University of California San Diego Dr. Christine Payne (she/her)

Department of Sociology [**capayne@ucsd.edu**](mailto:capayne@ucsd.edu)

Summer Session II 2024

**M/W/F 9-9:50 am PST**

**Mondays and Wednesdays: In-Person** Instruction in **Center Hall 105**

**Fridays:** **Synchronous Online Instruction**

**Friday Synchronous Zoom Link**: [**https://ucsd.zoom.us/j/98748375556**](https://ucsd.zoom.us/j/98748375556)

**Exceptions:**

***In-Person* Friday September 27th (Week 0) & Friday December 6th (Week 10)**

***Online* Final Paper Workshopping Wednesday November 27th (Week 9)**

**Professor Payne’s Weekly Online Office Hours**: **Tuesdays** **12:30-2:30 pm PST**

**Professor Payne’s Office Hours Link**: [**https://ucsd.zoom.us/j/98748375556**](https://ucsd.zoom.us/j/98748375556)

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# **SOCI 60 – *Practice of Social Research***

How does one study society? What methodological tools are available for identifying, describing, and analyzing data and evidence about the social world? What research practices are best suited for explaining social phenomena? What are the possibilities and drawbacks of qualitative and quantitative approaches to explaining social facts? How do research questions relate to particular research methods? What variables need to be considered when constructing, carrying out, and presenting social research? What epistemological assumptions underly different methods? What role do ethics play in the conceptualization and practice of social research? How does one even get *started* with research?

This course provides a survey of common social research methods utilized across social scientific disciplines. In our ten weeks together, we will consider the strengths and limitations of different methods for conducting social research. Our guiding motivation and goal is learning how best to conceptualize and conduct social research in light of a variety of research questions.

# **Student Learning Objectives**

Upon satisfactory completion of this course, students will be able to:

* Cultivate a familiarity with **central social research methods, assessing their strengths and limitations** in light of particular research interests and questions;
* Recognize and reflect upon the **epistemological assumptions and logics** underlying common social research methods;
* Understand and evaluate the **applicability of qualitative and quantitative methods** in the field of social research, with an emphasis on interviews, ethnographies, focus groups, surveys, content analyses, and social experiments;
* Explore and critically consider the significance of **ethical concerns** vis-à-vis different research approaches;
* Identify and communicate distinct aspects of, and illuminating relations between, conceptualizations and empirical applications of social research methods by way of **written analyses with organized and well-supported arguments**;
* Practice **crafting preliminary research designs and proposals, including the assessment of previous research via literature reviews**;
* Identify **interventions with respect to one’s own and others’ use of social research methods in order to be better positioned to engage with and evaluate social research design and results as both a user and doer of social research**.

# **Email**

Allow 24 hours for a response to email messages Monday-Friday. If you know you have a question or will need to be in touch, please do so sooner than later. If you have questions that require in-depth answers, I may request that we meet during office hours or by appointment.

# **Office Hours**

**Professor Payne’s Weekly Online Office Hours**: **Tuesdays** **12:30-2:30 pm PST**

**Office Hours Link**: [**https://ucsd.zoom.us/j/98748375556**](https://ucsd.zoom.us/j/98748375556)

# **Readings & Lecture Notes**

**Main Text:** ***Real Research: Research Methods Sociology Students Can Use.* 2nd ed.(2020) Liahna E. Gordon.**

**A pdf copy of our Gordon text is available under the ‘Files’ tab** on our Canvas page.

Additional weekly readings and weekly lecture notes to be housed in associated weekly folder on course Canvas page under the **‘Files’ tab.**

# **Course Canvas Organization**

* **Course Syllabus (Syllabus)**
* **Weekly Readings and Weekly Lecture Notes (Files)**
* **Captured Lectures (Media Gallery)**
* **Assignments #1-5; Final** **Research Proposal** **Paper** (**Assignments**)
* **Friday Synchronous Online Instruction (Weeks 1-8) Zoom Link (Announcements)**
* **Weekly Office Hours Zoom Link (Announcements)**
* **Grades (Grades)**

**Canvas will be used to communicate all course-wide announcements.**

**Be sure that you are able to access Canvas for the duration of the course.**

**Check Canvas regularly for any course-wide announcements.**

# **Coursework & Grading**

The final course grade for SOCI 60 is calculated out of **1000 points**.

Details for assignments, test, and final research proposal paper will be covered in lecture.

* **Weekly Section Participation**

**10 sections x 10 = 100 points**

* **Assignments #1-5**

**60 points each x 5 = 300 points**

**Due no later than end of day (11:59 pm PST) on Fridays of Weeks 1, 2, 4, 5 & 7**

* **In-Person Test**

**150 points**

**Monday November 25th – Blue Book Required**

* **Final Paper**

**450 points**

**Due no later than end of day (11:59 pm PST) on Wednesday December 11th**

# **Weekly Discussion Sections**

**Weekly 50-minute discussion sections will be held in-person in SSB 101.**

**Participation** in weekly sections comprises **10% (100 points) of overall course grade.**

**Please refer to your registration schedule for your section day/time.**

A01 – Thursdays 6-6:50 pm

A02 – Thursdays 5-5:50 pm

A03 – Tuesdays 6-6:50 pm

A04 – Tuesdays 7-7:50 pm

Section TAs will provide further details regarding attendance and participation.

# **Assignments #1-5**

Five opportunities to practice aspects of social research in preparation for final research proposal.

For full credit, submission of Assignments #1-5 due by **end of day (11:59 pm) Fridays**.

**5 Assignments x 60 points each = 300 points**

# **In-Person Test**

**Blue Book Required**

**In-Person** **Test** covers methods, concepts, logics, and frameworks examined **Weeks 1-8.**

**Monday November 25th; 150 points**

# **Final Paper – Research Proposal**

**Final Paper** consists of **7–10-page research proposal,** critically synthesizing and applying materials covered across the quarter.

**Research Proposal due Wednesday December 11th 450 points**

**Extra Credit – In-Class Discussion Notes**

Unannounced extra credit opportunities occur throughout the quarter.

Extra credit consists of responses to in-class participation questions/activities.

Responses must be received **in class** on the days extra credit occurs; **no make-up extra credit accepted.**

**2 points per submission of extra credit notes.**

# **Assignment Policies**

* **No Unauthorized Make-Ups for In-Person Test.\*\*\***
* **No Retakes/Revisions of Graded Work.**
* **Late Assignments Deducted 5% of Total Points Per Day Late.**
* **Except for Final Paper, no coursework accepted past last day of regular classes – Friday December 6th.**
* **No Extensions/No Late Final Papers Accepted.**
* **Excepting Clerical Errors, No Grade Adjustments Occur After Final Paper Due Date – Wednesday December 11th.**

**\*\*\* Excepting Authorized Accommodations; Emergency.**

# **Course Grading Scale**

98+: A+

98-93: A

92-90: A-

89-88: B+

87-83: B

82-80: B-

79-78: C+

77-73: C

72-70: C-

69-60: D

59 and below: F

# **Respect**

At their best, college courses flourish when everyone involved takes seriously the responsibility to engage course material in a critical manner. Critical engagement is grounded in thoughtful reflection, and such thoughtful reflection may provide opportunities for respectful disagreement. Respectful disagreement often leads to illuminating discussions and further thoughtful engagement for us all. There is a world of difference between disagreement and disrespect.

What I expect and require across all components of our course is a mature and mindful space that refrains from personal attacks and explicit or implied hostility. In the intellectual and ethical interests of us all, I do not tolerate disrespectful or hostile discussion. As we cultivate our learning spaces together, it promotes our intellectual endeavors to harbor these differences and similarities, agreements and disagreements, towards promoting the free exchange of ideas and a space where that is possible.

**Academic Integrity**

All academic work must be done by the individual to whom it is assigned, without unauthorized aid of any kind. Collaboration in studying is OK; collaboration in writing is not.

**Avoid even unintentional plagiarism.**

**Cite all direct quotes, all paraphrases.**

**Give full credit to the sources for your ideas and writing.**

**Cite where your major concepts/ideas/arguments are coming from.**

**Use of AI generators to complete SOCI 60 coursework is a violation of academic integrity.**

**Violations of academic integrity will result in a grade of ‘0’ for the assignment.**

**Violations will also be referred to the college for administrative action**.

**UCSD’s academic integrity information can be viewed here:** [**https://students.ucsd.edu/academics/academic-integrity/index.html**](https://students.ucsd.edu/academics/academic-integrity/index.html)

If you have any questions regarding academic integrity, do not hesitate to reach out at any time.

# **Course Content & Schedule (Subject to Minor Variation as Necessary)**

**\*\*\* Note**: The pdf version of our Gordon textbook does not have page numbers.

When using our Gordon textbook pdf, refer to the chapter number and title to locate the relevant weekly reading. (Use of Table of Contents links at front of pdf may be easiest).

**Week ‘0’ – Introduction to Course**

* **Friday September 27th** – **In-Person First Day of Lecture; No Readings**

**Week One – Methodology Before Methods, or: *Knowing What You Want to Know***

* **Gordon** – **Ch. 1**: ***Introduction*** pp. 1-21
* **Assignment #1 Due** **Friday October 4th**

**Week Two – Conducting Interviews**

* **Gordon** – **Ch. 2: *Interviewing*** pp. 23-64
* A.E. **Leader**, A. Burke-Garcia, P.M. Massey et al. “**Understanding the messages and motivation of vaccine hesitant or refusing social media influencers**.” *Vaccine* 39 (2021) pp. 350–356
* **Wednesday October 9th – In-Class Library Research Tutorial**
* **Assignment #2 Due** **Friday October 11th**

**Week Three – Observations and Ethnographic Research**

* **Gordon** – **Ch. 3: *Observation & Ethnography*** pp. 65-94
* **Capurro**, Gabriella. “**Witnessing the Ward: On the Emotional Labor of Doing Hospital Ethnography.”** *International Journal of Qualitative* *Methods* 1 (2021) pp. 1-11

**Week Four – Focus Groups**

* **Gordon** – **Ch. 9: *Focus Groups*** pp. 235-276
* **Vos**, Saskia R., Cho Hee Shrader, Vanessa C. Alvarez, Alan Meca , Jennifer B. Unger , Eric C. Brown , Ingrid Zeledon , Daniel Soto, and Seth J. Schwartz. “**Cultural stress in the age of mass xenophobia: Perspectives from Latin/o adolescents**.” *International Journal of Intercultural Relations* 80 (2021) pp. 217-230
* **Assignment #3 Due** **Friday October 25th**

**Week Five – Survey Research Pt. 1**

* **Gordon** – **Ch. 4: *Surveys***  pp. 93-117
* **Dhanani**, Lindsay Y and Berkeley Franz. “**Unexpected public health consequences of the COVID-19 pandemic: a national survey examining anti-Asian attitudes in the USA**.” *International Journal of Public Health* 65 (2020) pp. 747-754
* **Assignment #4 Due** **Friday November 1st**

**Week Six – Survey Research Pt. 2 Final Paper Review**

* **Gordon** – **Ch. 4: *Surveys***  pp. 118-150
* **Daoust**, Jean-François, Richard Nadeau, Ruth Dassonneville, Erick Lachapelle, Éric Bélanger, Justin Savoie, and Clifton van der Linden*.* “**How to Survey Citizens’ Compliance with COVID-19 Public Health Measures: Evidence from Three Survey Experiments**.” *Journal of Experimental Political Science* (2020) pp. 1-8
* **Final Paper Walk-Through**

**Week Seven – Content Analysis**

* **No Class Monday November 11th – Veteran’s Day Holiday**
* **Gordon** – **Ch. 7**: ***Content Analysis*** pp. 179-204
* **Webster**, Fiona, Kathleen Rice, and Abhimanyu Sud. “**A critical content analysis of media reporting on opioids: The social construction of an epidemic***.” Social Science and Medicine* 224 (2020) pp. 1-9
* **Assignment #5 Due** **Friday November 15th**

**Week Eight – Experimental Designs; Test Review**

* **Gordon** – **Ch. 8: *Experiments for Evaluation Research***  pp. 205-234
* **Test Review**

**Week Nine – In-Person Test; Final Paper Workshop I**

* **TEST – In Person Monday November 25th (Blue Book Required)**
* **Wednesday November 27th – Online Final Paper Workshopping**
* **No Class Thursday 28th / Friday 29th – Thanksgiving Holiday**

**Week Ten – Course Wrap-Up; Final Paper Workshop II**

* C.W. **Mills** – **“The Promise”** 2000[1959] *The Sociological Imagination*. Oxford University Press. pp. 3-24
* **Gordon** – **“Appendix A”** - ***Reviewing the Literature*** - pp. 277-292
* **Gordon** – **“Appendix B” - *Writing a Research Proposal*** - pp. 293-302
* **Friday December 6th – Last Day of Regular Class; In-Class Final Workshopping**

**Final Paper due Wednesday December 11th (11:59 pm PST)**

**3-panel comic. Two individuals are speaking to each other.

Panel #1 - Speaker 1: "I used to think correlation implied causation."

Panel #2 - Speaker 1: "Then I took a statistics class. Now I don't."

Panel #3 - Speaker 2: "Sounds like the class helped." Speaker 1: "Well, maybe.**

***Welcome!***

**I look forward to exploring Social Research Methods together!**

# **Sociology Department**

Main Office SSB 401: <https://sociology.ucsd.edu/>

# **Advising**

<https://sociology.ucsd.edu/undergraduate/advising.html>

# **ACCOMODATIONS AND CAMPUS RESOURCES**

Every learning environment should be accessible to all. If you have a disability and require accommodations for this class, please contact:

**UCSD’s OFFICE FOR STUDENTS WITH DISABILITIES:** [**https://osd.ucsd.edu/**](https://osd.ucsd.edu/)

**RELIGIOUS OBSERVANCES**

Please let me know as soon as possible if, for any religious reasons, you will require an extension on a part of your overall assessments.

**UNIVERSITY ACTIVITES**

Please let me know as soon as possible if, for any university activities, you will require an extension on a part of your overall assessments.

**COUNSELING AND PSYCHOLOGICAL SERVICES**

The Counseling Center (CAPS) offers counseling for personal & career concerns, self-help information, and referrals for additional mental health services. <https://caps.ucsd.edu/make-appointment/appointments.html>

**NATIONAL SUICIDE PREVENTION HOTLINE**: 1-800-273-8255

**STUDENT HEALTH SERVICES**

<https://wellness.ucsd.edu/studenthealth/Pages/default.aspx> (or: [studenthealth@ucsd.edu](mailto:studenthealth@ucsd.edu))

**UCSD BASIC NEEDS CENTER**

<https://basicneeds.ucsd.edu/>

**Writing HUB**

If you need help with writing with this or any class, please contact the UCSD Writing Hub.

<https://writinghub.ucsd.edu/>

**Gender Neutral Bathrooms**

There are gender-neutral restrooms on campus.  A complete list with maps can be found at: <https://maps.ucsd.edu/map/Default.htm?id=1005#!ce/37654?ct/0,18011?mc/32.876073117796686,-117.22527980804445?z/15?lvl/0>

**REPORTING SEXUAL VIOLENCE**

Please know that I, like all UCSD faculty, am mandated to report any allegations of sexual assault involving members of the University community to the campus Title IX office. You do not have to follow up with them if you do not wish to, but it is important that you are aware of your resources as well as rights, such as withdrawing from a class if need be. Review information about your rights, how to pursue a university discipline charge and a criminal charge, and how to report the violence without pursuing any charges at: <https://sos.ucsd.edu/filing-a-report/index.html> or call: 858-534-8298.

**UCSD ESCORT SERVICE**

Call extension 4-WALK or (858) 534-9255 from sunset to 4 a.m. daily. After 1 a.m., police department staff may provide this service. You can arrange a repeating escort so a community service officer (CSO) will meet you at the same place and time, which makes it more convenient to get a late-night escort.

**SEXUAL ASSAULT VICTIM ADVOCATE**

<http://care.ucsd.edu/> or call: 858-534-5793

**INTERNATINAL STUDENTS AND PROGRAMS OFFICE (ISPO)**

<https://ispo.ucsd.edu/>

**TRITON TRANSFER CENTER**

[**https://transferstudents.ucsd.edu/**](https://transferstudents.ucsd.edu/)

**BLACK RESOURCE CENTER**

858-534-0471 <https://brc.ucsd.edu/>

**WOMEN’S CENTER**

858-822-0074  <https://women.ucsd.edu/>

**SAN DIEGO LGBT COMMUNITY CENTER**

3909 Centre St., San Diego, CA 92103

<http://www.thecentersd.org/>

**UNDOCUMENTED STUDENT SERVICES**

858-822-6916 <https://uss.ucsd.edu/> (or: [undoc@ucsd.edu](mailto:undoc@ucsd.edu))

**TRANSGENDER CARE**

 (858) 534-3300 <https://wellness.ucsd.edu/studenthealth/services/Pages/transgender-care.aspx>

**RAZA RESOURCE CENTRO**

858-822-0072 <https://raza.ucsd.edu/>

**INTERTRIBAL RESOURCE CENTER (ITRC)**

858- 822-0048 <https://itrc.ucsd.edu/>

**CROSS CULTURAL CENTER**

858-534-9689  [ccc.ucsd.edu](http://ccc.ucsd.edu/)

**OFFICE OF ACADEMIC SUPPORT & INSTRUCTIONAL SERVICES (OASIS)/EDUCATIONAL OPPORTUNITY PROGRAM (EOP)**

Especially helpful for first generation, non-traditional, and English as a Second Language Students, but of course open to all.

<https://oasis.ucsd.edu/> (or call: 858-534-3760)

**UCSD CAREER CENTER**

The UCSD Career Center can help you assess your interests.

858-534-3751 <https://career.ucsd.edu/> (or: [careercenter@ucsd.edu](mailto:careercenter@ucsd.edu))

**WELL BEING – “The Zone”**

<https://students.ucsd.edu/well-being/index.html>

# **Cheating and Plagiarism**

Cheating and plagiarism are serious offenses. You are plagiarizing or cheating if you:

* For written work, copy anything from a book, article, website, or AI generator and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number
* For written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the reference for the source
* Use academic visuals obtained from a book, article, or website without providing a reference for the visual
* Recycle a paper you wrote for another class
* Turn in the same (or a very similar paper) for two classes
* Purchase or otherwise obtain a paper and turn it in as your own work
* Copy the work of a classmate

**Consequences of cheating and plagiarism**

Consequences are at the instructor’s and the administration’s discretion. Instructors are mandated by the UCSD system to report the offense to the administration. Consequences may include any of the following: warning; failing the assignment; failing the class; probation; suspension; expulsion.