

**SOCIOLOGY 300**  
**Principles of Sociological Inquiry**

**Instructor:** Jonathan Dial  
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**Class Schedule:** T-TH 12:00pm-1:15pm (KUY 307)

**Lab Schedule:** T 9am-10am (Saunders 342), W 9am-10am (Saunders 342), TH 9am-10am (Saunders 342)

**Office Hours:** Immediately following lectures and/or by appointment

**Text:** Neuman, Lawrence W. 2011. *Basics of Social Research: Qualitative and Quantitative Approaches (The 3rd edition)*

**Class Objectives:**

The objective of this class is to provide students with a basic understanding of quantitative and qualitative social research methods. This process includes learning how to choose appropriate research topics, designing effective and appropriate research methods, properly conducting and analyzing data, and reporting the results accurately and succinctly. While this course includes the theoretical and methodological issues vital to properly conducting survey research, it also provides an opportunity for students to learn from experience. The course is centered around the creation and analysis of (a) an original survey and (b) a handful of semi-structured interviews in an attempt to provide a practical application of the technical elements of social research methods. The assignments build on each other from week to week as the students first choose realistic research topics, then create and conduct a research instrument, and finally analyze the data and report the findings. The lab periods will be used as an opportunity for students to work toward their various assignments, as the labs focus more on the technical aspects such as literature searches, data entry, and analysis, while the lectures focus on the principles of social research.

The assignments in this course are included to help students develop clear and effective verbal and written communication skills. Therefore I expect students' written work to be clear and the meaning of ideas effectively conveyed. Students must display a wide vocabulary and proper choice of words and exhibit proper sentence structure, some sentence variety, and cohesion between sentences. Papers and presentation must be carefully edited and include few errors in grammar, and the conventions of standard written English must be observed.

## **Assignments:**

**Readings** You are expected to have readings completed in the week they are assigned to participate and contribute in the class/lab discussion. The text is also a supplementary resource for conducting your research.

**Exams** There will be four short tests and one final exam. The tests will be drawn primarily from the course text and lecture material. The short tests include 15-20 multiple-choice questions each and will consist of the readings and material covered in class up to the time of the exams (3 or 4 chapters). If you are not present for the short exams you will not receive a score, unless you have a valid written excuse. The final exam is a cumulative exam. It will be made up of the material covered throughout the entire class. You will have 2 hours to complete the final exam, which will be taken in class on the assigned day.

**Written Work** Written work for this course is composed of three parts.  
**(1)** Drafts and summaries (1-2 pages) of your progress for your qualitative and quantitative projects. Due in the labs.  
**(2)** Quantitative Project Proposal – Including Introduction, Literature Review, Methodology, Expected Findings, and Bibliography  
**(3)** A quantitative research paper including Introduction, Literature Review, Data and Methods, Findings, Analysis/Discussion, and Bibliography. An automatic deduction of 15% will be applied to all late papers.

**Presentations** Students will make a presentation on their qualitative research in the final 2 weeks of labs. This will include all of the major sections and information of a research paper but will take the form of an oral/visual presentation. An automatic deduction of 15% will be applied to presentations not given in labs. You must present on the date and time assigned to you.

**Grading** Weekly lab assignments for quantitative/qualitative projects – **15%**  
Quantitative Project Proposal – **5%**  
Quantitative Paper – **17.5%**  
Short Exams – **20%**  
Qualitative Project – **17.5%**  
Final Exam – **15%**  
Participation/Attendance – **10%**

## CLASS SCHEDULE

### **Week 1 –**

8/25 – Introduction & Syllabus  
8/27 – Ch. 1 – Doing Social Research  
Lab: None

### **Week 2 –**

9/1 – Ch. 1 – Doing Social Research  
9/3 – Ch. 3 – Ethics in Social Research  
Lab: Research Topic

### **Week 3 –**

9/8 – Ch. 2 – Theory and Social Research  
9/10 – Ch. 2 – Theory and Social Research  
Lab: Writing an Introduction & Literature Review

### **Week 4 –**

9/15 – Exam 1 (Chapters 1, 2, 3)  
9/17 – Ch. 4 - Reviewing the Scholarly Literature and Planning a Study  
Lab: Constructing the Survey

### **Week 5 –**

9/22 – Ch. 4 - Reviewing the Scholarly Literature and Planning a Study  
9/24 – Ch. 7 – Survey Research  
Lab: Sampling; Conduct 20 Surveys by next lab meeting

### **Week 6 –**

9/29 – Ch. 7 – Survey Research  
10/1 – Ch. 5 - Qualitative and Quantitative Measurement  
Lab: Introduction to SPSS, Database Construction

### **Week 7 –**

10/6 – Ch. 5 – Qualitative and Quantitative Measurement  
10/8 – Exam 2 (Chapters 4, 5, 7)  
Lab: Quantitative Data Analysis; and Writing Data/Methods Section

### **Week 8 –**

10/13 – Ch. 6 - Qualitative and Quantitative Sampling  
10/15 – Ch. 10 - Analysis of Quantitative Data  
Lab: Writing Findings and Analysis Sections

### **Week 9 –**

10/20 -- Ch. 10 – Analysis of Quantitative Data  
10/22 – Ch. 14 – Writing the Research Report  
Lab: Writing a Paper; **Final Paper Due in lab next week**

**Week 10 –**

10/27 – Ch. 14 – Writing the Research Report

10/29 – Exam 3 (Chapters 6, 10, 14)

Lab: Preparing To Do Your Interviews; Create first draft of interview questions. Why are you choosing these questions? What is different? What is your sample? Who are you going to interview? Why these people? Are they hard to access? If so, how will you get to them?

**Week 11 –**

11/3 – Film: *America Beyond the Color Line*

11/5 – Ch. 11 – Field Research and Focus Group Research

Lab: Preparing To Do Your Interviews; In Lab: Create a consent form and a demographic questionnaire for your respondents. **Conduct 3 Interviews by next lab.**

**Week 12 –**

11/10 – Ch. 11 – Field Research and Focus Group Research

11/12 – Ch. 13 – Analysis of Qualitative Data

Lab: Transcription and Coding

**Week 13 –**

11/17 – Ch. 13 – Analysis of Qualitative Data

11/19 – Ch. 12 – Historical-Comparative Research

Lab: Preparing to Present

**Week 14 –**

11/24 – Ch. 12 – Historical-Comparative Research

11/26 – **NO CLASS – THANKSGIVING DAY**

Lab: **NO LAB**

**Week 15 –**

12/1 – Ch. 9 – Nonreactive Research and Secondary Analysis

12/3 - Ch. 9 – Nonreactive Research and Secondary Analysis

Lab: Presentations

**Week 16 –**

12/8 – Exam 4 (Chapters 9, 11, 12, 13)

12/10 - Review for Final Exam

Lab: Presentations

**Final Exam:** 12/15 – 12pm-2pm (Exam is cumulative)

**The Sociology Department has established three Student Learning Outcomes (SLOs) that support the Institutional Learning Objectives:**

- SLO 1: Students will be able to evaluate sociological theories and use them in combination with methodological approaches in order to analyze and understand specific aspects of the social world.
- SLO 2: Students will be able to collect, analyze, and interpret data, and draw valid conclusions from their analyses in order to create new knowledge about the social world.
- SLO 3: Students will have clear and effective verbal and written communication skills.

**Kokua**

Any student in need of additional help, due to disability, can contact me personally and the KOKUA program officer to discuss ways to accommodate specific needs. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 or by email ([kokua@hawaii.edu](mailto:kokua@hawaii.edu)). The KOKUA office is located in room 013 of the Queen Lili'uokalani Center for Student Services.

**Plagiarism**

*“Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and “dry-labbing,” which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results.”*

- University of Hawai`i at Manoa Student Conduct

< <http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm> >

It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake" are not considered valid excuses when it comes to plagiarism.