SOCIOLOGY 2b (SCIL08013) 2018-2019
Researching Social Life
Semester 2

Mondays & Thursdays: 14:10-15:00
Mondays: Lecture Theatre C, David Hume Tower LTs
Thursdays: Lecture Theatre G.03, 50 George Square
Key Information

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Room 3.09, 18 Buccleuch Place
Guidance & Feedback Hours: Fridays 10.30-12.30

Location
Mondays 14:10-15:00, Lecture Theatre C, David Hume Tower LTs
Thursdays 14:10-15:00, Lecture Theatre G.03, 50 George Square

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Assessment Deadlines
- Research exercise 1: 12 noon, 11 February 2019
- Research exercise 2: 12 noon, 6 March 2019
- Research exercise 3: 12 noon, 28 March 2019
- Research proposal & incorporating feedback: 12 noon, 25 April 2019
Welcome to Sociology 2b!

In this course we introduce the various ways that sociologists do their research, looking critically at the various ways sociological evidence can be produced. We do this in the context of in-depth study of some key areas of sociological interest in a context of globalization. The course aims to deepen students' understanding of these substantive fields, while at the same time using them as case studies on how research is carried out, as well as identifying key concepts and debates that relate to the research process. The course will also help you evaluate evidence you encounter in non-academic sources such as politics and the media.

The course aims to introduce you to issues of research design and how these shape what kinds of methods are chosen to answer specific research questions. At the end of the course, you will write your own research proposal on a topic of your choosing, but within a set of five assigned themes that relate to the substantive areas covered in lectures. These themes are introduced at the beginning of the course (weeks 2-4). Three short research exercises help you in working towards your final assignment, and all lectures contribute elements that you will need in completing your research proposal. Thus, for example, the lecture on ethics (in week 7) uses examples of ethical concerns relating to research on digital culture, but also covers ethics in general, which will be an essential component for all research proposals. Tutorials are designed to support you in completing the assignments and understanding the course material through practical application of specific skills and use of peer feedback to develop your ability to critically assess your own and others' work.

The course builds on some of what has been covered in Sociology 1a, 1b, and/or 2a and acts as a preparation for Sociology Honours, as well as helping students to prepare for doing their own research at Honours level. It also serves as a course complete in itself for those who will not be taking any more Sociology undergraduate courses in Edinburgh.

Please refer to this Handbook regularly—it contains all the essential information about the organization of the course, which is rather different to other first and second year courses. Before asking the course secretary or your tutors about something, please check whether it is covered in this Handbook. Also please check the course Learn site regularly for information.

Aims and Objectives

- To provide continuity and contrast with the material taught in Sociology 1a, 1b and 2a, and particularly to develop knowledge of the research process;
- To provide a basis for entry to Honours in Sociology, through topics and research approaches that students might encounter in further study, and to prepare students for doing research in their Honours programme;
- To provide a practical and stimulating stand-alone course on research design in a global context for students not intending to pursue Honours Sociology.
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1. Course outline

Week 1: Course introduction (Sophia Woodman)

Weeks 2-4: Approaches to researching the global and transnational, introduction to research proposal topics (all course lecturers)

Weeks 5-10: Rethinking family and intimate life in globalised societies (Gil Viry); Researching the global and transnational (Donald Mackenzie); Researching global digital culture (Kate Orton-Johnson) Researching identities among minorities using interviews (Ross Bond): The global in the local; creative methods and the politics of research (Sophia Woodman)

2. Course organization

2.1 Lectures

These take place from 14:10-15:00, Mondays and Thursdays in weeks 1-11 of Semester 2. There are no lectures in the week of 18-22 February. Please note that lectures are in different rooms on the two days: Monday lectures are in Lecture Theatre 3 in David Hume Tower; Thursday lectures are in Lecture Theatre G.03, 50 George Square. Please be seated by 14:10 promptly so we can make best use of limited lecture time.

Please note that we will not be recording lectures on this course. This may perplex and annoy some of you as the big signs and huge green button are clearly visible in all lecture theatres. We also know that some other courses are now recording lectures. We are not recording lectures for a number of reasons, including because we think recording does not promote your learning and diminishes the possibility for the kind of interactive and responsive teaching we aim at providing. After all, you did not sign up for an online distance course! The research on whether recorded lectures help or retard student learning is mixed; if you are interested, see a detailed discussion of the key issues; a critical review of literature promoting lecture recording; and a statement by colleagues on why default recording is potentially damaging for staff and students.

Students are free to audio-record lectures for personal use, but university policy states they must not share these recordings. Slides are posted on Learn for those who miss a lecture. If there are any aspects of the lecture that you are unclear about (whether you were there or not) please make use of the support available. If something is unclear, then viewing the lecture again is not the answer – speak to people instead, or read the materials assigned for that lecture. Lecturers, tutors and classmates are all invaluable when thinking through key concepts and ideas. All the course team have guidance and feedback hours and respond to email, so feel free to get in touch.

2.2 Tutorials

You are required to attend all tutorials as a matter of University policy, and to let your tutor know whenever you have good reason (e.g. illness) for failing to attend. Tutorial attendance and the prompt submission of coursework are requirements for all students. Please note that pressure due to work and problems of time management are not considered acceptable
reasons for not attending tutorials or not submitting work on time.

Tutorials are an essential part of this course (see section 10 for more details, including specific tutorial activities and readings). You will automatically be assigned to a tutorial time, please let the course secretary know as early as possible if you cannot make the time to which you have been assigned and need to change to a different time.

Tutorials will be held weekly, in weeks 2-11. There are no tutorials the week of 18-22 Feb.

2.2 Discussing sensitive topics

The discipline of Sociology addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this handbook carefully and if there are any topics that you may feel distressed by you should seek advice from the course organiser and/or your Personal Tutor. We also recommend that you review the lecture outlines (often in the form of PowerPoint slides) that are uploaded to Learn at least 24 hours before each lecture, to check that there are no specific issues or examples that might cause you concern.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling

2.3 Accessing course Information

All important class information will be announced via e-mail, so it is also important that you check your university e-mail account regularly. A range of information and course material, including lecture slides and readings, will be posted on Learn.

Links to all readings are provided on a course Resource List: https://eu01.alma.exlibrisgroup.com/leganto/public/44UOE_INST/lists/18388674730002466?auth=SAML

2.4 Sociology 2b Prizes

Gita Sen Award
This year are offering a cash prize and certificate to the student who gains the highest mark in Sociology 2b, to celebrate students’ achievements on the course. The Gita Sen Award is named in honour of a leading feminist thinker who was awarded an Honorary Doctorate here in 2014. The award will also appear on the student’s academic record.

Most Creative & Innovative Methods Award
This prize goes to the student who proposes the most creative and innovative research methods in their final research proposal. The student will receive a cash prize and a certificate, and the award will appear on their academic record.

3. Course aims and objectives

3.1 Learning objectives
By the end of the course students should:

- Understand the purpose and value of sociological research for academic knowledge and public policies, and engage with key debates in sociological research about research design, methods and ethics;
- Be able to identify a range of research approaches and methods that can be applied to an issue or problem, and their strengths and weaknesses;
• Have learned how knowledge and debates about some key sociological topics in local, national and global contexts are informed by various forms of research;
• Be able to find and evaluate research evidence in relation to specific topics or problems, and discuss and design solutions to research problems; and
• Have gained practical experience of implementing some research methods and be able to identify strengths and weaknesses of how they and their peers carried them out.

3.2 Tutorials

Tutorials will be held weekly, in weeks 2-11. There are no tutorials the week of 18-22 Feb.

You will automatically be assigned to a tutorial time, please let the course secretary know as early as possible if you cannot make the time to which you have been assigned and need to change to a different time.

You are required to attend all tutorials as a matter of University policy, and to let your tutor know whenever you have good reason (e.g. illness) for failing to attend. Tutorial attendance and the prompt submission of coursework are requirements for all students. Please note that pressure due to work and problems of time management are not considered acceptable reasons for not attending tutorials or not submitting work on time.

Tutorials are an essential part of this course (see section 10 for more details, including specific tutorial activities and readings). You will need to attend the tutorials to complete the short assignments and to develop your research proposal. A key element of this is getting feedback from your peers, and a number of tutorial activities are aimed at doing this. Giving and receiving feedback is a skill that you need to develop to become a better judge of your own work. This blog by an experienced academic researcher on ‘reviewer feedback’ speaks of such feedback as a ‘gift’: [http://patthomson.net/2014/03/24/learning-to-accept-reviewer-feedback-as-a-gift/](http://patthomson.net/2014/03/24/learning-to-accept-reviewer-feedback-as-a-gift/)

On the weeks when you will receive peer review of your draft assignments, please remember to bring two printed copies of your work so that two of your classmates can read it and give you feedback. For each of these sessions, guiding questions to address in giving feedback will be provided to structure your classmates’ responses. Remember this is not just about giving feedback, but also an opportunity for you to learn from others’ work and to develop skills in assessment that you will be able to apply to your own work.

As well as the readings below, tutorials will draw on readings assigned for the lectures during that week.

3.3 Accessing Course Information

All important class information will be announced via e-mail, so it is also important that you check your university e-mail account regularly. A range of information and course material, including PowerPoint presentations and readings, will be posted on Learn.

Links to all readings are provided on a course Resource List: [https://eu01.alma.exlibrisgroup.com/leganto/public/44UOE_INST/lists/15594096150002466?auth=SAML](https://eu01.alma.exlibrisgroup.com/leganto/public/44UOE_INST/lists/15594096150002466?auth=SAML)

3.4 Student Representation

Sociology welcomes student input into the management of the course and its assessment
and runs a Staff-Student Liaison Committee on which Sociology 2b is entitled to two representatives. A committee made up of one representative from each tutorial group will choose these representatives, and this will be arranged during the first half of the Semester. This committee will also have a chance to discuss issues and problems with the course organiser who will provide feedback on the action that will be taken. Any problems with the course should first be raised with your tutor or with the course organiser, Sophia Woodman. We will also ask you to fill in an overall assessment form at the end of the course.

3.5 Sociology 2b prizes

Gita Sen Award
This year are offering a cash prize and certificate to the student who gains the highest mark in Sociology 2b, to celebrate students’ achievements on the course. The Gita Sen Award is named in honour of a leading feminist thinker who was awarded an Honorary Doctorate here in 2014. The award will also appear on the student’s academic record.

Most Creative & Innovative Methods Award
This prize goes to the student who proposes the most creative and innovative research methods in their final research proposal. The student will receive a certificate, and the award will appear on their academic record.

4. Readings and use of the Library

Links to all readings for this course are available at the following link: https://eu01.alma.exlibrisgroup.com/leganto/public/44UOE_INST/lists/18388674730002466?auth=SAML

For the additional resources you’ll need to develop your own research proposal in this course, you may find the Sociology subject guide for the Library helpful: http://edinburgh-uk.libguides.com/sociology You can also find specific readings through the Library’s one-stop search engine: http://discovered.ed.ac.uk

This resource provides links to e-journals and books, as well as some other materials. Please note that for some e-books there are limits on downloading, printing, and/or how many users may view the content simultaneously, so if you have difficulty accessing something, try again later. Let us know if you have tried to access something several times and failed, or check with the Library staff.

5. Assessment

For general guidelines, see:
http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/submission_guidance

The assessment for this course is based on three short assignments and one research proposal.

• In order to pass Sociology 2b you must achieve an overall mark of at least 40% (this mark is based on a weighted combination of grades for all assignments). However, you must receive a pass mark on the research proposal to pass the course overall.
In order to **proceed automatically to Honours Sociology**, students have to achieve a pass mark of at least **50%** in BOTH Sociology 2a and 2b. For more details see: [http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/progression_to_honours](http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/progression_to_honours)

Sociology uses the University’s extended common marking scheme (please see Appendix 5).

Your final mark will be made up of the following components:

- Three short research exercises:
  - A research question and literature review in the form of an annotated bibliography, worth 15%
  - Two exercises designing survey questions and an interview guide, each worth 20%
- A research proposal, worth 40%
- Incorporating feedback in your research proposal, worth 5%

The most common cause of failure is that students do not complete one or more of the assignments. All students who fail the course (an overall grade below 40%) will be given the opportunity to re-sit. Students with an overall grade below 40% who have failed the three short assignments (including non-submission) but passed the research proposal will be required to submit an essay, on a topic related to the course material. Students with an overall grade below 40% who have passed the short assignments but failed the research proposal (including non-submission) will be required to re-submit a research proposal, normally on a different topic to that submitted for the first attempt. Students who fail (or do not submit) **both** components of assessment are required **only to re-submit a research proposal**. Please note that unless there are special circumstances that the exam board judges to merit the re-submission of failed assignments as ‘first sit’, the overall course grade on re-sit will not automatically entitle students to progress to Honours without an appeal.

Note also that students who pass the course with a grade below 50 are not entitled to re-sit either assessment to improve their overall grade.

If you think you need further general help with your studies, the Institute of Academic Development provides support for students’ learning and study skills. For further information see Appendix 3.

### 5.1 Assignments

Topics, recommended readings, further guidance for each assignment and submission dates are provided in section 8 of this Handbook. Please also see the week-by-week list of tutorials and assignments in section 10 that indicates what you need to do and when. Reminders of assignment due dates are provided in the week by week outline in section 7.

If you are not happy with or want to improve your writing technique, refresh your memory about the advice in the Sociology 1 Handbooks, or look at one of the following:


In Sociology 2b we use a structured form (a copy is provided in Appendix 4 at the end of this manual) to help us with the assessment of your assignments, and to ensure that you receive
feedback on a full range of aspects of your writing.

5.2 Referencing in coursework

The recommended style for referencing is that used by the journal of the British Sociological Association, *Sociology*. Please consult with this journal (available online through the university’s e-journal service) to see how footnoting and referencing are done. In the bibliography, you should give enough information so that readers can verify for themselves the accuracy of both the information used and individual(s) referenced. Even if you are using e-Journals or websites, you should give full details. This means the names of all the authors, the date of publication (and which edition, if several have been produced), and the title of the article or book. If you refer to an article, give the journal title, volume number and pages; if you refer to a book, give the publisher and place of publication. If you are not using this system (or an equivalent one) your essay will lose marks. See Appendix 1 for a detailed guide to referencing.

5.3 Avoiding offensive and discriminatory language

The language we use to write about social life can hide some very insidious assumptions: e.g. ‘the working class’ sometimes actually means ‘the white, male, English working class’. The British Sociological Association has published useful guidelines on the way language can easily reflect racist and sexist views of the world (downloadable here: https://www.britsoc.co.uk/.../EqualityandDiversity_LanguageandtheBSA_RaceMar05). The gist of our advice is that you should never use male nouns and pronouns when you are referring to people of both sexes (use a plural ‘they’, ‘their’ or think of a different way to phrase your argument; or use ‘s/he’, ‘his/her’). You should also never use language that suggests that human races exist with distinct biologies, nor language which suggests that people disabled in some way are less than full members of society. You should also check the geographical dimension: for example is your source based on data from Britain, or only from England and Wales? Sensitivity to such issues of context is especially important given the global and transnational focus of this course.
6. Weekly outline of the course

—WEEK 1—

Monday 14 January: Course Introduction (Sophia Woodman)

In this introductory lecture, we will review the main activities and assignments in this course and how they fit together, showing what we hope you will get out of the course as a whole, and what we expect from you. There will be a quiz, ‘What you know about research methods’, to provide us with some baseline information about you and what you bring to the course, as well as highlight some of the key themes of the course. We will draw on your answers to identify some of the key learning objectives for the course.

Prior to this session, please set up an account on the University's electronic voting system, Top Hat. This will enable you to answer the quiz questions using your mobile phone, tablet or computer, and to pose written questions during lectures. For instructions on how to register, see: http://www.ed.ac.uk/information-services/learning-technology/electronic-voting-system/students/account

For an introduction to some of the key issues and dimensions of sociological research, we suggest you start reading some of the general texts below, especially the early chapters. There are multiple copies of these books in the Main Library, and many are available as e-books. If you can’t access the latest editions, older editions are usually acceptable substitutes. The White book, Developing Research Questions, is short and to the point and will be most helpful in beginning to develop your own question for the final assignment.

Essential introductory reading


Supplementary reading

You may want to consult some of the following books, depending on what research proposal topic you choose, and what methods you plan to deploy in your proposal, but you are certainly not expected to read them all!


**Reference book**


**Thursday 17 January: What makes a good research question?** (Sophia Woodman)

This lecture will focus on the kind of research questions that can be answered by sociological research. Different kinds of initial questions require different kinds of evidence in order to be answered, and this means choosing an appropriate overall design for the research, and the use of research methods that can answer the question(s) posed.

**Essential reading**

As well as beginning reading among the more general texts listed under Monday’s lecture, please read the following texts for this class:


**Supplementary reading**

NB: All supplementary readings are available on the course Resource List

—**WEEK 2**—

**Weeks 2-4: Approaches to researching the global and transnational (all lecturing staff)**

In this part of the course, course lecturers introduce ways of researching the global and transnational through the particular theoretical perspectives and substantive topics that will be covered in the course. They also introduce the topics for the research proposal that you may choose from as a focus for your final assignment.

**Monday 21 January: The global in the local: examples from care chains and other ‘intimate industries’** (Sophia Woodman)

How can we study the global from the perspective of the local? We will look at this question through the study of a major global phenomenon: global care chains. In such chains, migrants care for children, elderly people, or others in the so-called Global North, while their own children remain in their countries of origin in the Global South, being cared for by other
people, sometimes at the cost of anguish for both child and parent. Through this example, we'll think about ways the relationship between global and local are reconfigured in these processes. With a particular focus on Asia, we'll consider how these relationships are an aspect of what some scholars are calling 'intimate industries' that commoditize areas of social life often previously considered 'private.'

**Essential reading**


**Supplementary reading**

NB: All supplementary readings are available on the course Resource List

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**Thursday 24 January: New ways of thinking about the global: microstructures and assemblages** (Donald Mackenzie)

This lecture examines two particular aspects of many (perhaps all) global/transnational phenomena. The first is that, although they stretch over huge geographic distances, some of the human interactions involve only small numbers of people and are in a sense quite 'intimate'. The second is that (because of the physical distances involved in global/transnational phenomena), those phenomena typically involve technologies. This lecture begins a discussion of how the traditional toolkit of sociological ideas and research methods needs to be supplemented to be able adequately to understand these aspects of global/transnational phenomena.

**Essential reading**

The three readings for this lecture are hard going, so you may want to read them only after Donald explains their significance in the lecture.

- Knorr Cetina, Karin and Urs Bruegger (2002) Global Microstructures: The Virtual Societies of Financial Markets. *American Journal of Sociology* 107: 905-950 ([e-journal](#)). This is the article in which Knorr Cetina first developed the idea of 'global microstructure', which is defined on p. 907.


**Supplementary reading**

NB: All supplementary readings are available on the course Resource List
Monday 28 January: The global and the national: transnational migrant groups (Ross Bond)

Along with other types of ‘flow’ (e.g. of finance, goods, services, ideas etc.), the movement of people is often considered to be one of the key processes that characterise globalisation. While global migration is by no means relatively new, contemporary migration does have at least some more novel characteristics and is undoubtedly a phenomenon of considerable sociological interest. This lecture will introduce some of the key issues and research questions that relate to transnational migration. In this context the term ‘transnational’ may have at least two (related) meanings: it may simply be the label we use to describe people who move across rather than within national borders – i.e. as a synonym for ‘international’ migrants – or it may describe the various connections that migrants (and their descendants) potentially maintain and develop with both their countries of origin and destination. In this lecture (and in Ross’s sessions on migration later in the course) we will be particularly concerned with how migrant and minority ethnic groups are incorporated within the societies in which they live, i.e. with matters related to identities and belonging.

Essential reading


Supplementary reading

NB: All supplementary readings are available on the course Resource List

Thursday 31 January: Researching global digital culture (Kate Orton-Johnson)

This lecture will introduce the concept of a global digital culture and will examine claims that we now live in a ‘networked society’ mediated by and through digital technologies. The lecture will explore what culture means in the context of global, multi-media and multi-platform communication networks. We will explore the ways in which digital technologies have had a transformative effect on how we experience our social lives and have shaped the ways in which we connect (and disconnect) with each other and wider society.

Essential reading


Supplementary reading

- NB: All supplementary readings are available on the course Resource List
Useful websites

- Digital Sociology (@BritSoci) http://digitalsociology.org.uk/
- Microsoft Social Media Collective blog: https://socialmediacollective.org/
- Data and Society: www.datasociety.net
- Digital Methods Initiative www.digitalmethods.net
- HASTAC: https://www.hastac.org/
- In the Crowd: http://www.inthecrowd.org/
- Quantified Self: http://quantifiedself.com/research/

---WEEK 4---

Monday 4 February: Rethinking family and intimate life in globalized societies (Gil Viry)

In this session, you will be introduced to the family as a research topic and a sociological concept. We will first consider the transnational and networked nature of families. Drawing on relevant literature, we will discuss the growing importance of spatial mobility and internet-based technologies for sustaining intimacy. Drawing on studies about the globalization of domestic care, new reproductive technologies and transnational marriage, we will show continuity and changes in contemporary family and intimate life under processes of globalisation. In particular, we will discuss the tension between individual agency and new forms of intimacy vs. traditional family norms and structures. This will bring us to a final discussion about how global capitalism may involve complex forms of relationships, in which intimacy, romance, work and money are intermeshing. This lecture will be particularly helpful for students who want to choose global and transnational families as their topic for their research proposal.

Essential reading


Supplementary reading

- NB: All supplementary readings are available on the course Resource List

Thursday 7 February: Introduction to survey data and survey design (Gil Viry)

This session will introduce you to some general aspects of survey research design. You will learn what are the main stages of the survey research process, what kind of research questions you can address using survey methods and what are the main types of research design in survey research. We will discuss that the social survey, whether based upon interviewing or the use of self-completion questionnaires, is one of the major research methods available to sociologists. It is a powerful tool to gather large amounts of data in a standardised way, supporting broad generalisation of results.
**Essential reading**

**Supplementary reading**
- NB: All supplementary readings are available on the course Resource List

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**WEEK 5**

**Monday 11 February: Measuring family concepts using survey methods** (Gil Viry)

In this lecture, we will show how to measure family concepts with survey methods. We will use as a case study the role played by family migration – a key feature of globalisation – in the division of housework between partners. We will discuss the importance of carefully defining and clarifying the concepts used in order to develop appropriate indicators and questionnaire items. As illustrated by our case study, we will show that these decisions should be informed by the theory/conceptual approach used, wide reading and the research purpose/research question.

**Essential reading**

**Supplementary reading**
- NB: All supplementary readings are available on the course Resource List

**Reminder: Research Exercise 1 due at noon today!**

**Thursday 14 February: Designing survey questions and selecting your survey sample** (Gil Viry)

This session will focus on questionnaire design and sampling strategies for survey research. We will discuss the different levels of measurement, validity and reliability measures to evaluate indicators. In particular, we will stress the importance to use well-established scales and indices. We will go through a set of basic rules for designing good survey questions. Finally, we will show that survey methods enable researchers to determine the degree of confidence in the observed findings and we will discuss how to determine the sample size.

**Essential reading**
Supplementary reading
- NB: All supplementary readings are available on the course Resource List

18-22 February

Festival of Creative Learning: No class

—WEEK 6—

Monday 25 February: How to write a research proposal (Donald Mackenzie)
This session focuses on the research proposal which in Sociology 2b replaces a conventional exam. This lecture outlines the standard structure of a research proposal (such as the one you will need to submit), and begins the discussion of the skills involved in constructing an effective proposal. Please read the section of the Handbook on the research proposal before the lecture, and come with your questions. There will be an opportunity to ask them at the end of the session.

Essential reading

Supplementary reading
- Chapter 8 of Punch’s book (cited above) contains six examples of research proposals. While these are proposals for postgraduate work, and more elaborate than needed in Sociology 2b, they are still worth reading. Unfortunately, copyright restrictions mean we cannot make that chapter available electronically, but there are six copies of the book in the HUB reserve, four in HUB short loan, and two on the open shelves. H62 Pun.

Thursday 28 February: The ethnography of the global (Donald MacKenzie)
Ethnography, in which the researcher immerses her/himself in the everyday lives of the people being studied, is one of the classic research methods of sociology and anthropology. It is, for example, particularly helpful in ensuring that the voices and experiences of people ‘at the bottom of the heap’ are not drowned out by those of the privileged. Traditionally, however, ethnography has involved immersion in the lives of people in a single place or small area. In this session, we will explore how ethnographic methods can be adapted to research on global phenomena.

Essential readings
Monday 4 March: Why every project needs to consider sampling frames and sample selection (Kate Orton-Johnson)

In order to collect data we have to decide on the target population, community, or study area we want to focus on. In qualitative research we have traditionally relied on purposeful, quota or snowball sampling techniques. This lecture will discuss these techniques and will evaluate how these techniques might be employed across different research settings. Using the example of global digital culture we will consider how ideas of sampling are challenged when we are dealing with research in online spaces. For example, how can we define a population that is transient and largely invisible? How can we understand the boundaries of a sample that is potentially global?

Essential reading

Reminder: Research Exercise 2 due at noon Wednesday 6 March!

Thursday 7 March: Confronting ethical issues in research proposals (Kate Orton-Johnson)

Many research projects raise issues of ethics, and these need to be discussed in research proposals. This lecture will consider possible ethical issues that can arise when designing research and will think about some of the possible solutions. The lecture will consider issues of privacy, informed consent and participant identities. Using the example of digital spaces, that can pose new and unfamiliar ethical questions the lecture will reflect on some of the challenges and ambiguities of navigating ethically appropriate research online.

Essential readings
Supplementary reading
NB: All supplementary readings are available on the course Resource List

---WEEK 8---

Monday 11 March: Researching the Digital (Kate Orton-Johnson)

This lecture will discuss the role of the digital in social research. The introduction of ‘the digital’ into traditional sociological methods can raise as many questions as it seeks to answer. Sociologists are increasingly required to get to grips with how to research and understand a global digital society. The Internet, digital platforms, applications, social media, and mobile media all offer social scientists a wealth of research opportunities. Now that our social spaces, relationships and activities are mediated by and through digital technologies we need to reflect on the potentials and pitfalls that this might have for us as researchers.

Essential readings


Supplementary readings

NOTE: These are more general readings about research using new media – as well as being supplementary for this last lecture they will be useful throughout the unit.

Thursday 14 March: Researching migrants and minorities: qualitative interview evidence (Ross Bond)

Qualitative interviewing is a research approach that is widely used in sociology and across the social sciences (not least in student dissertations!). While interviews are also sometimes used as part of the survey methods introduced earlier in the course, qualitative interviews are markedly different from survey interviews in many respects, including the nature of the questions, the interaction between researchers and interviewees, and the nature of the evidence produced. This first lecture on qualitative interviewing will focus on discussing and exemplifying qualitative interview data. We will consider how this compares to other types of research evidence and how it might be articulated with evidence yielded from other research approaches within the same overall study. We will examine how qualitative interview questions are or might be articulated to produce the desired form of data. And we will present and discuss actual examples of this kind of evidence and how it might be related to research questions within the overall theme of the global and the national, using migrant and minority groups as illustrations.

Essential reading


Supplementary reading

NB: All supplementary readings are available on the course Resource List

—WEEK 9—

Monday 18 March: Researching migrants and minorities: qualitative interview practice (Ross Bond)

This second lecture on qualitative interviewing turns our attention from the nature of the evidence to the processes by which it is produced. We will revisit a theme introduced earlier in the course in discussing what issues need to be considered in selecting a sample of interviewees. We will also discuss the qualitative interview as a type of social interaction, including debates about the proper degree of interviewer engagement/detachment in the process, and consider how interviewer and interviewee co-produce the resulting data and what methodological problems this might raise. We will also return to another theme already introduced in the course: the kinds of ethical issues raised in qualitative interviewing. Once more, research with migrant and minority groups will be used for the purposes of illustration.
Essential reading


Supplementary readings

NB: All supplementary readings are available on the course Resource List

Thursday 21 March: Using visual and textual evidence in researching social life (Ross Bond)

Much sociological and social scientific research has been based on asking people questions and/or observing what they say and do. This is reflected in the relative dominance of surveys, interviews and ethnography in research and in books discussing methodology. But there are a number of other sources of sociological evidence beyond these core approaches. While some of these still require the ‘collection’ of data by researchers, often they draw on pre-existing evidence. Similarly, sometimes these alternative sources of evidence are used in combination with more familiar methods such as interviewing and ethnographic observation, but sometimes they are used more independently: it is possible to research social life without observing people or asking them questions. This lecture provides an introduction to some of these other sources of evidence, focusing particularly on the visual and the textual. Once more, in illustrating these approaches we will make use of some evidence relating to migrants, minorities and the nations of which they are part.

Essential reading


Supplementary reading

NB: All supplementary readings are available on the course Resource List

—WEEK 10—

Monday 25 March: Why do you want to research that? Reflexivity, positionality and the politics of research (Sophia Woodman)

The questions researchers ask are connected in various ways to their own life experience, background and training. What effects does this have, particularly when doing global and transnational research? This lecture will explore how researchers shape the research they do, and why it is important that they pay attention to this, rather than assuming that the research would be the same whoever did it. We will discuss the concept of ‘reflexivity’ as a means of systematically accounting for these factors in our research. We'll also examine the underlying politics of such questions—related to global knowledge inequalities—and think
about how students should address these in their research proposals.

Essential reading

Supplementary reading
NB: All supplementary readings are available on the course Resource List

Thursday 28 March: Writing as a research method… and being creative (Sophia Woodman)

The writing process is often thought of as something that happens after the research has been done, and is just a means of recording and communicating findings. Some scholars think about writing as a means of enquiry in itself. In this lecture, we’ll consider particular approaches to writing a research proposal, and how the writing process itself may help you articulate your research in a more effective way. This will also be a chance to ask any burning questions about the research proposal and how to go about it.

Essential reading

Supplementary reading
NB: All supplementary readings are available on the course Resource List

Reminder: research exercise 3 due at noon today!
7. Course assignments

See Appendix 5 below for submission procedures and lateness penalties and other general issues. Deadlines for submission and for return of feedback are outlined in the table below, details of assignments follow. Please also see Appendix 5 for an exception in this course to rules on self-plagiarism.

**Overview of deadlines for assignments**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count limit</th>
<th>Weighting</th>
<th>Submission date (all at 12 noon)</th>
<th>Return of feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research exercise 1: research question &amp; bibliography</td>
<td>750-1000 words</td>
<td>15%</td>
<td>11/02/2019</td>
<td>01/03/2019</td>
</tr>
<tr>
<td>Research exercise 2: survey questions</td>
<td>500-750 words</td>
<td>20%</td>
<td>06/03/2019</td>
<td>22/03/2019</td>
</tr>
<tr>
<td>Research exercise 3: interview guide</td>
<td>500-750 words</td>
<td>20%</td>
<td>28/03/2018</td>
<td>18/04/2019</td>
</tr>
<tr>
<td>Incorporating feedback exercise</td>
<td>200-300 words</td>
<td>5%</td>
<td>25/04/2019</td>
<td>16/05/2019</td>
</tr>
<tr>
<td>Research proposal</td>
<td>2000 words</td>
<td>40%</td>
<td>25/04/2019</td>
<td>16/05/2019</td>
</tr>
</tbody>
</table>

*Note*: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures [here](#).

The components of assessment for this course are as follows:

a. Three short research exercises

a1. Research exercise 1: research question and preliminary literature review, worth 15%

**Due 11 February at noon**

Drawing on the framework for developing research questions outlined in the first few lectures, you will draft an initial research question for your research proposal, and one or two paragraphs about the proposed research and how you would go about it based on answers to the following questions: What is this research about? What has been written about this subject already? How might your research contribute a new insight or a new angle on the questions scholars have already asked about related issues? You will develop, change and refine this research question throughout the course.

In addition, you will provide an annotated bibliography of four to five academic books, articles or book chapters you have drawn on in developing this question. For each piece,
you should write a short paragraph saying what about this work is relevant to your proposed research. The focus could be on the substantive area covered in the work, the theoretical approach or the research methodology. Your choice of works can draw on course readings, but you should go beyond these to find pieces specifically related to the research you intend to propose. This piece of writing, comprising the research question, the paragraphs situating it in the literature, and the annotations on your selected readings, should be no longer than two pages (approximately 750-1000 words) excluding bibliography.

You should bring 2 copies of your draft research question to your tutorial in week 4 (beginning 6 February), and you will receive peer feedback on your question from fellow students in your tutorial group. This feedback will focus on the question itself, rather than the rest of the material you have written for the assignment. (Guidelines will be provided in the tutorial to elicit peer feedback on specific areas.) You will then revise your question prior to submitting it with your assignment on 13 February.

if you wish you can identify an area relating to your assignment on which you would particularly like feedback from the markers of your assignment.

a2. Research exercise 2: Survey questions, worth 20%
Due 6 March at 12 noon

For this assignment, you will design 10 questions for a self-administered questionnaire (hypothetically sent out by post or web-based) that aims to address a specific research question on a research topic among those suggested for the final research proposal, specifying which topic you have chosen. We encourage you to choose the same research question you developed for the previous assignment, however, for use in a survey project you may need to adapt this question somewhat (you will learn about this in Gil’s lectures!). You might need to be a bit creative if your proposal idea does not fit well with using a survey. For example, you could think of survey questions that could support or add to your research in some way. (For an example, see the use of surveys in Smith, Mexican New York, see readings for research proposal topic b.) You should situate the research question you are using for this assignment in the literature. You are not expected to provide an introduction and a set of instructions for respondents as we would expect for a self-administered questionnaire.

The assignment should include ten survey questions. Questions can be open- or closed-ended, with response categories included for the latter type of questions. Please note that open-ended questions should be used parsimoniously: this is a survey questionnaire not a qualitative interview guide! The levels of measurement can be nominal, ordinal, interval or ratio.

You should bring 2 copies of your survey questions to your tutorial group in week 6 (beginning 27 February) and try them out on a fellow student, and you will receive peer feedback on your questions. Guidelines will be provided in the tutorial group to elicit peer feedback on specific areas.

You will then submit your final 10 questions, along with a few written paragraphs (500-750 words – questions, references and title not included in the word count) on the following:
1) What research question does the questionnaire aim to address? The research question should be based on one or more pieces of academic work about your research topic, possibly the ones you have used for the research question assignment.

2) What key concepts does the questionnaire measure? If you want, you can draw a diagram with boxes and arrows illustrating the conceptual proposition (will be explained in Gil Viry’s lectures). For multidimensional concepts, clarify what dimension(s) you consider important to address the research question based on relevant literature. A strong answer here will enable you to justify the use of specific indicators (see next point).

3) What indicators did you decide to use and why? Justify your choice based on 2), the relevant literature and the research question addressed. If you used pre-existing indicators, indicate the source of the survey/publication.

4) How you revised the questions in the light of the trial and feedback from your peers and what you learned about good survey questions.

If you wish you can identify an area relating to your survey questions on which you would particularly like feedback from the markers of your assignment.

In addition, if you choose, you could actually try out your questionnaire with a friend or family member and include some reflection in your assignment on how the questions worked in practice. For ethical reasons, your survey participant may not be a child or a member of a vulnerable group.

Research exercise 3: Interview and reflection, worth 20%
Due 28 March at 12 noon

You will prepare an interview guide (list of questions/themes) for an interview lasting about one hour that you would conduct to address the topic you are planning to focus your research proposal on, which must fit into the research proposal theme you have chosen. The interview questions should be aimed at generating data that could help to answer the research question you have been working on. Again, you need to be creative if you are planning a project that does not fit well with interview methods. For example, if you are planning a project that is using survey methods, you could use the qualitative interview in an exploratory mode as a way of generating ideas for framing your eventual survey questions.

You should bring a copy of your interview questions to your tutorial group in week 9 (beginning 20 March), when you will try out your interview questions on a fellow student. Guidelines will be provided in the tutorial group to elicit peer feedback on specific aspects of the interview questions.

For the assignment, you will submit your interview guide as revised after the feedback from your peers, and a short reflection (500-750 words not including interview questions and references) on the following:
   1) What is the latest version of your research question;
   2) What kinds of people you would be interviewing and why;
3) How you expect interviews using this interview guide could be useful in your research project and help to answer your research question;
4) How your own identity/background as a researcher might affect the interview.

As before, if you wish you can identify an area relating to your interview questions on which you would particularly like feedback from the markers of your assignment.

In addition, if you choose, you could actually try out your interview questions by conducting a short interview with a friend or family member and include some reflection in your assignment on how the questions worked in practice. For ethical reasons, your interview subject may not be a child or a member of a vulnerable group.

b. **Incorporating feedback exercise**, worth 5%

**Due 25 April at noon**

You should summarize the main points of the feedback on your ideas for your research proposal you received from the *markers' comments* on your three short assignments (not including feedback from peers in tutorials), and write a few sentences or a series of bullet points on how you addressed this feedback in your final proposal. This reflection is not counted in the word count for the research proposal. Your reflection could be to say that you changed your original idea/research question based on the feedback you received, but please explain why.

c. **Research proposal**, worth 40%

**Due 25 April at noon**

You will write a 2,000 word sociological research proposal to investigate one of the following:

- a. A global ‘care chain’;
- b. A transnational migrant group;
- c. An example of global digital culture;
- d. A global microstructure or global assemblage; or
- e. Global and transnational families.

Try to make your proposed research not merely descriptive: it should seek to investigate the social processes at work and the consequences of those processes. (In the case of a transnational migrant group, for example, the social processes could include its members’ continuing links to their place of origin, and the consequences of those links might include their effects on its members’ political involvement in their place of origin and in their current place of residence.) We are open to you writing a proposal on a global/transnational phenomenon not on the above list, but you **must** first get the permission of the course organiser, Sophia Woodman, including a good justification of why this is a topic you want to work on. Four sample proposals written for the course in previous years will be available on Learn.

Your research proposal should include references to literature both on the substantive topic you choose (please mention which of the five topics this falls within) and on research
methods. It should have an appropriate title and a brief (200-300 word) summary/abstract (not included in the 2,000 word limit), and must include:

1. The research questions to be addressed or hypotheses to be tested, and a discussion of why they are of sociological interest;
2. A discussion of the relevant literature on the substantive topic;
3. A discussion of the data collection methods to be employed, and why you have chosen to use them. Please include relevant practical details such as – in the case, for example, of interviewing – how you would generate the sample of people to be interviewed and what sort of questions you would ask them;
4. A discussion of the data collection methods you have chosen not to employ, and why you have chosen not to employ them (please take particular note of this requirement, because this is not typically part of the sample research proposals to which we have pointed you);
5. A discussion of any ethical issues in the research and how you propose to handle them, including how your own positionality will affect this research, and how you will engage reflexively with the issues that arise.
6. In justifying your research design in your research proposal, you should reflect on your own experience of trying out different methods in the research exercises for this course (as well as in any other courses or relevant experience).

You should bear in mind practical matters such as research access, your own safety etc., and the available resources. These are as follows: a three-year research project, in which your full-time salary will be provided, along with:

1. Three full-time person-years of research assistance (e.g. one research assistant for three years; three research assistants for one year each; etc.)
2. Enough funding for travel and subsistence for you and/or the research assistants to spend the necessary time ‘in the field’ internationally
3. If you decide a survey or surveys are desirable, enough funding for the equivalent of three national sample surveys, each with a sample size of 1,500, or of one national sample survey with a sample size of 5,000.

If your research project requires language skills that you do not possess, you would be able in the first year of the project to be trained in one foreign language. You can also choose research assistants who have the necessary language skills.

Some topics will be familiar to those who have taken Sociology 1a, 1b and 2a (the relevant lecture slides are on Learn for those who have not taken those courses). You are welcome to work on those topics even if you have done an essay or take-home-exam on the topic, but please ensure that what you hand in doesn’t contain text from that essay or exam.

**Word Count Penalties**

Your Research Proposal should be no more than 2000 words including footnotes/endnotes but excluding the bibliography, abstract and incorporating feedback assignment. Research Proposals above 2000 words will be penalised using the ordinary level criterion of 1 mark for every 20 words over length: anything between 2001 and 2020 words will lose one mark, between 2021 and 2040 two marks, and so on. You will not be penalised for submitting work below the word limit. However, you should note that shorter proposals are unlikely to achieve the required depth and that this will be reflected in your mark.
**Research proposal readings** (see also readings for 25 February above)

A useful overall guide to writing a research proposal is Punch, Keith F. (2016) *Developing Effective Research Proposals*. London: Sage. (You can also use earlier editions of this book.) Chapter 8 contains five examples of proposals. Note, however, that neither they, nor the other examples of proposals in Learn, are designed as answers to the question we have set you (e.g. they typically don’t discuss the methods the author has chosen *not* to use, which is something we are asking you to do).

You will find relevant methodological readings in the other parts of this handbook. Part of the exercise is to identify relevant readings on the substantive topic you have chosen, using the databases that will be presented and discussed in tutorials. However, the following list will be helpful in getting you started.

**a. A global ‘care chain’**

If you choose this topic, you will want to encompass research in several different locations, as the point of a ‘care chain’ is to show how mobility for care work reshapes local conditions in places migrant care workers come from as well as places they go to. The model of a ‘care chain’ is very clearly articulated in the Introduction to the book *Global Woman*, as well as some of the other readings below. You could also adopt a broader definition of ‘care’ and look at the reshaping of the sphere of reproductive work discussed in the lecture on 21 Jan.

- You’ll also find a brief discussion of transnationalism, family and kinship in Levitt, Peggy and B. Nadya Jaworsky (2007) Transnational Migration Studies: Past
b. A transnational migrant group

This topic allows you to research a group involved in migration across international borders. This might include migrants (and/or their descendants) who have settled permanently in the country to which they moved, but also other types of migrants such as students, seasonal workers, or those involved in more temporary or cyclical migration. If you want to focus on the *family* or on how migration relates to *care*, you should choose the other research proposal topics on these areas. For this topic you should focus on a specific group or groups, for example defined by a common ethnic or national origin and/or co-residence in a particular place, or sharing a similar experience (e.g. students). The research questions you address in relation to your group(s) are for you to determine, but these must have an obviously sociological dimension: your proposal should draw on relevant sociological concepts and research evidence. For example, you might want to research the impact of migration on a particular aspect of migrants’ norms, practices and/or identities; or how being the child or grandchild of migrants might influence some aspect of one’s life; or the nature and/or implications of the relationships and connections migrants maintain with their places of origin.

exclusively) useful for students who are considering a research proposal on migration that includes some kind of comparative dimension, this paper presents a useful and accessible discussion of why, what and how we might compare.

c. An example of global digital culture

If you wish to do your research proposal on this topic, you need to think about the different ways in which digital culture might be understood as Global (for example you might think about participatory culture as a global phenomenon, or about global cultural activism. Alternatively you could think about digital culture in a particular global context like China or the Global South). You need to situate your example within the sociological literature on digital culture and your research question should be framed within a theoretical perspective, or, at least, should clearly draw on key sociological concepts. Once you have your example you need to think about a practical way of empirically researching it.


d. A global microstructure or global assemblage

If you wish to do your research proposal on this topic, you need to think about a global phenomenon that has microstructural elements (i.e. ‘microsocial in character’ but global in span: Knorr Cetina and Bruegger 2002, p. 907) and/or is an ‘assemblage’ of human and technical elements. Then you will need to come up with a plausible, practical way of empirically researching those elements of it.

e. Global and transnational families

If you wish to do your research proposal on this topic, you need to think about a global phenomenon that is influencing family and intimate life (e.g. new reproductive technologies, internet dating, globalisation of domestic care, neoliberal reforms and housework, LGBTQ online communities) or a sociological issue regarding global and transnational families (e.g. ‘left behind’ children or elderly, long-distance parenting, minority ethnic parenting, sustaining cultural traditions in diasporas, family migration and gender inequality). You need to situate this issue within the sociological literature on families, i.e. clearly identify existing research evidence on the topic of interest (what do we already know about this topic?) and what gaps in the research, lack of evidence or unresolved debates your research question addresses. Your research question should be framed within a theoretical perspective, or, at least, should clearly draw on key sociological concepts. Then you need to come up with a plausible, practical way of empirically researching those elements of it.


8. Getting feedback on your work

We will provide feedback on your assignments by the dates below, with appropriate comments and a provisional grade. Feedback will be returned online via ELMA. Please note that your final grade is not confirmed until the external examiner has considered the marks given by the internal examiners.

Research exercise 1: feedback returned by 01/03/2019
Research exercise 2: feedback returned by 22/03/2019
Research exercise 3: feedback returned by 19/04/2019
Research proposal and incorporating feedback exercise: feedback returned by 17/05/2019

9. Tutorials

As mentioned above in section 6, tutorials are an essential component of this course.

In contrast to practice in some other courses, tutorials in this course are more practical and focused on supporting you in completing the short assignments and to develop your research proposal. A key element of this is getting feedback from your peers, and a number of tutorial activities are aimed at doing this. Giving and receiving feedback is a skill that you need to develop to become a better judge of your own work. This blog by an experienced academic researcher on ‘reviewer feedback’ speaks of such feedback as a ‘gift’:
http://patthomson.net/2014/03/24/learning-to-accept-reviewer-feedback-as-a-gift/

As well as the readings below, tutorials will draw on readings assigned for the lectures during that week.

On the weeks when you will receive peer review of your draft assignments, please remember to bring two printed copies of your work so that two of your classmates can read it and give you feedback. For each of these sessions, guiding questions to address in giving feedback will be provided to structure your classmates’ responses. Remember this is not just about giving feedback, but also an opportunity for you to learn from others’ work and to develop skills in assessment that you will be able to apply to your own work.
<table>
<thead>
<tr>
<th>Dates &amp; weeks</th>
<th>Tutorial topics</th>
<th>Assignment or task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 14-18 January</td>
<td>No tutorials</td>
<td>Start considering research proposal topics</td>
</tr>
<tr>
<td>Week 2: 21-25 January</td>
<td>How do you conduct a literature review? What is an annotated bibliography?</td>
<td>Consider search terms to use in finding literature on your topic, identifying key readings</td>
</tr>
<tr>
<td>Week 3: 28 January-1 February</td>
<td>What’s a good research question, and how do you draft one?</td>
<td>Connecting literature and research questions</td>
</tr>
<tr>
<td>Week 4: 4-8 February</td>
<td>What use is peer learning? Peer feedback on research questions</td>
<td>Bring 2 copies of your draft research question to tutorial session</td>
</tr>
<tr>
<td>Week 5: 11-15 February</td>
<td>Designing survey questions</td>
<td>RE 1 due: 11 Feb.</td>
</tr>
<tr>
<td>18-22 February</td>
<td>Flexible learning week: no tutorials</td>
<td>Draft your survey questions; revise your research question</td>
</tr>
<tr>
<td>Week 6: 25 February-1 March</td>
<td>Try out your survey questions, thinking about ethical issues in your research proposal</td>
<td>Bring 2 copies of your survey questions to tutorial session</td>
</tr>
<tr>
<td>Week 7: 4-8 March</td>
<td>Sampling: how should you do this in your research proposal?</td>
<td>How to define your sample RE 2 due: 6 March</td>
</tr>
<tr>
<td>Week 8: 11-15 March</td>
<td>What can you learn from interviews? How would you use them in your research?</td>
<td>Think about what type of interviews would fit your project</td>
</tr>
<tr>
<td>Week 9: 18-22 March</td>
<td>Try out your interview questions. What sort of things might you not learn from formal interviews? Is ethnography a solution?</td>
<td>Bring 2 copies of your interview questions to tutorial session</td>
</tr>
<tr>
<td>Week 10: 25-31 March</td>
<td>Writing your proposal: questions, tips</td>
<td>Think about what you bring to your topic RE 3 due: 28 March</td>
</tr>
<tr>
<td>25 April, 12 noon</td>
<td></td>
<td><strong>Research proposal &amp; incorporating feedback due</strong></td>
</tr>
</tbody>
</table>
Tutorial readings

Some of the readings listed below are assigned for the lectures and should be read for those lectures. All are on the course Resource List. For some weeks listed below, this makes it seem as there are a lot of readings assigned—if you have read in in sequence with the lectures, you will just need to review these readings to answer the questions above. The tutorials are primarily a chance to work out how to apply the lessons from the specified readings to the practical example of your research proposal, rather than just to discuss the readings, although you should certainly bring questions about readings to the tutorials—particularly those that relate to writing your research proposal. Remember, to write a research proposal that will get a good mark, you need to read beyond essential course readings!

Week 2 beginning 21 January: Literature review, research proposal topics


Week 3 beginning 28 January: Connecting literature and research questions

- Creating an annotated bibliography. Online resource: http://guides.library.uncc.edu/c.php?g=173027&p=1142943

Week 4 beginning 4 February: Review research questions


Week 5 beginning 11 February: Designing survey questions


Week 6 beginning 25 February: Peer feedback on survey questions, ethics
- Will all the ethical social scientists please stand up? [http://theconversation.com/will-all-the-ethical-social-scientists-please-stand-up-33508](http://theconversation.com/will-all-the-ethical-social-scientists-please-stand-up-33508)

### Week 7 beginning 4 March: Sampling


### Week 8 beginning 11 March: Interviews


### Week 9 beginning 18 March: Peer feedback on interview questions, ethnography


### Week 10 beginning 25 March: Writing your proposal—tips

- Davies, Huw C. 10 Writing tips for student sociologists. At: [http://www.sociologylens.net/topics/communication-and-media/10-writing-tips-for-student-sociologists/14848](http://www.sociologylens.net/topics/communication-and-media/10-writing-tips-for-student-sociologists/14848)

### Week 11 beginning 1 April: Review, making the most of feedback

- In this tutorial, students can bring the feedback they’ve received on their assignments to discuss with the tutor, to think about how to incorporate the comments into their final research proposal.
Appendix 1: A guide to referencing

The fundamental purpose of proper referencing is to provide the reader with a clear idea of where you obtained your information, quotes, ideas, etc. In Sociology we prefer the Harvard system of referencing, the style used by the BSA. The following instructions explain how it works but if you need more details a good source is:
http://libweb.anglia.ac.uk/referencing/harvard.htm

1. After you have quoted from or referred to a particular text, add in parentheses the author’s name, the publication date and page numbers (if relevant). Place the full reference in your bibliography. Here is an example of a quoted passage and its proper citation:

Quotation in essay:
‘Marx and Freud are the two great heroes of the radicalized Enlightenment’ (Callinicos, 1989: 172).

Book entry in bibliography:

Note the sequence: author, year of publication, title, edition or translation information if needed, place of publication, publisher.

2. If you are employing someone else’s arguments, ideas or categorizations, you will need to cite them even if you are not using a direct quote. One simple way to do so is as follows:

Callinicos (1989: 162-5) argues that postmodernism is more a symptom of ‘Good Times’ than of ‘New Times.’

3. Your sources may well include journal or newspaper articles, book chapters, and internet sites. Below we show you how to cite these various sources.

(i) Chapters in book:
In your essay, cite the author, e.g. (Jameson, 1999).

In your bibliography details should be arranged in this sequence: author of chapter, year of publication, chapter title, editor(s) of book, title of book, place of publication, publisher, article or chapter pages.

For example:

(ii) Journal article:
In your essay, cite the author, e.g. (Gruffydd-Jones, 2001).

In your bibliography, details should be arranged in this sequence: author of journal article, year of publication, article title, journal title, journal volume, journal issue or number, article pages.

For example:
(iii) **Newspaper or magazine article:**
If the article has an author, cite as normal in the text (Giddens, 1998).
In bibliography cite as follows:
If the article has no author, cite name of newspaper in text (*The Herald*) and list the source in the bibliography by magazine or newspaper title.
For example:

(iv) **Internet sites:**
If the text has an author specified:
- Cite in the text as normal, e.g. (Weiss and Wesley, 2001). The date should be that which the text was published on. If this is not supplied, put ‘n.d.’ e.g. (Weiss and Wesley, n.d.)
- In the bibliography, provide a full reference which should include author, date, title of website, URL address as well as date accessed. For example:
- If there is no date for the material on the website, enter ‘n.d.’ in its place, e.g.

If the text has no author specified:
- In the text cite the organization/publisher behind the website if this is apparent e.g. (Centre for Europe’s Children, 2000). If this is not apparent cite the web address, e.g. (http://Eurochild.gla.ac.uk/, 2000). The date should be that which the text was published on. If this is not supplied, put ‘n.d.’, e.g. (http://Eurochild.gla.ac.uk/, n.d.).
- In the bibliography, if the organization/publisher is apparent provide a full reference including the title of the website, URL address, publisher or owner of the site.
- If there is no organization/publisher apparent start the bibliographic citation with the website: For example:
- If there is no date for the material on the website, enter ‘n.d.’ in its place, for example:
Appendix 2: SPS Essay marking form and marking descriptors

<table>
<thead>
<tr>
<th>Exam number</th>
<th>Course</th>
<th>Essay title</th>
<th>Marker's name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Initial Mark</th>
<th>Penalties</th>
<th>Adjusted Mark</th>
</tr>
</thead>
</table>

**Overview**

<table>
<thead>
<tr>
<th>Aspect of performance</th>
<th>+</th>
<th>Avg</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Thinking skills</em> (criticism, analysis, interpretation, logic, argumentation, evaluation, use of comparison, anticipating counter-arguments, etc.)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Comprehension</em> (accuracy in facts, details and representation of author’s views, breadth of reading, grasp of major issues, etc.)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Writing skills</em> (structure and organisation, clarity, precision, grammar/spelling, referencing, use of illustration, style, etc.)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major advice to student**

<table>
<thead>
<tr>
<th>Main strength(s) of the essay</th>
<th>Main weakness(es) of the essay</th>
<th>This and future essays could be improved by…</th>
</tr>
</thead>
</table>
SPS common essay marking descriptors

**A1** (90-100%) An answer that fulfils all of the criteria for ‘A2’ (see below) and in addition shows an exceptional degree of insight and independent thought, together with flair in tackling issues, yielding a product that is deemed to be of potentially publishable quality, in terms of scholarship and originality.

**A2** (80-89%) An authoritative answer that provides a fully effective response to the question. It should show a command of the literature and an ability to integrate that literature and go beyond it. The analysis should achieve a high level of quality early on and sustain it through to the conclusion. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be a sense of a critical and committed argument, mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content.

**A3** (70-79%) A sharply-focused answer of high intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of analysis throughout. It should show a willingness to engage critically with the literature and move beyond it, using the sources creatively to arrive at its own independent conclusions.

**B**  

- **B-** (60-63%)  
  A very good answer that shows qualities beyond the merely routine or acceptable. The question and the sources should be addressed directly and fully. The work of other authors should be presented critically. Effective use should be made of the whole range of the literature. There should be no significant errors of fact or interpretation. The answer should proceed coherently to a convincing conclusion. The quality of the writing and presentation (especially referencing) should be without major blemish.
  
  Within this range a particularly strong answer will be graded **B+**; a more limited answer will be graded **B-**.

- **B** (64-66%)  

- **B+** (67-69%)

**C**  

- **C-** (50-53%)  
  A satisfactory answer with elements of the routine and predictable. It should be generally accurate and firmly based in the reading. It may draw upon a restricted range of sources but should not just re-state one particular source. Other authors should be presented accurately, if rather descriptively. The materials included should be relevant, and there should be evidence of basic understanding of the topic in question. Factual errors and misunderstandings of concepts and authors may occasionally be present but should not be a dominant impression. The quality of writing, referencing and presentation should be acceptable. Within this range a stronger answer will be graded **C+**; a weaker answer will be graded **C-**.

- **C** (54-56%)  

- **C+** (57-59%)

**D**  

- **D-** (40-43%)  
  A passable answer which understands the question, displays some academic learning and refers to relevant literature. The answer should be intelligible and in general factually accurate, but may well have deficiencies such as restricted use of sources or academic argument, over-reliance on lecture notes, poor expression, and irrelevancies to the question asked. The general impression may be of a rather poor effort, with weaknesses in conception or execution. It might also be the right mark for a short answer that at least
referred to the main points of the issue. Within this range a stronger answer will be graded D+; a bare pass will be graded D-.

E (30-39%) An answer with evident weaknesses of understanding but conveying the sense that with a fuller argument or factual basis it might have achieved a pass. It might also be a short and fragmentary answer with merit in what is presented but containing serious gaps.

F (20-29%) An answer showing seriously inadequate knowledge of the subject, with little awareness of the relevant issues or literature, major omissions or inaccuracies, and pedestrian use of inadequate sources.

G (10-19%) An answer that falls far short of a passable level by some combination of short length, irrelevance, lack of intelligibility, factual inaccuracy and lack of acquaintance with reading or academic concepts.

H (0-9%) An answer without any academic merit which usually conveys little sense that the course has been followed or of the basic skills of essay-writing.
Appendix 3: IAD and ELTC resources for undergraduate students

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking 2 weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events.)

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work. To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

For support with English Language, you should contact the English Language Teaching Centre: http://www.ed.ac.uk/english-language-teaching

The ELTC runs non-credit English language courses on a variety of skills that are free to Edinburgh students. Many courses are specifically aimed at international students whose first language is not English. Some courses also have online versions that you can do in your own time.
Appendix 4: General information

Students with Disabilities

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on ‘LearnBetter’ (undergraduate), part of Learn, the University’s virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations

Academic English support can also be accessed at https://www.ed.ac.uk/english-language-teaching
Tutorial Allocation

You will be automatically assigned to a Tutorial group by the beginning of week 1. This allocation is done using Student Allocator, a tool which will randomly assign you to a suitable tutorial group based on your timetable. The benefits of this system are that students will be able to instantly view their tutorial group on their personal timetable and timetable clashes will be more easily avoided.

Please check your timetable regularly in week 1 to see which group you have been assigned. Guidance on how to view your personal timetable can be found at https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables

Please note that there are limited spaces in tutorial groups and there will be little room for movement. If you are unable to attend the tutorial group you have been allocated for a valid reason, you can submit a change request by completing the online Group Change Request form. You can access the form via the Timetabling webpages here.

Attendance Monitoring

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at: https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement

External Examiner

The External Examiner for this Sociology course is Wendy Bottero, University of Manchester.
Appendix 5: Course work submission and penalties

Penalties that can be applied to your work and how to avoid them.

Below is a list of penalties that can be applied to your course work and these are listed below. Students must read the full description on each of these at: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**
  If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**
  Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

  The penalty for excessive word length in coursework is a 5-mark penalty. These 5 marks will be deducted regardless of how many words over the limit the work is (whether it is by 1 word or by 500!). In exceptional circumstances, a marker may also decide that any text beyond the word limit will be excluded from the assignment and it will be marked only on the text up to the word limit. In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted.

  In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information and if you are unsure, contact the course organiser to check.

  You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.
ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback. For details of how to submit your course work to ELMA, please see our webpages here.

Please note that all submissions to ELMA should be formatted as a Word document (.doc or .docx). If you are permitted or required to submit in a different format, this will be detailed in your course handbook.

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

Extensions

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our webpages and take note of the key points below. You will also be able to access the online extension request form through our webpages.

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.
Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student’s work or material from the Web or a published author) as your own is plagiarism and will be punished severely.

Generally, copying part of one of your own assignments previously submitted for credit for the same or another course is **self-plagiarism**, which is not allowed for most courses. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course. However, since this course has an iterative structure, material from previous assignments **for this course only** may be used in subsequent Sociology 2B assignments and in your research proposal.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through ‘Turnitin’, our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Students who are found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for further investigation, and grade penalties can be applied. In extreme cases, assignment grades can be reduced to zero.

**For further details on plagiarism see the Academic Services’ website:**

[http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct](http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct)

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at: [https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents](https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents)