Course Description:
The course is concerned with social scientific inquiry and explanation, particularly with reference to sociology and anthropology. Topics covered include research design, data collection, and analysis of data. Both quantitative and qualitative methods are considered. Students will demonstrate their knowledge by developing a research proposal that is implementable.

My goal as a Carleton professor:
I strive to create an inclusive and respectful classroom that values diversity. Our individual differences enrich and enhance our understanding of one another and of the world around us. This class welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities.

Student Learning Outcomes:
The Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want students to acquire. In this course, our focus is on the following three:

✔ Formulate appropriate sociological and/or anthropological research questions about socio-cultural phenomena.
✔ Select appropriate sociological and/or anthropological research methods to study socio-cultural phenomena.

Required Course Materials:

Additional readings can be downloaded from the course’s Moodle page. Thanks to Danielle Schultz and the amazing folks in the copy center, reading packets will be provided for you.

A note on readings: I expect that you will have your readings accessible during class meeting times.

Assignments and Evaluation:
Your grade in this course will be determined by your performance on the following activities. Note the assignment due times on the prompt. Anything afterwards is considered late.

Policy on late work: Rather than individually adjudicate students’ requests for extensions (and hence implicitly favor more entitled students who deem to ask), I am going to implement two free extension days. In essence, students will be able to allocate 2-24 hour extensions to use across their papers. For example, if the paper is due Sat. at 10pm, you have until Sunday 10pm to turn it in. There is no benefit
for not utilizing the extension. The extension points do not apply to the group presentation or the final portfolio.

**Students in isolation:** We will make a new schedule depending on the situation. *I am willing to work with you.* Please reach out to me so we can set up a plan.

**Grades will be allocated according to the following:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>1%</td>
<td>After first day of class but before April 1</td>
</tr>
<tr>
<td>Literature Review Primer</td>
<td>5%</td>
<td>Thursday April 7 by 1pm</td>
</tr>
<tr>
<td>Content Analysis Assignment</td>
<td>18%</td>
<td>Wednesday April 14 by 5pm</td>
</tr>
<tr>
<td>Multivariate Regression Assignment</td>
<td>14%</td>
<td>April 28 or April 30</td>
</tr>
<tr>
<td>Interview Assignment</td>
<td>18%</td>
<td>Tuesday May 17 by 1pm</td>
</tr>
<tr>
<td>Participant Observation Assignment</td>
<td>16%</td>
<td>Monday May 31</td>
</tr>
<tr>
<td>Final Portfolio Assignment</td>
<td>20%</td>
<td>Monday June 5 by 11am</td>
</tr>
<tr>
<td>Class Facilitation</td>
<td>3%</td>
<td>To be determined</td>
</tr>
<tr>
<td>Participation and communication</td>
<td>5%</td>
<td>ongoing</td>
</tr>
</tbody>
</table>

**Resources for Students:**
Get to know your professors: Carleton will pay for professors to join students to lunch twice per term at the dining hall. I imagine that this is an under-utilized perk of your tuition. Take advantage of it.

**Student Hours:** These are for you. They are student hours. It is a time when you can come ask me for assistance in understanding course material or assignments. Or they can merely be an opportunity to chat with me about the course, or how it relates to current events, college in general, or anything you want to talk about with me. Don’t feel like you have to have a “good” question or an agenda to come by. Feel free to make an appointment or use the drop-in hours so I can get to know you better.

You can sign up for office hours online. Slots are 15 minutes but feel free to sign up for a double block should you anticipate needing more time. I do my best to keep to the schedule in order not to waste
your time. I am also available by appointment, if necessary, if my scheduled student hours don’t align with your availability.

Attendance Policy: Class attendance and engagement is integral to success in the class. I used to have an attendance policy but with the pandemic, it taught me that encouraging students to attend class if they did not feel well is not conducive to learning. So I am ditching the attendance portion of the grade.

Communication and Punctuality:
My expectation is that you will prioritize class attendance and being on time and ready to go. Much of the learning is centered around class discussion and cannot easily be made up. I like to start on time and end on time.

At Carleton, try to resist the ‘work hard/play hard’ mentality since it usually winds up with students getting sick the latter half of the term. Sleep deprivation is not a badge of honor but a sign that one is over-committed. If you do feel ill and are going to miss class, it is much better (and believable) to contact me before the start of class. I tend to be more skeptical when students contact me after class (but of course, there are exceptions). Likewise, the more you can communicate with me, the better experience you will have in the course. Should you miss class, be sure to get the notes from a peer.

Email: Make sure to use proper email etiquette (i.e. Dear Liz or Dear Professor Raleigh). Close the email and sign your name. Don’t just use the auto-reply. Take the time to write a message. I took the time to respond, please extend to me the same courtesy. Please don’t refer to me as Mrs. Raleigh or Ms. Raleigh: it is a funny cultural capital thing, either Liz or Professor is fine.

Communication with each other: In class, we will talk to each other. Have you learned everyone’s names and pronouns? A fruitful discussion is a dialogue of give and take. When it comes to class discussion, are you aware of how your actions are interpreted by the class? If you are always among the first to speak, consider standing down to make room for others. People who always talk first or take the lion’s share of class oxygen will not earn the full communication grade. Likewise, those who rarely talk will also not get full credit.

Respectful use of electronic devices:
It should go without saying, but in addition to being present, students should refrain from inappropriately using electronic devices during class time. The same goes for multi-tasking laptop use. I find this type of behavior disrespectful and distracting. I understand that laptops can be a learning tool so they are permitted in class, but if you are using a laptop or tablet, it is your job to convince me that you are focused and on task. Note: A phone screen is too small to be productive and is not allowed.

Academic Integrity:
In line with Carleton’s policy on academic integrity, it is assumed that the student is the author of all coursework. Please refer to Carleton’s full policy for additional information or see me if you have questions. http://apps.carleton.edu/campus/doc/integrity/

Accommodations for Students with Disabilities
Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Resources (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.
If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact OAR@carleton.edu or call Sam Thayer ('10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

**Introduction and Content Analysis**

**Monday March 28**
- Introduction to the class and to each other
- What works well for you as a learner?
- You already know a lot about methods

**Wednesday March 30**
- Read short posts from Everyday Sociology about literature reviews and gaps in the literature
- Homework: Bring one of your favorite anthropology or sociology articles to class. Be prepared to discuss why you like it and to do a deep dive into the paper
- You should also be thinking about a topic for your content analysis paper

**Friday April 1**
- Annual Review of Sociology Literature Review: Unmanaged Heart
- Annual Review of Anthropology: Climate Change
- Theory construction in qualitative research

**Monday April 4**
- **Kristin Partlo Zooms into class**
- Ethnographic Content Analysis
- Qualitative Media Analysis Chapter 4

**Wednesday April 6**
- Taking a star spangled knee: the media framing of Colin Kaepernick

**Thursday April 7 by 1pm – turn in a 2-3 paragraph introduction to your content analysis paper to my SOAN mailbox**

**Friday April 8**
- Love in cyberspace: self presentation and partner seeking in online dating advertisements of older adults
- #HealthyDads: “Fit Fathering”

**Monday April 11**
- Peer review of paper

**Tuesday April 12: 12-1pm SOAN Comps poster session – Attendance is Mandatory (unless you have work. You MUST talk to me beforehand if you can’t make it)**
Wednesday April 13.
- I will be hanging out in our classroom during class time if you have last minute questions.
- Content analysis paper due at 5pm in lieu of class.

**Secondary Quantitative Data Analysis**
Friday April 15.
- Stats refresher
- Read report from the Pew Research Center on Latinos in the US

Monday April 18
- Survey questions
- Mock Survey Instrument in class

Wednesday April 20.
- Allison Multiple Regression chapters 1-2
- Workplace Violence in Bangladesh’s Garment Industry

Friday April 22
- Allison Chapter 3
- Psychological distress in middle eastern immigrants to the United States: A challenge to the healthy migrant model?

Monday April 25
- Hold for lab/catch up

Wednesday April 27
- **Student-led paper teaching presentations**

Friday April 29
- **Student-led paper teaching presentations**

**Participant Observation/Ethnographic Research**
Monday May 2 – Midterm Break Day

Wednesday May 4
- Listening to People Chapter 4
- collecting qualitative data on less visible and marginalized populations
- Interview guide strategies (from Harvard)

Friday May 6
- Work on interview guides in class
- Listening to People Chapter 5
- “We’re not meat shamers. We’re plan pushers”

Monday May 9
- Race, whiteness and internationality in transnational education: academic and teacher expatriates in Malaysia
Wednesday May 11
● Of Love and Papers, Chapters 1-3

Friday May 13
● Of Love and Papers, Chapters 4-6

Monday May 16
● Of Love and Papers, Chapters 7-8 and appendix

**Tuesday May 17: Paper Due by 1pm in my mailbox**

Wednesday May 18
● Of Love and Papers Author

Ethnographic Research/Participant Observation

Friday May 20

● Listening to People Chapters 6-7

Monday May 23
● Temporalities of Resettlement: Date-Waiting for an American Future in a Bhutanese Refugee Camp in Nepal
● Listening to People Chapter 8

Wednesday May 25
● Listening to People Chapter 9
● Walking a Fine Line: The Struggle for Parent Advocacy in the NYC Child Welfare System

Friday May 27
● Shortened class schedule for honor’s convo, Comps Panel
● **Ethnography paper due at the start of class**

Monday May 30
● Work day – portfolio

Wednesday June 1
● Last day of class, Wrap up, reflections, evals

**Final Portfolio Due**
**Monday June 6 by 11:00am**