

DEPARTMENT OF SOCIOLOGY
Indiana University, Bloomington
S370: Sociological Methods
Spring 2006

Professor Wilde

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Office Hours:

Tuesdays: 11:00 – 11:30 a.m. (by appointment only)
11:30 a.m. - 12:30 p.m. (Drop-in)

Thursdays: 2:30-3:30 p.m. (S370 only, by appointment only)

Lecture: Tuesdays and Thursdays, 1:00 – 2:15 p.m., BH 205

AI: **Kristin Geraty**

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Labs: Tues. 4093 9:05-9:55 a.m. BH 342A
4094 10:10-11:00 a.m. BH 342A
4095 11:15-12:05 p.m. BH 342A

Overview: This course will give students an understanding of the common research methods social scientists use to conduct social research – in other words, we will be learning how “to do” sociology. Ethnographic, interview, survey, and historical research methods will be covered. Three themes will be explored: 1) the various advantages and disadvantages of those methods, 2) when the use of one method is appropriate or inappropriate for the research question, and 3) how to evaluate researchers’ claims on the basis of the evidence they present. These themes will be explored by reading examples of, and through papers using, each of these methods.

Required Books: The following three books have been chosen because they provide a good example of each of the research methods covered in the course. As the only example of each method that we will examine, all three of the books must be read thoroughly and completely. The exams will focus on the readings.

Boyer, Paul and Stephen Nausbaum. 1974. *Salem Possessed*. Harvard University Press.

Jay Macleod. 1995. *Ain't No Making It*. Westview Press.

Christian S. Smith et al. 1998. *American Evangelicalism: Embattled and Thriving*. University of Chicago Press.

Optional Reading:

Howard Becker. 1986. *Writing for Social Scientists*. University of Chicago Press. This is an excellent and fun read about common writing mistakes and pitfalls. If you are struggling with your writing or receiving low writing grades, you *must* buy this book.

Evaluation: The grade scale for this course is: A+ (100- 98), A (98-94), A- (93- 90), B+ (89-87), B (86-84), B – (83-80), C+ (79-77), C (76-74), C – (73-70), D+ (69-67), D (66-64), D – (63-60), F (<60). Course grades are determined by four criteria:

- 1. Exams:** There will be three exams: two mid-terms and a final. Each of the exams will focus on the particular research method and book being studied, but will also be cumulative, in the sense that students will be expected to be able to make comparisons between the methods and books examined earlier and later in the course. The exams will consist of definitions, short answer questions and one essay each. In total the exams will be worth 40% of the final grade: 10, 10, and 20 percents respectively.
- 2. Papers:** Students will complete two papers using two of five methodological options, AS THEY PERTAIN TO ONE TOPIC OF THEIR CHOICE. This means that students will have to focus in the first few weeks of class on finding a topic of interest to them, and figuring out which of the methods would be best suited to that topic. This will be done in conjunction with lecture and labs, and if problems arise, students are encouraged to visit office hours for one-on-one help. In total, the papers are worth 40% of the final grade, 20% each. Late papers will lose a partial letter grade (A to A- to B+, etc.) for every day they are late unless a valid excuse is provided (doctor's note, death in the family or other emergency).
- 3. Class Participation:** Class participation will be worth 20% of the final grade. Class participation includes:1.) attendance, which is mandatory for all lectures and for labs as noted, 2.) students' familiarity with the readings and concepts covered in the course as demonstrated by class discussion (these two parts total 10% of your final grade), and 3.) on-time completion of un-graded assignments which pertain to the papers (these three assignments total 10% of your final grade, or 4, 3 and 3% each). Students are allowed two unexcused absences before they are penalized. All assignments and papers should be kept in a folder which students will hand-in, so that the instructors will be able to check for continuity and improvement between each paper and assignment. During the last third of the semester, students will have the option to present their research papers to the class for one extra credit percentage point.
- 4. Intensive Writing Grade:** As part of the intensive writing component of this course, students will receive a separate grade on all papers that assesses the style and clarity of their writing which will be used to determine whether you pass the writing intensive part of the course. Re-writes are allowed for papers that receive lower than a B. The grades on the two papers will be averaged. Students are allowed only one rewrite per semester. Your AI will look over drafts of papers if you want feedback before turning the paper in, but you must hand it in at least one week before the paper is due.

Class Schedule:

Part I: Watching People: Participant Observation/ Ethnography and Longitudinal Designs

<u>Week</u>	<u>Date</u>	<u>Topic and Assignments</u>
1	Tuesday, January 13	Class 1: Introduction to the Course and <i>Ain't No Makin' It</i>
	Thursday, January 15	Class 2: Chapters 1-3 of <i>Ain't No Makin' It</i> . <ul style="list-style-type: none">• Understanding the Sociological Enterprise,• Figuring out Macleod's research question and theory, and• Meeting the Brothers and the Hallway Hangers.
	Tuesday, January 20	No Class: Meet with Kristin about your project (sign-up sheets will be passed around for both of us Thursday, Jan. 15 th).
2	Thursday, January 22	Class 3: Chapters 4 and 6 of <i>Ain't No Makin' It</i> . <ul style="list-style-type: none">• The independent, or explanatory, variables of the Family and School
	Tuesday, January 27	Class 4: Chapters 5 and 7 of <i>Ain't No Makin' It</i> <ul style="list-style-type: none">• Independent variables of employment records• Dependent variables of aspirations and expectations• Assignment # 1 due.
3	Thursday, January 29	Class 5: Chapter 8 – of <i>Ain't No Makin' It</i> . <ul style="list-style-type: none">• Social Reproduction Theory Reconsidered• Visit from Lisa Kurz from the Writing Center.• Assignment #1 returned.
	Tuesday, February 3	Class 6: Part Two , Chapters 9 and 10 of <i>Ain't No Makin' It</i> . <ul style="list-style-type: none">• The Advantages of Longitudinal Research• How do the Hallway Hangers and the Brothers fare?• Assignment #2 due for option A or B.
	Thursday, February 5	Class 7: Methodological Appendix to <i>Ain't No Makin' It</i> . <ul style="list-style-type: none">• Assignment # 2 is returned.
5	Tuesday, February 10	Class 8: Mid-Term Exam #1

Class Schedule: Part II: Talking to People: Interview and Survey Methods

5	Thursday, February 12	Class 9: Introduction to Part II and Chapter 1 of <i>American Evangelicalism</i> <ul style="list-style-type: none"> • “How would you study American Evangelicals?”
6	Tuesday, February 17	Class 10: Methodological Concepts <ul style="list-style-type: none"> • Validity, Reliability and Bias.
	Thursday, February 19	Class 11: Appendix A <ul style="list-style-type: none"> • The Research Methods of <i>American Evangelicalism</i>. • Paper #1 is due for either option A or B.
7	Tuesday, February 24	Class 12: Appendix B <ul style="list-style-type: none"> • Constructing a Self-ID measure of American Evangelicals
	Thursday, February 26	Class 13: Chapter 2 and Practice Reading Cross-tabs
8	Tuesday, March 2	Class 14: Paper # 1 is returned, and we spend the class talking about writing.
	Thursday, March 4	Class 15: Chapters 3 and 4 <ul style="list-style-type: none"> • Theories in the Sociology of Religion • Smith’s Theory about American Evangelicals
9	Tuesday, March 9	Class 16: Chapter 5 of <i>American Evangelicalism</i> . <ul style="list-style-type: none"> • Measures of Evangelical Strength • More practice interpreting Cross-tabs • Assignment #3 due for option A, B, C, D or E.
	Thursday, March 11	Class 17: Chapters 6 and 7 of <i>American Evangelicalism</i> <ul style="list-style-type: none"> • Religion in Modern Society • Ironies of Evangelicalism
	March 16 and 18	Spring Break!
10	Tuesday, March 23	Class 18: Advantages and Disadvantages of: <ul style="list-style-type: none"> • Participant Observation • In-depth Interviews • Survey Research
	Thursday, March 25	Mid-Term Exam # 2

Class Schedule: Part III: Understanding the Past: Historical-Comparative Research

11	Tuesday, March 30	Class 19: No Class: <ul style="list-style-type: none">• Meet with Kristin about your Final Paper.• Discuss Assignment #3
	Thursday, April 1	Class 20: Watch <i>The Crucible</i> , and meet the main actors in the Witch Trials.
12	Tuesday, April 6	Class 21: Intro to Historical Comparative Methods <ul style="list-style-type: none">• How do we figure out why the Salem Witch trials happened?• Primary and Secondary Materials• Data Issues• Comparisons with One Case
	Thursday, April 8	Class 22: Prologue and Chapters 1 and 2 of <i>Salem Possessed</i> : <ul style="list-style-type: none">• Sampling in Historical Research• Counter Factuals• Salem Village before the Trials.
13	Tuesday, April 13	Class 23: Chapter 3 and the first half of Chapter 4 of <i>Salem Possessed</i> : <ul style="list-style-type: none">• Salem Village right before and after the Trials• Correlations between the divisions in Salem Village
	Thursday, April 15	Class 24: Second Half of Chapter 4 of <i>Salem Possessed</i> : <ul style="list-style-type: none">• What Caused the Division in Salem?• What was at Stake?
14	Tuesday, April 20	Class 25: Chapters 5, 6 and 7 of <i>Salem Possessed</i> <ul style="list-style-type: none">• The Porters versus the Putnams.• Samuel Paris• First Draft of Final Paper due in Lab
	Thursday, April 22	Class 26: Conclusion of <i>Salem Possessed</i> and a discussion of History versus Historical Comparative Sociology <ul style="list-style-type: none">• Final Paper due For A, B, C, D or E.
15	Tuesday, April 27	Class 27: Review of the Entire Course – Defend Your Favorite Method.
	Thursday, April 29	Class 28: Review of Entire Course – Which Method is Best, When, and Why? Final Paper returned in class.
	Tuesday, May 4th 12:30-2:30 p.m.	Final Exam

Lab Schedule:

Part I: Watching People: Participant Observation/ Ethnography and Longitudinal Designs

<u>Week</u>	<u>Date</u>	<u>Topic</u>
1	Thursday, January 14 Room BH 342A	<ul style="list-style-type: none">• Discuss topics for research paper Mandatory for all students (This first lab is being held on Thursday, rather than the normally scheduled Tuesday. If you can, attend the lab at your normally scheduled time, or any other lab. We will also schedule a lab for Thursday evening and pass around a sign-up sheet.)
2	Tuesday, January 20 Room BH 342A	<ul style="list-style-type: none">• Discuss the independent/dependent variables, and research questions of your research project
3	Tuesday, January 27 Room BH 342A	<ul style="list-style-type: none">• Lab 1: PO: practice field notes (Mandatory for all students).• Lab 2: Interviewing: practice interviews, pre-test questions, introduction to Qual lab, check out equipment (Mandatory for all students).• Lab 3: PO: practice field notes (Mandatory for all students).
4	Tuesday, February 3 Room BH 342A	<ul style="list-style-type: none">• Lab 1: Interviewing: practice interviews, pre-test questions, introduction to Qual lab, check out equipment (Mandatory for all students).• Lab 2: PO: practice field notes (Mandatory for all students).• Lab 3: Interviewing: practice interviews, pre-test questions, introduction to Qual lab, check out equipment (Mandatory for all students).

Lab Schedule: Part II: Talking to People: Interview and Survey Methods

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|----------|---|---|
| 5 | Tuesday, February 10
Room BH 342B | <ul style="list-style-type: none">• Learn how to use GSS• Mandatory for all students conducting or thinking about conducting analysis of the GSS – Option D (at any point during the project). |
| 6 | Tuesday, February 17
Room BH 342A | <ul style="list-style-type: none">• Go over Exam #1 |
| 7 | Tuesday, February 24
Room BH 342A | <ul style="list-style-type: none">• Tutorial on reading and interpreting cross-tabs. |
| 8 | Tuesday, March 2
Room BH 342A | No Labs: Meet with Kristin about developing your Assignment 3 and Final Paper. Sign-up sheets will be passed around in class. |
| 9 | Tuesday, March 9
Room BH 342B | <ul style="list-style-type: none">• Learn how to code and enter data into SPSS.• Get feedback on your survey questions.• Mandatory for all students administering their own survey – Option C (at any point during the project). |

Lab Schedule: Part III: Understanding the Past: Historical-Comparative Research

	Tuesday, March 16	Spring Break – No labs
10	Tuesday, March 23 Meeting place TBA	<ul style="list-style-type: none">• Visit to the archives
11	Tuesday, March 30 Room BH 342A	<ul style="list-style-type: none">• Go over Exam #2
12	Tuesday, April 6 Room BH 342A	<ul style="list-style-type: none">• Examining the story of Salem through the primary archival materials• Mandatory for all students
13	Tuesday, April 13 Room BH 342A and B	Help Entering Your Own Survey Data, or Analyzing Your GSS Cross-Tabs, or any other questions about your analysis.
14	Tuesday, April 20 Room BH 342A	<ul style="list-style-type: none">• Mandatory Writing Workshop for Final Paper. Students will exchange papers with the intention of achieving three goals:<ol style="list-style-type: none">1. General feedback on your argument presentation of evidence2. Feedback on the organization of your paper.3. Careful proofreading and editing (finding and eliminating passive voice, grammatical errors, etc.).
15	Tuesday, April 27 Room BH 342A	<ul style="list-style-type: none">• Final Exam Review

Research Project

Over the course of the semester, students will conduct a research project using two of the five methods we learn about in class. The research project progresses in stages, with check-in assignments due prior to each paper. The pages below first provide a brief description of each of the methodological options, then a description of each assignment and paper in the order in which they are due.

Methodological Options

Option A: Participant Observation: For this option, students should conduct at least 10 hours of participant observation of the group or groups of individuals they will study this semester, taking detailed, reflexive field notes.

Option B: In-depth Interviews: For this option, students must interview 3-5 people in relation to their research topic. The interviews should be open-ended but structured, and should be at least a half-hour in length. They must be taped and transcribed.

Option C: Survey Administration: For this option, students must administer at least 50 surveys (short, and closed answer) to a sample of people on their research topic. Survey questions should be similar in form to the examples given in Smith's appendix and on the General Social Survey (which will be covered in the computer lab during your lab for week 5). Students should probably restrain themselves to asking no more than 15 questions, including the demographic information, because the survey data will then have to be entered into SPSS for analysis. Students conducting their own surveys must present at least one table (which looks like Smith's) in the paper (whether within the text or at the end of the paper). A table template will be provided on oncourse.

Option D: Analysis of the General Social Survey: For this option, students must use the *General Social Survey* (GSS) to conduct basic (cross-tabs) or more advanced (regression analysis) research connected to their research topic and questions on a nationally representative sample. Students conducting GSS analysis must present at least one table (which looks like Smith's) in the paper (whether within the text or at the end of the paper). A table template will be provided on oncourse.

Option E: Archival or Primary Material Research: For this option, students must find and gain access to some form of primary or historical documents. Secondary sources, such as books, do not qualify (this will be explained in detail in class). Because each historical analysis is unique, the sample size, amount of materials, etc., should be determined in conjunction with your AI. A tour of the archives will be arranged during the lab for week 10, at which time you can explore the various collections available to you.

Assignment 1: One Page Description of Research Topic.

Date Due: Tuesday, January 27

Grade Criteria: 4% of final grade

This assignment is designed to get you thinking about your research topic. The more details you can give us at this point, the better. If you feel inspired to take a shot at writing-up your interview questions, attach a copy. If you already had time to go and check out your archive, attach a description of it. Whatever you have been able to do, your Assignment # 1 should answer the following questions (in prose please, this is not a worksheet!):

1. What is the general topic you will study, i.e. industry, religion, sports, fraternities, etc.?
2. What specific topic or site will be the focus of your research? For example, what church, where, etc.
3. We will discuss the importance of a comparative research design for making analytical claims. For now, are there two groups of people you are interested in comparing? Why?
4. What is your general research question? (We will cover this in class and in lab. Remember, research questions are best articulated as QUESTIONS, not statements.)
5. Why did you choose this topic and this particular research site? Why are you interested in it?
6. What methods will you be using to study your topic – which options for the papers?
7. Why did you choose these particular methods? Did one seem inappropriate for the site? Would one allow you to examine a different aspect of your research question? Try to articulate the research questions which will be examined with each method. For example, if I was doing a study of a new congregation in Bloomington I might write: “With PO, I will examine the rituals used during the religious service. I will conduct in-depth interviews to understand why individuals did or did not join the congregation. I will conduct a survey to gain a representative picture of the congregations’ demographics. Historical research will be minimal, as the Church formed only six months ago.”
8. Finally, give a brief description of how you will conduct each aspect of your research.
 - A. **PO:** If you will be doing PO, where will you do it? How will you gain access?
 - B. **In-depth Interviews:** How many interviews will you conduct? How will you find respondents?
 - C. **Survey:** How many surveys will you administer? How will you get those respondents?
 - D. **Secondary Data Analysis:** What variables will you be using?
 - E. **Historical Research:** Where will you go for your historical research? What kind of materials are you hoping to find, or planning to use?

Assignment 2: Check-In on Research in Progress for your First Method

Date Due: Thursday, January 18th

Grade Criteria: 3% of final grade

Throughout the course, your assignments will vary depending on the methodological option you choose. Assignment 2 (and all of the papers following it) should be handed in with a folder which also contains Assignment 1 in it, for our reference. For Assignment 2, you only have two options: A (Participant Observation) or B (In-depth Interviews).

PO: Those conducting Participant Observation should hand in a one page example of their field notes (though not all observations must be completed at this time) for assignment one.

Interviews: Those conducting in-depth interviews should hand-in an interview schedule, or list of questions, and two paragraphs describing what they hope to find out through their interviews.

Paper 1

Date Due: Thursday, February 2nd

Grade Criteria: 20 percent of final grade

In a 5-7 page, double-spaced, stapled paper (WITH PAGE NUMBERS in the bottom right-hand corner), discuss what you found in relation to your research question. The paper should cover the following concerns, though it does not necessarily have to be structured as follows (it is okay to put these pieces in the paper under separate headings):

1. All research papers need a **title**. Try to be creative!
2. A statement of your **overall research question** and why it is interesting and/or important *sociologically*.
3. **A brief introduction that covers what you did and what you found:**
 - a. What method did you use?
 - b. How did you do it (who did you interview, where did you conduct your observations?)
 - c. Was there a more specific research question being asked that related to this particular method? If so, what is it?
 - d. What did you find (this should be a brief statement, a sentence or two at most)?
4. **A full description of the research** you conducted. This is where you should include general descriptions about your respondents (age, gender, race, class, occupation, etc.), and any information you think is relevant to understanding your generalizations - e.g. when Jay introduced the Brothers and the Hallway Hangers at first he just told us their age, race, sex, and attitudes (the important independent and dependent variables) before he began analytically explaining those differences.
5. **Findings/ Evidence:** This is where you should try to analyze and explain the differences or similarities you found, look for causes and generalize! You should begin to have analytical arguments, i.e. causes that you are testing.

- a. **PO:** Students reporting PO findings should provide details and excerpts from their fieldnotes as Macleod did.
 - b. **Interviews:** Students conducting interviews should provide quotes from their respondents which are indented on both sides but still double spaced. It is best to try to pick one quote from your respondents which is representative of all of them, or two pick two which clearly contrast, depending on the point of the quotes you are presenting. See Macleod or Smith for examples.
6. **Conclusion:**
- a. Did your findings from Paper 2 allow you to answer your primary research question?
 - If yes, how?
 - If not, why not?
 - If partially, what part?
 - What was left unanswered?
 - b. What are your plans for the final Paper, and why have you made them? (this can go after your methodological appendix, if it flows well from that).
7. **Methodological Appendix:** Use either Macleod's or Smith's appendices A-D for a model depending on the method you chose. The appendix should be set apart by a separate heading and placed at the very end of the paper, just as they are in Smith's and Macleod's books. Some questions to think about (but please, write the answers in prose, not as if you are answering questions on a worksheet. Re-read Macleod or Smith for a model if you don't understand what I mean):

For PO:

- a. How did you gain access?
- b. Do you feel you created an observer effect?
- c. Did you face any ethical dilemmas?

For Interviews:

- d. How did you obtain your sample?
- e. Were there any decisions you made during that process? Were they effective?
- f. In what ways was your sample biased?
- g. How did these biases affect your findings?
- h. Did you have social desirability, or interviewer effect, problems?
- i. Were any of your questions invalid or unreliable? Why?

For All methods:

- j. What did you do with the problems you encountered?
- k. Would you do anything differently if you had more time or money?

Some common questions and answers about Paper 1:

1. Do I need to hand in my raw data? Just like Macleod did not make us read all 500 pages of his fieldnotes, you should not make us read all of your data, but should incorporate that data which is most interesting and relevant to the analytical claims you are making in your paper.
2. What amount of data vs. theory am I supposed to discuss? Though we do not expect your paper to revolutionize the field of sociology, or even the particular field you are referencing (i.e. gender, race, religion), an essential part of sociology is EXPLANATION. I want you to try to make a causal argument, however basic it may be, and back it up with data that you gathered and analyzed yourself.
3. We don't need to make tables like we did in class, do we? No, just like Macleod did, qualitative data are best presented in quotes (interviews) or prose (fieldnotes). The tables are useful for you when you are analyzing your data, but the quotes allow more of the nuances and richness of observational data to come through. The quotes should also be double-spaced and indented on each side.
4. Even though my high school English teacher taught me not to, should I write in the first person since I was the one doing the interviews or conducting the PO? Yes! We'll talk about this more in class after I hand back your first paper, but for now you should know that social scientists believe it is important to delineate your "opinions" and actions from your respondents', and the best way to do that is to write in the first person when you are referring to yourself!
5. I don't feel like I am answering my research question with my method. Is this going to affect my grade? While it is important that you eventually answer a research question, and you should always be thinking about what that question is, and how you might need to change it, not all methods are equally suited to answer all questions. If you are not answering your research question, but think you will with your other method, you should mention this in your plans for future research. For example, say you are conducting PO at protests, but your ultimate research question is to understand the motivations behind students who take part in protests. The only thing I expect you to be able to do for the first paper is provide the context and rich descriptive details about the protests that PO can give you. (Of course, for some questions, PO will give you the best answers. It is up to you to figure out how this applies to your particular research.) At the very least, PO or interviews should have started you thinking about hypotheses, but other methods can clearly give you more precise results in relation to some questions. That is the reason for these assignments – so that you learn what certain methods can and can't do! Rather than a problem, you should see this realization as an achievement. It actually represents real analytical work on your part.

Assignment 3: Check-In on Research in Progress for your Second Method

Date Due: Tuesday, February 14th

Grade Criteria: 3% of final grade

For this last assignment and paper, you can choose from any of the five methodological options you have not yet used:

PO: Those conducting Participant Observation should hand in a one page example of their field notes (though not all observations must be completed at this time).

Interviews: Those conducting in-depth interviews should hand-in an interview schedule, or list of questions, and two paragraphs describing what they hope to find out through their interviews.

Survey Administration: Students choosing this method should hand-in an example of their survey forms and two paragraphs describing what they hope to find out through the surveys.

GSS: Students choosing this method should hand-in a two paragraph summary which lists the data-set they will be using, describes the independent and dependent variables they will be examining and how they will analyze them. Some preliminary analysis (cross-tabs or regression analyses) should be included.

Historical or Primary Data Analysis: Students choosing this option must hand-in a two paragraph description of their archival or primary sources, which includes a description of where they found them, and what research questions are being examined. Because the amount and type of materials will vary widely with the topic areas being examined, it is crucial that students hand this assignment in on time, with as many details as possible regarding their sampling frame. For example, if a student wants to examine what campus life was like at IU during the 'Sixties to compare it with today, some decisions will have to be made, i.e., what newspapers would be good sources? How often were they published? Who published them? Is it necessary to read every day of a daily newspaper, or can you sample articles from each week or month, so that you can examine a longer time-period? These decisions will be discussed in class. Students with questions and concerns should visit my and his or her AI's office hours.

Final Paper: 10-15 page paper
Date Due: Tuesday, April 25th
Grade Criteria: 20 percent of final grade

Here is your chance to bring all of your research together into a coherent whole! Ideally, the paper should not read like two separate papers, but as one paper which has data in it from two different methods – similar to *Ain't No Makin' It* and *American Evangelicalism*. The outline provided below organizes your paper in the order in which you did the research. If you have an analytical finding around which you would rather organize your paper, that is great! Just be sure to cover all of the following points. If you choose to, you can use more than one method for this paper. Your paper must include (although not necessarily in this order) the following:

2. A title.
3. A statement of your overall research question and why it is interesting and/or important.
4. **A brief introduction that covers what you did and what you found for both methods:**
 - a. A summary of Paper 1:
 - i. What method did you use for Paper 1?
 - ii. What did you find for Paper 1 (overall analytical summary).
 - iii. Give an example of your findings (a few quotes from your interviews or fieldnotes).
 - iv. Did your findings from Paper 1 allow you to answer your primary research question?
 - If yes, how?
 - If not, why not?
 - If partially, what part?
 - What was left unanswered?
 - b. A summary of what you did for your final paper?
 - i. What method did you use?
 - ii. How was this related to Paper 1 and 2?
 - iii. How did you do it (who did you interview, where did you conduct your observations?)
 - iv. Was there a more specific research question being asked that related to this particular method? If so, what is it?
 - v. What did you find (this should be a brief statement, a sentence or two at most)?
5. **A full description of the respondents, groups, church, etc.** you researched. This is where you should include general descriptions about your respondents (age, gender, race, class, occupation, etc.), and any information you think is relevant to understanding your generalizations - e.g. when Jay introduced the Brothers and the Hallway Hangers at first he just told us their age, race, sex, and attitudes (the important independent and dependent variables) before he began analytically explaining those differences.

6. **Findings and Presentation of Evidence:** This is where you should try to analyze and explain the differences or similarities you found, look for causes and generalize! You should have analytical arguments, i.e. causes that you are testing, even if you find that the research supports a negative finding, on other words disproved your hypothesis. However, if you found this in the first paper, then you should have developed a new hypothesis that you are testing for the final paper.
 - a. **PO:** Students reporting PO findings should provide details and excerpts from their fieldnotes as Macleod did.
 - b. **Interviews:** Students conducting interviews should provide quotes from their respondents which are indented on both sides but still double spaced. It is best to try to pick one quote from your respondents which is representative of all of them, or two pick two which clearly contrast, depending on the point of the quotes you are presenting. See Macleod or Smith for examples.
 - c. **Surveys or GSS:** Students conducting their own surveys or analysis of the GSS must have at least one table (which looks like Smith's, a table template will be provided on oncourse) that reports BOTH the number and percentages of their respondents in each category (again, look at Smith's tables for an example). Some evidence is best presented in graphs, rather than tables. If you know how to make graphs, feel free to do so (but this is in no way a requirement, and you still must have at least one table).
 - d. **Historical Analysis:** Depending on the type of historical analysis you do, your data can be presented as quotes, or in a table. It is up to you to decide the best way to present them, but it must be one or the other, or even both.
7. **Conclusion:** This should summarize all of your findings. Some questions for you to think about:
 - a. Did your findings from either method allow you to answer your primary research question?
 - If yes, how?
 - If not, why not?
 - If partially, what part?
 - What was left unanswered?
 - b. What was the most important finding(s) you discovered?
 - c. Did any of your findings seem contradictory? How did you explain, or deal with, this?
 - d. What does this tell you about the social world we inhabit (To whom, about what, can you generalize)?
 - e. What (if any) type of additional data would you want/need to answer the research question to your satisfaction? Why?

- f. If you know of theories or other research that deals with your topic, you can bring them in here (Note: you do not have to do this. You will not lose points for not having this – this is, after all, a methods course. But, extra work in this direction will be considered as a bonus). Some ways to think about theory:
- Does your research support or contradict the theorists' arguments?
 - Do their analytical categories make sense when applied to your data and case?
 - Do they help you understand your findings by putting them in a larger, perhaps more generalizable, context?
8. **Methodological Appendix:** Again, use either Macleod's or Smith's appendices A-D for a model depending on the method you chose. The appendix should be set apart by a separate heading and placed at the very end of the paper, just as they are in Smith's and Macleod's books. Some questions to think about (but please, write the answers in prose, not as if you are answering questions on a worksheet. Re-read Macleod or Smith for a model if you don't understand what I mean). The Appendix should cover all of the methods used in the final paper.

For PO:

- How did you gain access?
- Do you feel you created an observer effect?
- Did you face any ethical dilemmas?

For Interviews:

- How did you obtain your sample?
- Were there any decisions you made during that process? Were they effective?
- In what ways was your sample biased?
- How did these biases affect your findings? In other words, How did your sampling affect your ability to generalize, or to make analytical claims?
- Did you have social desirability, or interviewer effect, problems?
- Were any of your questions invalid or unreliable? Why?

For Original Survey Administration:

- How did you obtain your sample?
- Were there any decisions you made during that process? Were they effective?
- In what ways was your sample biased?
- How did these biases affect your findings? In other words, How did your sampling affect your ability to generalize, or to make analytical claims?
- Did you have social desirability problems?
- Do you think any of your questions were invalid or unreliable? Why? What did you do with them?

For GSS Analysis:

- Did you limit your sample, or analyze the entire population?
- Do you think any of the questions you used had social desirability problems?
- Were any of the questions you used invalid or unreliable? Why?

For Historical Analysis:

- What was your sample and how did you select it?
- Were there any decisions you made during that process? Were they effective?
- In what ways was your sample biased? Or, was it representative of a population? What population?
- How did these biases affect your findings? In other words, How did your sampling affect your ability to generalize, or to make analytical claims?
- Did you have social desirability, survival or other problems?
- Do you think all of your data was valid and reliable? Why?

For All methods:

- What did you do with the problems you encountered?
- Would you do anything differently if you had more time or money?
- Why did you use the methods you chose?
- This is also the place where it is appropriate to discuss the enjoyment, frustrations, etc. you experienced as a researcher.

**note: Remember to review your writing and to staple your paper!