

Social Research Methods
Sociology 920:501¹
Fall 2018
T 9:30 -12:10 Seminar Room

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Office Hours: T:2-3 or by appointment	Office Hours: T: 1-2pm or by appointment
Davison, Rm. 101B	Davison, Rm.037

This seminar aims to provide an introduction to social research. How do sociologists think conceptually and practically as they develop a research idea into a publishable product? It is a process of both art and craft that every scholar must learn to navigate. In addition, this seminar will impart a critical perspective on, and an empirical familiarity with, the range of methods available to sociological researchers. We will examine several broadly defined methodological approaches to doing sociology: quantitative analysis, survey research, qualitative analysis, and historical/comparative studies. These methodological approaches correspond to distinct conceptualizations of social life and the science dedicated to studying it. As you get your hands dirty trying to figure out the specifics of each method, you should keep in mind that no single approach can adequately account for the richness and complexity of human interaction and social structures. The ultimate goal of this course is to inspire you to push past the conventional boundaries among the main sociological methods. We encourage you to appreciate the potential and limits of each method through required readings and exercises and by having you conduct your own multiple/mixed methods research project as your final paper.

COURSE OBJECTIVES

1. Develop foundational knowledge of key sociological methods
2. Critically analyze sociological research
3. Develop research questions and apply appropriate methods for research
4. Conduct original research using quantitative, qualitative, and historical research methods

DIVERSITY STATEMENT

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have clear and respectful procedures for responding to such grievances.

COURSE LOGISTICS

¹ This syllabus builds on previous Social Methods Research syllabi written by Phaedra Daipha, Patricia Roos, Joanna Kempner, Catherine Lee, and Norah MacKendrick. We thank them for their collective contributions.

Course Readings:

We will upload many of the readings on Sakai, however we urge you to buy hard copies of the following texts, available at the University bookstore and via the usual online book vendors. These are also on reserve at Douglass library.

- Luker, Kristen. 2008 or 2010. *Salsa Dancing into the Social Sciences*. Cambridge, MA: Harvard University Press.
- Kang, Milliann. 2010. *The Managed Hand: Race, Class, Gender in Beauty Service Work*. Berkeley, CA: University of California Press.

Highly Recommended Supplementary Texts

- Booth, Wayne, Gregory G. Colomb, and Joseph M. Williams. 2003. *The Craft of Research*. University of Chicago press. (Highly recommend that you read/skim entire book)
- Abbott, Andrew. 2004. *Methods of Discovery: Heuristics for the Social Sciences*. New York: W.W. Norton & Company. (Highly recommend that you read/skim entire book)
- Miller, Jane E. 2005. *Writing About Multivariate Analysis*. Chicago, IL: University of Chicago Press. [Bookstore selling the most current edition, but 2005 is fine]
- Schutt, Russell K. 2011. *Investigating the Social World: The Process and Practice of Research*. 7th edition. Thousand Oaks, CA: Pine Forge Press.
- Becker, Howard. 1998. *Tricks of the Trade: How to think about your research while you're doing it*. Chicago: University of Chicago Press.

The syllabus will specify additional required readings each week, which will be on Sakai. For each week, we also suggest supplementary readings, and most will be available on Sakai.

Course Requirements:

- A successful seminar requires the full participation of all members. We expect you to come to class prepared to discuss the readings and to engage in dialogue with one another. (5%)
- For each class, students should submit two discussion questions related to one of the assigned readings. For empirical pieces (marked with * on the syllabus), try not to focus on topic or findings; instead your questions should touch on something ontological, epistemological or methodological about the reading. Your question can also address issues of the article's structure, purpose and organization (e.g. comment on the research question and whether the article answers this question). Questions are due by 6:00pm the day before class. Submit questions using the blog function on Sakai. (5%)
- A set of four assignments meant to deepen both conceptually and empirically your comprehension of the course material and develop your analytical writing abilities. If you

think ahead, you can use several of these assignments to explore topics and conduct analyses for your final paper. All assignments must be submitted to Sakai by 6pm the day they are due (to submit, use the “Assignments” section of Sakai). (40%).

- Two drafts of a proposal for your final paper that will be graded pass/fail. The final paper is for a multiple (mixed) methods research project. (Refer to the description for the final paper)

The *first* proposal should be approximately 2 pages long, and describe your thesis, research questions, and the methods you will use (include 3-5 references) (10%).

The *second* proposal should build on the first, be 3-5 pages long, and outline your thesis, research questions, data, methods, literature, and 5-7 references (10%).

Note: Please talk with us about your proposed final paper prior to the due date. We will hold extra office hours as needed. Each of you is required to make an appointment to formally talk with each of us about your final paper (with a draft of your proposal in hand).

- In-class presentation of final paper. Plan for a 10-minute PowerPoint presentation, followed by a 5 minute Q&A session. (5%).
- Final paper. Each student is expected to write a 15-page paper for a multiple (mixed) methods research project. For this paper, you must use at least two of the three broad social science research methods we discuss in the course (quantitative analysis, qualitative analysis, or comparative/historical analysis). We encourage you to settle on a topic early in the course, so that your assignments will contribute to your final paper. We will provide more detail in class. (25%)

Due dates (Submit via Sakai):

September 21st (End of week 3): Deadline for getting IRB/CITI certified. Send a copy of the certificate to both instructors via email.

October 5th: Assignment 1 Due: Bivariate / Trivariate tables

October 26th: Assignment 2 Due: Survey Research Assignment

October 23th: Circulate a copy of a methods paper of your choice

October 30th: Discuss student-selected methods papers

November 11th: Assignment 3 Due: Interview Coding and Analysis

November 16th : 1st draft of proposal for final paper due

November 23rd: Assignment 4 Due: Comparative/Archival Assignment

November 30th: 2nd draft of proposal for final paper due

December 4th and 11th: Student Powerpoint presentations

December 14th: Final paper due (by 6:00pm)

COURSE SCHEDULE
(Subject to change, details to be provided in class)

- Week 1
(Sept 04)
- Introduction to Social Science Inquiry
- Explanation in social science research
 - Basic theoretical debates and methodological practices
 - Brief introduction to multiple (mixed) methods
 - IRB/CITI certification and controversies in the social sciences
 - Choosing a topic and central/originating questions

REQUIRED READINGS:

- Luker, Chapters 1-2, Pp. 1-39
- *Stein, A. and J. Daniels. (2017). Introduction: So you want to go public? *Going Public: A Guide for Social Scientists*. Chicago: University of Chicago Press. Pp. 1-15
- *Lieberson, S., & Lynn, F. B. (2002). Barking up the wrong branch: Scientific alternatives to the current model of sociological science. *Annual Review of Sociology*, 1-19

**** START PROCESS FOR CERTIFICATION FOR IRB****

- Week 2
(Sept 11)
- The Basics of Social Research, Part I**
- Going from a topic to a research question
 - Develop a research question (class activity)

REQUIRED READINGS:

- Luker: Chapters 3-4 (Pp. 40-75)
- *Dobbin, Frank, Daniel Schrage, and Alexandra Kalev. 2015. "Rage Against the Iron Cage: The Varied Effects of Bureaucratic Personnel Reforms on Diversity." *American Sociological Review* 80: 1014-1044.

Tasks:

- Come in with a topic & research question
 - Workshop questions & topics in class
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Week 3
(Sept 18)

The Logic of Causation

- Conceptualization and Operationalization
- Cause and Effect
- Thinking about Relationships between Variables: Bivariate and trivariate tables
- Descriptive Analysis: Cross-Tabulation
- Intro to GSS with Jason Phillips

REQUIRED READINGS

- Luker, Chapters 6-7, Pp. 99-154 (revisit Ch. 4)
- Babble, Earl, "Note on Percentages"
- *David J. Harding, Jeffrey D. Morenoff, Anh P. Nguyen, and Shawn D. Bushway. 2018. "Imprisonment and Labor Market Outcomes: Evidence from a Natural Experiment." *American Journal of Sociology* 124. (Focus on pages 60-74 and the Appendix, skim the rest.)

SUPPLEMENTARY READINGS

- Miller, Chapters 1- 2
- Becker, Chapters 1-2

TASKS

- Bring laptop or tablet to class to have access to the GSS website
- Before class: Take a look at the GSS web site:
<http://sda.berkeley.edu/sdaweb/analysis/?dataset=gss14>
Take a look at the kinds of questions that GSS asks. Just browse to get a sense of what the website looks like and what is there. Creating an account is optional, but it will allow you to save your work. Jason will walk us through it in more detail.
- After class, read through assignment #1 and begin looking at variables on GSS web site.
- Continue to workshop questions and topics

**** COMPLETE CERTIFICATION FOR IRB****

Week 4
(Sept 25)

Quantitative Data Analysis

- Descriptive vs. inferential statistics
- Sampling theory/standard error
- Sampling Design
- Elaboration Paradigm

REQUIRED READINGS:

- Revisit Luker, Chapters 6-7, Pp. 99-154
- Babbie, Earl. "The Elaboration Model." Ch. 15 in the *Practice of Social Research*. 10th edition.
- *Western, Bruce and Jake Rosenfeld. 2011. "Unions, Norms, and the Rise in U.S. Wage Inequality." *American Sociological Review* 76: 513-537.

SUPPLEMENTARY READING:

- Miller, Chapters 3-4
- Schutt, Ch. 6 (pp. 202-20); Ch. 14 (pp. 514-534)

TASKS:

- Work on Assignment #1: Bivariate and Trivariate Tables, due **Oct 5th**.

Week 5
(Oct 02)

Survey Research

- Advantages and limitations of surveys/survey research
- Review of Assignment 2

REQUIRED READINGS:

- Czaja and Blair. 2005. *Designing Surveys: A Guide to Decisions and Procedures* Chapter 2 (skim)
- *Inglehart, R. (1981). Post-Materialism in an Environment of Insecurity. *American Political Science Review*, 75(4), 880-900.
- Materialism and Post-Materialism by Max Roser
<https://ourworldindata.org/materialism-and-post-materialism/>

OTHER RESOURCES ON SURVEY RESEARCH:

(In library)

- Dillman, Don. 2007. *Mail and Internet Surveys: The Tailored Design Method* 2nd Edition. (Best text on these survey research methods)
 - Czaja and Blair. 2005. *Designing Survey: A Guide to Decisions and Procedures* (another excellent text on survey research design)
 - Fowler, Jr. 1995. *Improving Survey Questions: Design and Evaluation*
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(excellent text regarding details in wording questions)

- Converse, Jean M. 1987. *Survey Research in the United States: Roots & Emergence 1890-1960*. (Wonderful history on the development of survey research)

TASKS:

- Look at GSS, World Values Survey or others; identify questions of interest to you
- **Assignment #1 due October 5** at 6PM. Bivariate and trivariate tables (hypothesizing relationships between variables)
- Begin working on Assignment #2. Survey Research Assignment.

Week 6
(Oct 09)

Qualitative Methods

- What kinds of research questions can qualitative research answer?
- The relationship between theory and research in qualitative research
- Sampling in qualitative research
- Interviewing: protocols & etiquette
- Ethnography
- Qualitative field work

REQUIRED READINGS:

- Luker, Chapter 8, Pp. 155-189.
- *Kang, Milliann. 2010. *The Managed Hand: Race, Class, Gender in Beauty Service Work*. Berkeley, CA: University of California Press. Especially: Introduction, Chapter 2, 5, 6

SUPPLEMENTARY READINGS:

- *Lara-Millan, Armando. 2014. "Public Emergency Room Overcrowding in the Era of Mass Imprisonment." *American Sociological Review* 79: 866-887.
 - *Timmermans, Stefan. 2005. "Suicide Determination and the Professional Authority of Medical Examiners." *American Sociological Review* 70(2):311-333.
 - *Tyson, Carolyn, William Darity Jr., and Domini Castellino. 2005. "It's Not a Black Thing: Understanding the Burden of Acting White and Other Dilemmas of High Achievement." *American Sociological Review* 70(4):582-605.
 - *Pager, Devah and Lincoln Quillian. 2005 "Walking the Talk? What Employers Say Versus What They Do." *American Sociological Review* 70(3):355-380.
 - Jerolmack, Colin and Shamus Khan. 2014. "Talk Is Cheap: Ethnography and the Attitudinal Fallacy." *Sociological Methods & Research* 43:178-209. (N.B. Responses to this article available in the same issue)
 - Charmaz, Kathy. 2006. *Constructing Grounded Theory*. Sage
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Publications. Chapters 1 and 2.

- Emerson, Writing Ethnographic Field Notes (Esp. Chpts 1 & 2)
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., and Spiers, J. (2002). "Verification strategies for establishing reliability and validity in qualitative research." *International Journal of Qualitative Methods*, 1(2), 13-22.
- National Science Foundation. 2004. *Workshop on Scientific Foundations of Qualitative Research*. Report prepared by: Charles C. Ragin, Joane Nagel, Patricia White, for the National Science Foundation: Sociology Program; Methodology, Measurement & Statistics Program; Directorate for Social, Behavioral & Economic Sciences. *Especially*:
 - a. General Guidance for Conducting Qualitative Research
 - b. The Distinctive Contributions of Qualitative Research, by James Mahoney
 - c. A Note on Science and Qualitative Research, by Sudhir Venkatesh
- Small, Mario Luis. 2009. "How Many Cases Do I Need?": On Science and the Logic of Case Selection in Field Based Research." *Ethnography*. 10: 5-38.
- Weiss, Robert, S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. Free Press.

TASKS

- Continue working on Assignment #2: Surveys (due Oct. 26).
- Begin working on Assignment #3: Interviews Coding and Analysis (due Nov. 11).

Week 7
(Oct 16)

Analyzing Qualitative Data: Coding and Content Analysis

- How to code: Manual coding vs. qual. data analysis software
- Open coding, selecting themes, focused coding
- Introduction to content / frame analysis

REQUIRED READINGS:

- Luker, Chapter 10, Pp. 198-216
- *Baumann, Shyon. 2008. "The Moral Underpinnings of Beauty: A Meaning-Based Explanation for Light and Dark Complexions in Advertising." *Poetics*, 36(1), 2-23.
doi:<http://dx.doi.org/10.1016/j.poetic.2007.11.002>
- *Marx Ferree, Myra. 2003. "Resonance and Radicalism: Feminist Framing in the Abortion Debates of the U.S. and Germany." *American Journal of Sociology* 109: 304-44.

SUPPLEMENTARY READING

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- Matthes, J. (2009). What's in a frame? A content analysis of media framing studies in the world's leading communication journals, 1990-2005. *Journalism & Mass Communication Quarterly*, 86(2), 349-367.
 - Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of advanced nursing*, 62(1), 107-115.
 - Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288.

TASKS

- Continue work on Assignment #2, Survey Research (due Oct. 26th at 6pm)
- Work on Assignment #3, Interview Coding and Analysis (due Nov. 11th at 6pm)

Week 8 (Oct 23)

Comparative/Historical Sociology

- Comparing across time and place
- Small N- and large N-analysis
- The negative case and counterfactual analysis
- Doing archival research
- Tracing social change over time
- Theorizing past events
- Denaturalizing categories
- Discussion of comparative/archival assignment

REQUIRED READINGS:

- Luker, Chapter 9, *Historical Comparative Methods*, Pp. 190-197
- *Brechin, S. R. 2016. Climate Change Mitigation and the Collective Action Problem: Exploring Country Differences in Greenhouse Gas Contributions. *Sociol Forum*, 31: 846–861.
- Skim the following:
 - Charles Ragin. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley and Los Angeles: University of California Press, Chapters 1-4. (Skim)
 - Mahoney, James. 2003. "Strategies of Causal Assessment in Comparative Historical Analysis in the Social Sciences." *Historical Analysis in the Social Sciences*, James Mahoney and Dietrich Reuschmeyer, New York: Cambridge University Press. Pp. 337-72. (Skim)

SUPPLEMENTARY READINGS:

- *Benson, Rodney and Abigail C. Saguy. 2005. "Constructing Social Problems in an Age of Globalization: A French-American
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- Comparison.” *American Sociological Review* 70(2):233-259.
- *Mora, G. Cristina. 2014. “Cross-Field Effects and Ethnic Classification: The Institutionalization of Hispanic Panethnicity, 1965 to 1990.” *American Sociological Review* 79: 183-210.
 - *Riley, Dylan. 2005. “Civic Associations and Authoritarian Regimes in Interwar Europe: Italy and Spain in Comparative Perspective.” *American Sociological Review* 70(2):288-310.
 - *Schwartz, Barry and Howard Schuman. 2005. “History, Commemoration, and Belief: Abraham Lincoln in American Memory, 1945-2001.” *American Sociological Review* 70(2):183-203.
 - Tilly, Charles. 1989. *Big Structures, Large Processes, Huge Comparisons*. New York: Russell Sage Foundation.
 - Clemens, Elisabeth S. 2007. “Toward a Historicized Sociology: Theorizing Events, Processes, and Emergence.” *Annual Review of Sociology* 33:527-49.
 - Vallier, Ivan. 1973. *Comparative Methods in Sociology: Essays on Trends and Applications* UC Press (available at library)
 - Skocpol, Theda. 1979. Pp. 47-111 in *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. New York: Cambridge University Press.
 - Stephens, John D. 1989. “Democratic Transition and Breakdown in Western Europe, 1870-1939: A Test of the Moore Thesis.” *American Journal of Sociology* 94:1019-1077.
 - Craig Calhoun. 1998. “Explanation in Historical Sociology: Narrative, General Theory, and Historically Specific Theory.” *American Journal of Sociology* 104: 846-71.
 - Hill, *Archival Strategies and Techniques*, chapters 1-6

TASKS:

- **DUE: Circulate your choice of an empirical article or book chapter demonstrating a research method not already covered in class but of particular interest to you. Do this via Sakai and be prepared to discuss it in class next week.**
- Work on Assignment #3: Interview Coding and Analysis (due Nov. 11)
- Begin working on Paper Proposal #1 (due Nov. 16th)
- Begin Assignment #4: Comparative/Archival Research (due Nov. 23rd)

Week 9
(Oct 30)

Research Methods, Continued

- Student discussions of a research method
This is meant to be an informal presentation as part of broadening our understanding of the breadth of methods that can be used in sociology and the social sciences. In class, you can talk about why you chose this
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method, what appeals to you about it, what are the strengths and limitations of that method, and how you envision being able to use this method in your future research.

TASKS:

- Work on final paper proposal draft #1 (Due Nov 16th)
- Bring draft of paper proposal to next class
- Continue working on Assignment #4 Due November 23rd at 6PM

Week 10
(Nov 06)

Workshop Paper Proposals

- *Bring a printed draft of your first paper proposal to class. Be prepared to circulate your work and provide feedback as a peer reviewer.

REQUIRED READING:

- How to write a paper outline:
<https://owl.english.purdue.edu/owl/resource/544/02/> (read all subheadings)

TASKS:

- **Paper Proposal #1 due Nov 18th @ 6pm**

Week 11
(Nov 13)

Writing a Literature Review

- What is a literature review? How is different from a summary?
- How do I choose sources?

REQUIRED READING:

- Luker, Chapter 5, Pp. 76-98.
- * Centeno, Miguel A., & Cohen, Joseph N. (2012). The arc of neoliberalism. *Annual Review of Sociology*, 38(1), 317-340.

SUPPLEMENTARY READINGS:

- Booth et al. (Section II, chapters 4-5)

TASKS

- Begin working on paper proposal draft #2. Due November 30th at 6pm.

Week 12
(Nov 20)

NOTE: Thanksgiving Break NO CLASS (Thursday classes meet today)

Week 13
(Nov 27)

Bringing it all together

- Finding your “hook” (Heuristics)
 - Multiple (Mixed) methods research
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- Preparing for final presentations and papers

REQUIRED READINGS:

- Abbott, Methods of Discovery. Chapters 1-2.
- Luker, Chapter 11, Pp. 217-225.
- Small, Mario. 2011. "How to Conduct a Mixed Methods Study: Recent Trends in a Rapidly Growing Literature." *Annual Review of Sociology* 37:57-86.
- *MacKendrick, Norah. 2018. *Better Safe than Sorry*. Methodological Appendix.

SUPPLEMENTARY READINGS:

- Booth et al, Part IV (from page 171-270).
- Alise, Mark, A., and Charles Teddlie. 2010. "A Continuation of the Paradigm Wars? Prevalence Rates of Methodological Approaches Across the Social/Behavioral Sciences." *Journal of Mixed Methods Research* 4: 103-26.
- Petersen, Trond, and Ishak Saporta. 2004. "The Opportunity Structure for Discrimination." *American Journal of Sociology* 109:852-901.
- Cherlin, Andrew J., Linda M. Burton, Tera R. Hurt, and Diane M. Purvin. 2004. "The Influence of Physical and Sexual Abuse on Marriage and Cohabitation." *American Sociological Review* 69:768-89.
- Roth, Wendy and Jal D. Mehta. 2002. "The Rashomon Effect: Combining Positivist and Interpretivist Approaches of Contested Events." *Sociological Methods and Research* 31: 131-73.
- Quinlan, Elizabeth, and Andrea Quinlan. 2010. "Representations of Rape: Transcending Methodological Divides." *Journal of Mixed Methods Research* 4:127-43.

TASKS:

- Paper proposal draft #2 due November 30th at 6pm.
- Prepare for final paper presentations

Week 14 (Dec 4)	Final Paper Presentations (More detail to be provided in class)
Week 15 (Dec 11)	Final Paper Presentations
Dec 14	**FINAL PAPERS DUE 6 PM**

MISCELLANEOUS

IRB certification:

All students are required to complete the Collaborative IRB Training Initiative (CITI) Basic Course. After passing this course, your certification is good for 3 years. **You should complete this course no later than week 3.**

It is an online course, and we will go over the logistics on the first day of class. For further details on how to complete the course see: <https://orra.rutgers.edu/citi>

Choosing data sets:

SURVEY DATA

- General Social Survey (GSS). You will use the GSS to do various assignments for this course, and (if you so choose) for your final paper. The GSS data and codebook are available online. These are cross-sectional samples of the U.S. population from 1972 to 2016 (the data are available yearly in the early years, every other year later on). You'll probably want to focus on one year (e.g., 2012), but feel free to use multiple years as you move into your final project. Talk with us if you have a dataset you'd prefer to use other than the GSS. For example, there are other online datasets you can choose, such as the ones listed immediately below, or you may have access to your own data.

<https://gssdataexplorer.norc.org>.

- World Values Survey. This online database focuses on political and sociocultural change across countries. "The WVS Longitudinal 6 wave aggregate includes WVS 1981-1984, WVS 1990-1994, WVS 1995-1998, WVS 2000-2004, WVS 2005-2009 data and WVS 2010-2014" (from the WVS web site, [FAQs](#)). Excellent for those interested in comparative analysis.
- <https://www.icpsr.umich.edu/index.html> ICPSR Survey Research Institute, University of Michigan
- Roper Center for Public Opinion Cornell University: <https://ropercenter.cornell.edu/>
- Pew Research Center: <http://www.pewresearch.org/>
- <http://sda.berkeley.edu/archive.htm>. This site includes several surveys, in the same easy-to-use format as the GSS: American National Election Study, IPUMS (Integrated Public Use Microdata Series), American Community Survey 2006-08 (Census Microdata for US), as well as a few others

HISTORICAL DATA (NB. It's possible that some of these links may have changed. If you can't find them, try a Google search and please alert us. Also let us know if you find any new web site links).

- Rutgers Special Collections and University Archives
<http://www.libraries.rutgers.edu/rul/libs/scua/scua.shtml>

- National Library of Congress online manuscripts <http://memory.loc.gov/ammem/>
- Penn's online archives
<http://dewey.library.upenn.edu/sceti/flash.cfm?CFID=2022796&CFTOKEN=14695275>
- New York Public Library online images:
<http://digitalgallery.nypl.org/nypldigital/>
- Jack Lynch's (RU English professor) page on 18th century history
<http://andromeda.rutgers.edu/~jlynch/18th/history.html>
- Resources listed by ASA comparative-historical section
<http://www2.asanet.org/sectionchs/research.html#databases>

Research, Thinking, and Writing: [articles available on Sakai]

- Alford, Robert T. 1998. *The Craft of Inquiry: Theories, Methods, Evidence*. New York: Oxford University Press.
- American Sociological Association, "Writing an Informative Abstract"
- American Sociological Association, "Publishing Option: An Author's Guide to Journals, May 20, 2009.
- Becker, Howard S. 1998. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press.
- Becker, Howard S. 1986. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press.
- Clarke, Lee. "Notes on Proposing" and "On Writing and Criticism"
- Germano, William. 2005. "Passive is Spoken Here." *Chronicle of Higher Education*, April 22, 2005.
- Jasper, James. "Why So Many Academics are Lousy Writers"
- Miller, Jane E. 2005. *The Chicago Guide to Writing About Multivariate Analysis*. Chicago: University of Chicago Press.
- Peters, Mark. "Like a Bowl in a China Shop." *Chronicle of Higher Education*, August 9, 2006.
- Rockquemore, Kerry Ann. 2010. "Writing IS Thinking." *Inside Higher Education*, July 19. [<http://www.insidehighered.com/advice/summer/summer6>, retrieved July 21, 2010]
- Rosenfield, Sarah. "Some Things to Think About While Reading Papers"
- Stein, Arlene. 2009. "Discipline and Publish: Public Sociology in an Age of Professionalization." Pp. 156-71 in *Bureaucratic Culture and Escalating Problems: Advancing the Sociological Imagination* (edited by David Knottnerus and Bernard Phillips). Boulder, CO: Paradigm Publishers.
- Strunk, William Jr., and E.B. White. 2000. *The Elements of Style*. Fourth Edition. New York: Allyn & Bacon.

More examples of good methods, from Scatterplot:

<http://scatter.wordpress.com/2011/08/28/a-beautiful-method/>

Helpful writing resources from University of Southern California:

<http://libguides.usc.edu/content.php?pid=83009&sid=615849>