Course Overview:

This class exposes each student to the methodological approaches employed by sociologists. This is not an easy task because, unlike many other disciplines across the university, sociology does not have a finite set of analytical tools that most of us rely on to conduct our research. In this course, we will survey some of the more widely used approaches in the discipline. Beyond outlining some of the strengths, weaknesses, and constraints of these methodological tools, we will also discuss the fundamental principles and logic of research. Finally, we will consider some practical aspects of research such as academic writing, reviewing articles, and academic presentations.

Course Requirements:

1) Outline of two articles in your subfield for writing structure.
   Construct a detailed outline of two articles in your subfield from a leading journal. Pay

2) Critical Review of Academic Article.
   Choose an article within your subfield and write a critical review. Here, your goal will be to consider yourself a blind reviewer of the article for the Editor of the journal. Please choose an article from the following journals: American Journal of Sociology, American Sociological Review, Social Forces. Under exceptional conditions, you may choose an article from the flagship journal of your subfield. IF you opt to review an article other than AJS, ASR and SF, please have it approved by me in advance.

3) SSHRC Fellowship Research Proposal/ MA Research Proposal
   This project aligns closely with the SSHRC Doctoral Fellowship application proposal. The proposal will be two pages, single spaced, using 12-point font. Please use 1-inch

**Note that the SSHRC Doctoral Fellowship deadline is in mid-October. Those of you who intend to submit this year can work with me on revisions in an expedited fashion to meet the deadline.

4) Final Prospectus
The prospectus is an extension of the earlier proposal. It will resemble the front-end of a journal article submission (Introduction through the data/methods section. MA students should write the prospectus as if they are preparing the MA Research Paper. Doctoral students should approach this as if they are putting together their dissertation proposal. The format should be consistent with the style of introduction typically seen in your subfield, but must include a clear, concise research question, theoretical considerations, relevant literature, and any tension in the literature that your work may help resolve. The data/methods section should identify the data you will use, sampling procedures you will utilize, and the methodological approach you will adopt. Roughly 15 pages (+/- 1 page), double spaced, 12-point Times New Roman font, 1-inch margins.

5) Article Presentations and In-Class Participation.
One-two student(s) will be required to present a brief summary (10-12 minutes) and lead the discussion for each of the articles outlined below. The person(s) assigned to the article will also be responsible for writing a 1–2-page single-spaced summary of the article or chapter and make this available to the rest of the class prior to your presentation. This summary should include criticisms, limitations, and weaknesses of the article with a focus on data and methodology. Please bring on hard copy of the summary for me to look at during your presentation.

Participation in class discussions and small group work is a vital component of the course. Students will be graded on participation, and you can’t participate unless you attend class and do the readings (attendance will be part of your participation grade in the class). To promote useful class discussion, each student should have read all the required readings prior to class. Students should be prepared to share their thoughts and comments during class.

6) Weekly Discussion Questions
On weeks you are not presenting an article, students should prepare two questions per reading assignment to facilitate discussion in the class. I will not collect these questions, rather, I will randomly ask student(s) in the class to offer their questions to the class about a given article.

7) Attendance at two academic talks
The primary mechanism of dissemination through which academics disseminate their research is through academic journals and books, but the presentation of our research through talks also serves as a vital vehicle of dissemination and acts as an important tool to receive feedback on your work prior to submitting to an academic journal or book.
It is critical for students to understand what a good talk looks like, in terms of structure and delivery.

Grade Distribution:

*Note:* Final grades will be based on a relatively subjective assessment of your overall work in the course (presentations, participation, and final paper using the weights mentioned above). The grade weights outlined below only serve as a guide. Finally, NO EXTRA CREDIT WILL BE MADE AVAILABLE.

1) Outline of two academic articles. 5%
2) Critical Review of Academic Article. 5%
3) Fellowship Research Proposal 10%
4) Final Prospectus 50%
5) Article Presentations and In-Class Participation. 20%
6) Weekly Discussion Questions 5%
7) Attendance at two academic talks 5%

COURSE SCHEDULE

*Note:* all dates are tentative, and readings are subject to change during the term. Any changes will be announced in class.

**Week 1: Sept 7th.**

Introduction to the course.
Sociology - What would you say we do here?

**Week 2: Sept. 14th – Overview of the Discipline and Some Random Draws**

This week we will begin with an overview of the discipline (Moody and Light) and a few pulls from the flagship journal of the discipline. The goal here is to get a sense of what we do as sociologists, the breadth of the field and how we get it done methodologically. In other words, we are going to get our feet wet this week. *Note:* when reading articles for the course, pay particular attention to style, structure, and be critical of data and methods.


Week 3: Sept. 21st – The Research Question, the Accumulation of Knowledge, and Ethics


ASA Code of Ethics (On MyCourses)

Week 4: Sept. 28th – Academic Writing, Replication, and Peer-Review

**DUE: Outline of two academic articles from reputable sociology journals.**


Week 5: Oct. 5th – Correlation and “causality” in sociology.


Week 6: Oct. 12th – No Class – Reading Break

Week 7: Oct. 19th – Sampling, Validity and Measurement
DUE: Fellowship Research Proposal


Week 8: Oct. 26th – Field Experiments - Audit Studies


Week 9: Nov. 2nd – Ethnographic Methods

DUE: Critical Review of an Academic Article from a Sociology Journal


ASA Code of Ethics (On MyCourses)

**Week 10: Nov. 9th – Secondary Data, Survey Data, Qualitative and Quantitative Content Analysis.**


Context: See my narrative coding of news articles, press releases and floor speeches on climate change. Also, see Excel coding sheet. PDF and Excel on MyCourses.

**Week 11: Nov. 16th – Replication, Meta-Analyses and mixed-methods.**


Week 12 and 13:

Nov. 23rd – Day 1 of Presentations of Final Prospectus

Nov. 30th – Day 2 of Presentations of Final Prospectus

**DUE – FINAL PROSPECTUS** (Prospectus must be EMAILED to me just prior to the beginning of class).

**FINAL PROSPECTUS DUE ON THE LAST DAY OF CLASS (Nov. 30th). THEY MUST BE TURNED IN DURING THE CLASS. ANY PAPERS TURNED IN AFTER THE END OF THE LAST CLASS WILL BE MARKED DOWN.**

Important Notes:

No incompletes will be given in the course except in the most extreme cases and must be approved by Prof. Carmichael prior the last day of classes.

Additional Points:

1) McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

L'université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

2) In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue).

3) In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

4) If you have a disability that requires special accommodations, please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 514-398-6009 before you do this.
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