

## Advanced Methods. Beyond Limits of Survey Sociology.

### *I. General description*

The course is addressed to students both writing an MA based on empirical, non-survey research as well as interested in non-survey methods of sociological research at above-elementary level. The course consists of:

- a brief summary of general methodological problems concerning all sociological methods;
- an overview of methods employing already existing data like statistics, documents or data used in content analysis;
- an overview of observation, field research and case study;
- an overview of biographical methods and interviewing strategies;
- an overview of action research and experimentation.

The main objective of the course is:

- to advance knowledge of chosen methods with their specificity, advantages and limitations.
- to improve understanding of methodological problems involved in non-survey researches;
- last but not least, to help writing an empirical MA informed with methodological self-reflexivity.

The course consists of eleven two-hours meetings (or ten longer meetings) of seminar-like character. The way of working will be as interactive as possible. I expect students

- to prepare summaries of items from the reading list (articles usually have a character of examples, illustrations and chapters from textbooks have an auxiliary character),
- to present one's research design, analyses and results obtained, with a special emphasis put on arising methodological problems.
- to comment on presentations of the others with a view on solving problems and overcoming difficulties.

### *II. Requirements*

Students will be assessed on:

- **an in-class participation, i.e.:**
  - active participation in class discussions
  - two 20-minute summaries of lectures
  - 30-minute presentation of student's research design, analyses and results obtained, with a special emphasis put on arising methodological problems. (To be sent to critics and other participants on Monday at the latest, that is 4 days before the class.)
- **an essay (3,000 words), i.e.:**
  - either a presentation of a given method (its assumptions, conditions of its application etc.) as well as a chosen, real example of the method;
  - or a presentation of student's own research design as well as its accompanying difficulties. (To be submitted to the main office before 13:00 on May 13th)

Examples of possible themes are listed below:

1. Accessibility of Statistics Data - legal regulation and social practice in ... [a country].
2. Content Analysis: its methodological assumptions and applications.
3. Content Analysis in Research on political parties programmes.
4. Observation: its rules and applications.
5. Different Roles of a Researcher in Observation - practical and ethical problems.
6. Biographical Method: assumptions - data sources - the problem of representativeness.
7. Interviewing Strategies: types of interviews and its applications.

8. Standardized and In-depth Interviews in Research on National Stereotypes.
9. Interviewing in Sensitive Topics - the example of Russian neo-Nazi.
10. CATI: a new type of interviewing and its problems.
11. FGI: assumptions - problems - applications.
12. Touraine's Sociological Intervention as PAR.
13. Experimentation in Social Sciences: possibilities and limitations.
14. Evaluation Research - quantitative and qualitative approach.
15. The problem of sampling in qualitative research.

The paper may be thus quite general (e.g. Content Analysis: its methodological assumptions and applications) or rather specific (e.g. Interviewing in Sensitive Topics - the example of Russian neo-Nazi). Alternatively, students can formulate the subject of their essays by themselves, it is recommended to consult it with the course provider, however.

### **III. Themes of classes and readings**

#### **1. Information – Organization – Introduction:**

Following textbooks are recommended:

1. Babbie E., *The Practice of Social Research* (Wadsworth Publishing Company, many editions) (introductory lecture)
2. Schutt R.K., *Investigating the Social World. The Process and Practice of Research* (Pine Forge Press, many editions) (introductory lecture)
3. Denzin N.K. and Y.S. Lincoln (eds.), *Handbook of qualitative research*. Thousand Oaks, Calif.: Sage Publications, 1994. (collection of essays)
4. Silverman D., *Doing Qualitative Research. A Practical Handbook* (Sage Publications 2000) (classic introduction to qualitative research)
5. George, Alexander L. and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (MIT Press 2005) (advanced lecture)
6. King, Gary, Robert Keohane, and Sidney Verba, *Designing Social Inquiry* (Princeton University Press, 1994). (advanced lecture)

#### **2. General Methodological Problems - Recapitulation.**

The role of theory. Relations between theory and research design. The role of empirical data. Debating in science - an example. *Attention: for the meeting students are expected to read two first articles (Clark & Lipset's and Hout, Brooks & Manza's - two other are optional)*

The Discussion *Are Social Classes Dying?*

1. Clark T.N. & Lipset S.M., *Are Social Classes Dying?* "International Sociology" [below: "IS"] Vol.6 No.4 (Dec. 1991).
2. Hout M., Brooks C. & Manza J., *The Persistence of Classes in Post-industrial Societies.* "IS" Vol.8 No.3 (Sep. 1993).
3. Pakulski J., *The Dying of Class or Marxist Class Theory? Ibidem*
4. Clark T.N., Lipset S.M. & Rempel M., *The Declining Political Significance of Social Class. Ibidem*

#### **3. Producing and Using Statistics Data.**

Validity and reliability of statistics. "Ecological error". Interpretations and examples.

1. Durkheim E., *Suicide*. Chosen fragments in: Riley M.W., *Sociological Research*. Harcourt, Brace & World, Inc. 1963, pp. 381-401.
2. Day L.H., *Durkheim on Religion and Suicide - a Demographic Critique.* "Sociology" Vol.21 No.3 (Aug. 1987) - to be referred.
3. Przeworski A., Alvarez M., Cheibub J.A. & Limongi F., *What Makes Democracies Endure?* "Journal of Democracy" Vol.7, No.1 (Jan. 1996) - to be referred.
4. Sulek A., *The Polish United Worker's Party: From Mobilization to non-representation.* "Soviet Studies" Vol.42, No.3 (Jul. 1990) - to be referred.

#### 4. Content Analysis.

The broader context of content analysis. Rules of analysis. Examples.

1. Jakobson S., Lasswell H.D., May Day Slogans in Soviet Russia, 1918-43. In: Lasswell H.D., N.Leites *et al.*, *Language of Power: Studies in Quantitative semantics*. Cambridge, Mass. 1966.
2. Klingemann H.-D., *Party Positions and Voter Orientations*. In: Klingemann H.-D. and Fuchs D. (eds), *Citizens and the State*. Oxford: Oxford University Press 1995, s. 181-202 - to be referred.

#### 5. Mass Communication Research.

The broader context of mass communication research. Variety of methods. Examples.

1. Roberts D.F., Maccoby N., Effects of Mass Communication (fragment). In: Lindzey G., Aronson E. (ed), *Handbook of Social Psychology*. Vol.II. New York: Random House 1985, pp. 539-553.
2. Roberts D.F., Maccoby N., *Commercials and Children (the fragment of the above chapter)*. In: Lindzey G., Aronson E. (ed), *Handbook of Social Psychology*, pp. 569-571- to be referred.
3. Roberts D.F., Maccoby N., *Antisocial effects. Prosocial effects (the fragment of the above chapter)*. In: Lindzey G., Aronson E. (ed), *Handbook of Social Psychology*, pp. 573-573 - to be referred.
4. Boden D., *Reinventing the Global Village: Communication and the Revolutions of 1988*. In: Giddens A., *Sociology. Introductory Readings*. Polity Press, Cambridge 1997 [below: Giddens 1997].

#### 6. Observation and Field Research.

The role of observation as a method. Types of observation. Examples.

1. Whyte W.F., *Street Corner Society... Chosen fragments* in: Riley M.W., *Sociological Research*. Harcourt, Brace & World, Inc. 1963, pp. 45-56.
2. Barker E., *Brahmins Don't Eat Mushrooms. Participant Observation and the New Religions*. *Manuscript*
3. Bales R.F., *Some Uniformities of Behavior in Small Social systems*. In: Riley M.W., *Sociological Research*. Harcourt, Brace & World, Inc. 1963, pp. 99-119 - to be referred.
4. Moczydlowski P., *O sposobach wglądu w sekrety stosunków międzyludzkich*. "Kultura i społeczeństwo", 1990 nr 1 - to be referred.
5. Kamiński M.M., *Subkultura aresztów śledczych*. „*Studia Socjologiczne*”, 1993 nr 3-4 - to be referred.  
"Games Prisoners Play" *Rationality and Society*, 2003 15(2): 188-217  
<https://webfiles.uci.edu/mkaminsk/www/articles/gamespri/paper.pdf>
6. Georges R.A. & M. O. Jones, *The Human Element in Fieldwork*. In: Giddens 1997.
7. Pollert A., *Girls, Wives, Factory Lives: An Example of Fieldwork Research*. In: Giddens 1997.

#### 7. Biographical Method and Humanistic Approach.

Assumptions. Data sources. The problem of representativeness. Types of analysis. Examples.

1. Zawadzki B. and Lazarsfeld P., *The Psychological Consequences of Unemployment*. "The Journal of Social Psychology" Vol.6 (1935).
2. Bauman J., *Winter in the Morning*. London: Virago Press 1986, chapter 1 - to be referred, chapters 3,8 - optionally.
3. *Document Study*. In: Bailey K.D., *Methods of Social Research*. New York: The Free Press 1978, pp. 294-319.

#### 8. Ethnomethodological Approach, Conversation Analysis

Assumptions. Advantages and disadvantages of ethnomethodology. Conversational Analysis.

1. Cicourel A.V., *Ethnomethodology*. In: Sebeok T.A. *et al.* (eds), *Current Trends in Linguistics*, t.12, The Hague: Mouton 1972 or in: Cicourel A.V., *Cognitive Sociology. Language and Meaning in Social Interaction*. New York: Free Press 1974, pp. 99-140.
2. Cicourel A.V., *Interpretative Procedures and Normative Rules in the Negotiation of Status and Role*. In: Sudnow D. (ed.), *Studies in Social Interaction*. New York: Free Press 1972 or in: Cicourel A.V., *Cognitive Sociology. Language and Meaning in Social Interaction*. New York: Free Press 1974, pp. 11-41 – optionally.
3. Heritage J., *Conversation Analysis*. In: Giddens 1997 – optionally.

#### 9. Interviewing Strategies: Behavioral and Humanistic Approach.

The interview as social interaction. Types of interviews. Applications of interviews.

1. Wilson B.R., *Becoming a Sectarian: Motivation and Commitment*. In: Wilson B.R., *The Social Dimensions of Sectarianism*. Oxford: Clarendon Press 1990.

2. Weir S. & C. Sanders, *Dangerous Liaisons: AIDS and Unsafe Sex*. In: Giddens 1997.
3. Inglehart R., *The Nature of Value Change*. In: Mair P. (ed.), *The West European Party System*. Oxford University Press 1990, pp. 247-253. - to be referred.
4. Inglehart R., *From Class-Based to Value-Based Politics*. *Ibidem*, pp. 266-283. - to be referred.
5. Fuchs D. and H.-D. Klingemann, *Eastward Enlargement of the European Union and the Identity of Europe*. Berlin: Wissenschaftszentrum Berlin für Sozialforschung 2000 - to be referred.
6. Strauss Anselm S., *Qualitative Analysis for Social Scientists*. Cambridge University Press 1987, pp.151-169 - optionally.

### **10. New Interviewing Strategies.**

Focus Group Interview & CATI. New needs and possibilities of research - new types of interviews and applications.

1. Krueger R.A., *Focus Groups. A Practical Guide for Applied Research*. Sage Publications 1988, pp. 17-48.
2. *The Focus Interview ...* In: Bailey K.D., *Methods of Social Research*. New York: The Free Press 1978, pp. 191-195.
3. *Computer-assisted Telephone Interviewing*. In: Bailey K.D., *Methods of Social Research*. New York: The Free Press 1978, pp. 200-201.

### **11. Sociological Intervention. Action research.**

Assumptions - methods of "intervening" - data and analyzing - the example. Action research.

1. Touraine A. et al., *Solidarity: the analysis of a social movement: Poland, 1980-1981*. New York: Cambridge University Press 1983, chapter 2 and - optionally - chapters 1, 3-4.

### **12 - 13. Experimentation. Evaluation research.**

The logic of experimentation. Types of experiments. Interpretations. Evaluation research.

1. Milgram S., *Behavioral Study of Obedience*. *Ibidem*, pp. 408-415.
2. Bauman Z., *The Ethics of Obedience*. Reading Milgram. In: Bauman Z., *Modernity and the Holocaust*. Ithaca, NY: Cornell University Press 1989, pp 151-168.
3. Ash S.E., *Opinions and Social Pressure*. In: Aronson E. & Pratkanis A.R., *Social Psychology Vol. II*. Aldershot and Brookfield: Edward Elgar Publishing Company 1993, pp. 401-407. - to be referred.
4. Haney C., Banks C. & Zimbardo Ph., *Interpersonal Dynamics in a Simulated Prison*. *Ibidem*, pp. 416-444 - to be referred.
5. Sherif M., *Experiments in Group Conflict*. In: Aronson E. & Pratkanis A.R., *Social Psychology. Vol.III*. Aldershot and Brookfield: Edward Elgar Publishing Company 1993, pp. 380-389 - to be referred.
6. Tajfel H., *Experiments in Intergroup Discrimination*. In: Aronson E. & Pratkanis A.R., *Social Psychology. Vol.III*. Aldershot and Brookfield: Edward Elgar Publishing Company 1993, pp. 390-396 - to be referred.
7. Turner J. C., *Social Categorization and The Self-Concept: A Social Cognitive Theory of Group Behavior*. "Advances in Group Processes" Vol.2 1985, pp. 77-121- to be referred.
8. Slomczynski K.M. & Shabad G., *Can support for Democracy and the market be learned in school The case of post-communist Poland*. Prepared for the workshop *Political Socialization in Poland: Agents, Structures, and Processes*, May 1997.