young, Michael. 2002. “Confessional Protest: The Religious Birth of U.S. National Social Movements.” *American Sociological Review* 67(5):660-688.
- Riley, Dylan. 2005. “Civic Associations and Authoritarian Regimes in Inter-War Europe: Italy and Spain in Comparative Perspective.” *American Sociological Review* 70(2): 288-310.
- Bennett, Andrew. 2010. “Process Tracing and Causal Inference,” Pp. 207-219 in *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, Henry E. Brady and David Collier (eds.) Rowan Littlefield.
- Mariampolski, Hyman and Dana C. Hughes. 1978. “The Use of Personal Documents in Historical Sociology.” *American Sociologist* 13(2): 104-113.

Week 13: November 14 & 16

Social Network Analysis, Replication

Pilot Project DUE in class November 16

Readings

- ASSR Ch. 13
- Bearman, Peter S., James Moody, and Katherine Stovel. 2004. “Chains of Affection: The Structure of Adolescent Romantic Sexual Networks.” *American Journal of Sociology* 110(1):44-91.
- Cross, Jennifer E., Ellyn Dickmann, Rebecca Newman-Gonchar, and Jesse Fagan. 2009. “Utilizing Mixed-Method Design and Network Analysis to Measure Development of Inter-Agency Collaboration” *American Journal of Evaluation* 30(3):310-329. doi:10.1177/0013916508328169
- Freese, Jeremy and David Peterson. 2017. “Replication in Social Science.” *Annual Review of Sociology* 43:147-165 (<https://doi.org/10.1146/annurev-soc-060116-053450>)

Suggested additional readings

- Mason, Winter and Duncan Watts. 2012. Collaborative learning in networks. *PNAS*.

No class November 21 & 23. Happy Thanksgiving!

Week 14: November 28 & 30

Wrapping up; Presenting research; Replication

Readings

- Review ASSR Ch. 17
- <http://getalifephd.blogspot.com/2011/04/how-to-give-fabulous-academic.html>
- Healy, Kieran and James Moody. 2014. “Data Visualization in Sociology.” *Annual Review of Sociology* 40:105-128.

Suggested additional readings

- <https://andrewpwheeler.wordpress.com/2013/12/02/a-comment-on-data-visualization-in-sociology/> [An interesting comment on the Healy and Moody 2014]

Week 15: December 5 & 7

Presentations of Research Proposal

Each presentation will be ~15 minutes + Q&A. Styled like an academic conference talk, except (of course) without results yet.

Finals Week

Research Proposal will be due Thursday, December 14 at 5pm.