

Sociology 510

Sociological Methods I

Fall 2018

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

Course Website: <https://colostate.instructure.com/courses/70621>

Lecture: Tuesday/Thursday 2pm-3:15pm in Clark B252

Office hours: Tuesdays/Thursday 3:15-4:30pm and by appointment in Clark B248

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.



"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 assigned using the standard letter +/- system based on:

- High-quality participation (20%)
- Reading reflection comments (10%)
- Ethics Training (5%)
- Neighborhood Project (20%)
- Pilot Project (20%)
- Research Proposal and Presentation (25%)

High-quality participation (20%)

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.

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 a short paragraph describing some questions, comments, or critiques from the readings. Aim for 100-200 words. I may ask you to share your thoughts in class. Do this for at least 10 of the weeks (1% each assignment)

Ethics training (5%)

Unless you have completed it previously, you will complete the online Human Subjects Protection Training as part of our ethics module (<https://vpr.colostate.edu/ricro/irb/human-subjects-protection-training-at-colorado-state-university/>) This will be due on September 14.

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 7-10ish 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 discussed in class. This will be due on October 19.

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 30 responses, and do some preliminary analysis. In either case, you will prepare a short report (5-10ish double-spaced pages plus appendices) that explains the rationale for your questions, presents the main findings, and reflects on the process. Further details will be 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.

Short Research Proposal and Presentation (25%):

There are three parts to this assignment: 1) the rough first draft, 2) the proposal, and 3) a presentation. You will get some feedback from me at each stage.

1. The rough first draft (5%) should briefly describe the research topic, include an argument for why it is worthy of study, pose 2 or 3 (or more!) distinct research questions related to the topic, and provide a short bibliography (5-20 references, mostly peer-reviewed sources) relevant to the topic (4-6ish double-spaced pages in all). At this stage, I encourage you to consider research

questions that require different designs and methods. The rough first draft is due September 21.

2. The (mini) research proposal (10%) should focus on one or two related questions and should be 3-5 double-spaced pages plus references. The mini research proposal is due October 26.
3. The presentation (10%) will cover your research question, motivation, relevant literature, research design (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), 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 and/or during finals week.

Materials

There are four required books for this course.

1. 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: 978-0-393-91158-9)
2. Fowler, Floyd J. 2014. *Survey Research Methods* (5th ed). SAGE Publications (ISBN: 9781452259000) [4th edition is okay]
3. Jerolmack, Colin and Shamus Khan (editors). 2018. *Approaches to Ethnography: Analysis and Representation in Participant Observation*. Oxford University Press. (ISBN: 978-0190236052)
4. Weiss, Robert S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. The Free Press (ISBN: 978-0684823126)

Except for the *The Art and Science of Social Research*, the other books can be found fairly inexpensively online. 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 (and if you want more, talk to me!).

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 flourish 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. 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/>). At a minimum, violations will result in a grading penalty in this course and a report to the Office of Student Resolution Center. Do your own work. Don't cheat.

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*
- ATE = *Approaches to Ethnography*

Week 1: August 21 & 23 Introduction & Getting Started

Readings (for Thursday)

- ASSR Chs. 1, 2
- 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>)

Suggested additional readings

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

Week 2: August 28 & 30 Thinking Like a Sociologist

Readings

- ASSR Chs. 4, 5
- Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families," *American Sociological Review* 67:747-776.
- Schneider, Daniel, Orestes P. Hastings, and Joe LaBriola. 2018. "Income Inequality and Class Divides in Parental Investment." *American Sociological Review* 83(3):475-507.

Suggested 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 Marijuana User." *American Journal of Sociology* 59(3): 235-242. [inductive example]

Week 3: September 4 & 6 Causality; Proposing Research

Readings on Causality and Mechanisms

- 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: 307-320.

- Markus Gangl. 2010. "Causal Inference in Sociological Research." *Annual Review of Sociology*
- Watts, Duncan. 2014. "Common Sense and Sociological Explanations" *American Journal of Sociology* 120(2):313-351.

Readings on writing (for Thursday)

- ASSR Ch 17 (skim)
- 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
- Proposal on Family Structure and Parental Investments

Suggested additional readings on mechanisms and causality

- Elster, Jon. 1989. *Nuts and Bolts for the Social Sciences*. Cambridge University Press. [clear writing on mechanisms]
- Ragin, Charles C. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: UC Press.
- Winship and Morgan. 1999. The Estimation of Causal Effects from Observational Data. *Annual Review of Sociology* 25:659-706.

Week 4: September 11 (no class Sept 13)

Ethics and IRB

DUE: Complete the CITI training (<https://vpr.colostate.edu/ricro/irb/human-subjects-protection-training-at-colorado-state-university/>) by Sept 14 and email me your certificate of completion.

Readings

- ASSR Ch 3
- SRM Ch 11
- Opsal, Tara, Jennifer Wolgemuth, Jennifer Cross, Tanya Kaanta, Ellyn Dickmann, Soria Colomer, and Zeynep Erdil-Moody. 2016. "'There Are No Known Benefits...': Considering the Risk/Benefit Ratio of Qualitative Research." *Qualitative Health Research* 26(8): 1137-1150.

Week 5: September 18 & 20

Experiments

DUE: Rough draft of proposal due on Sept 21.

Readings on Experiments

- ASSR Ch. 8
- 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
- Kirk, David S. 2009. "A Natural Experiment on Residential Change and Recidivism: Lessons from Hurricane Katrina." *American Sociological Review* 74(3):484-505.

Suggested additional readings on experiments

- Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108:937-975.
- Jackson, Michelle, and D.R. Cox. 2013. "The Principles of Experimental Design and Their Application in Sociology." *Annual Review of Sociology* 39:27-49.
- 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 25 & 27

Surveys

Readings

- ASSR 6, 7
- SRM Read Chs 1-6 (can skim Chs. 1 and 4)

Suggested additional readings

- 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 7: October 2 & 4

Statistical reasoning

Readings

- SRM Read Chs. 9, 10, 13
- ASSR Skim Chs. 14, 15
- Saperstein, Aliya and Andrew M. Penner. 2010. "The race of a criminal record: How incarceration colors racial perception." *Social Problems* 57:92-113.
- Hannon, Lance and Robert Defina. 2016. "Can Incarceration Really Strip People of Racial Privilege?" *Sociological Science* (DOI 10.15195/v3.a10)
- Sociological Science responses to Hannon and Defina 2016 (<https://www.sociologicalscience.com/v3-10-190/>)

Suggested additional readings statistical reasoning and its limits

- More on the Racial Fluidity Debate:
 - Saperstein, Aliya and Andrew M. Penner. 2012. "Racial fluidity and inequality in the United States." *American Journal of Sociology*, 118, 676-727.
 - Rory Kramer, Robert DeFina, Lance Hannon. 2016. "Racial Rigidity in the United States: Comment on Saperstein and Penner" *American Journal of Sociology*, 122.
 - Richard D. Alba, Noura E. Insolera, Scarlett Lindeman. 2016. "Is Race Really So Fluid? Revisiting Saperstein and Penner's Empirical Claims" *American Journal of Sociology*, 122.
 - Saperstein, Aliya and Andrew M. Penner. 2016. Still searching for a true race? Reply to Kramer et al. and Alba et al. *American Journal of Sociology*, 122, 263-285.
- *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.
 - Villarreal, Andrés. 2012. "Flawed Statistical Reasoning and Misconceptions about Race and Ethnicity." *American Sociological Review* 77(3):495-502.

Week 8: October 9 & 11

Qualitative Methods and Ethnography

Readings

- ASSR Ch. 10
- ATE Intro and Chapter 1
- 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.
- Calarco, Jessica McCrory. 2011. "'I Need Help!' Social Class and Children's Help-Seeking in Elementary School" *American Sociological Review* 76(6) 862–882.

Suggested 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.
- Dey, Ian. 1999. Introduction. In *Grounding Grounded Theory: Guidelines for Qualitative Inquiry*. Academic Press.
- Burawoy, Michael. 1998. "The Extended Case Method." *Sociological Theory* 16(1):4-33.
- Timmermans, Stefan and Iddo Tavory. 2012. "Theory Construction in Qualitative Research: From Grounded Theory to Abductive Analysis." *Sociological Theory*, 30(3): 167-186.
- Tavory, Iddo and Stefan Timmermans. 2009. "Two Cases of Ethnography: Case, Narrative and Theory in Grounded Theory and the Extended Case Method." *Ethnography*, 10(3): 243-263.

Week 9: October 16 & 18

Qualitative Methods and Ethnography II

DUE: Neighborhoods Project on Oct 19

Readings

- ATE Chapters 2, 4, 5, 7, 8
- Desmond, Matthew. 2014. "Relational Ethnography." *Theory and Society* 43(5):547–579.
- Desmond, Matthew. 2012. "Disposable Ties and The Urban Poor" *American Journal of Sociology*

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. [example]

Week 10: October 23 & 25

Qualitative Methods and Interviewing

DUE: Research Proposal on October 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
- 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 30 (no meeting Nov 1)

Qualitative Methods and Interviewing II

Readings

- ASSR Ch. 16
- Weiss, Robert. 1995. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press: Chapter 6.
- Rivera, Lauren. 2012. "Hiring as Cultural Matching: The Case of Elite Professional Service Firms." *American Sociological Review* 77(6):999-1022.

Week 12: November 6 (Vote!) & 8

Saying vs Doing and Other Controversies

Readings (Tuesday)

- 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.
- Lamont, Michèle and Ann Swidler. 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing." *Qualitative Sociology* 37:153-171.

Readings (Thursday)

- 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

- Cerulo, Karen. 2014. "Reassessing the Problem: Response to Jerolmack and Khan." *Sociological Methods & Research* 43(2):219-226.
- Jerolmack, Colin, and Shamus Khan. 2014. "Toward an Understanding of the Relationship Between Accounts and Action." *Sociological Methods & Research* 43(2):236-247.
- 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.
- DiMaggio, Paul. 2014. "Comment on Jerolmack and Khan, 'Talk is Cheap': Ethnography and the Attitudinal Fallacy." *Sociological Methods & Research* 43(2):232-235.

Week 13: November 13 & 15

Historical and Comparative Sociology, Materials-Based Methods

DUE: Pilot Project on November 16

Readings

- ASSR Ch. 12
- Mahoney, James. 2004. "Comparative-Historical Methodology." *Annual Review of Sociology* 30:81-101.
- Eidlin, Barry. 2016. "Why is There No Labor Party in the United States? Political Articulation and the Canadian Comparison, 1932-1948." *American Sociological Review* 81(3): 488-516.
- Bloome, Deirdre, James J. Feigenbaum, and Christopher Muller. 2017. "Tenancy, Marriage, and the Boll Weevil Infestation, 1892–1930." *Demography* 54:1029-1049.

Suggested additional readings:

- 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
- 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.
- 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.
- Mariampolski, Hyman and Dana C. Hughes. 1978. "The Use of Personal Documents in Historical Sociology." *American Sociologist* 13(2): 104-113.

No class November 20 & 22. Happy Thanksgiving!

Week 14: November 27 & 29

Social Network Analysis and Mixed Methods

Readings

- ASSR Ch. 13
- Christakis and Fowler. 2007. "The Spread of Obesity in a Large Social Network over 32 Years" *New England Journal of Medicine* 357(4):370-379.
- 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
- Small, Mario L. 2011. "How to Conduct a Mixed Method Study: Recent Trends in a Rapidly Growing Literature." *Annual Review of Sociology* 37: 57-86.
- Desmond, Matthew. 2012. "Eviction and the Reproduction of Urban Inequality." *American Journal of Sociology* 118(1):88-133.

Suggested additional readings

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

Week 15: December 4 & 6 (and/or during finals week, TBD)

Presentations of Research ideas

Great resources for preparing academic talks

- <http://www.jessicacalarco.com/tips-tricks/>
- <https://kieranhealy.org/blog/archives/2018/03/24/making-slides/>
- <http://getalifephd.blogspot.com/2011/04/how-to-give-fabulous-academic.html>

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