

Prof. Isaac Martin
469 Social Sciences Building
Phone: x4-5589
Office Hours: T, W 9:30 – 10:30

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MWF 12:00-12:50
SSB 102

THE DESIGN OF SOCIAL RESEARCH

This is a course in research design intended primarily but not only for students of urban studies and planning. Research design is the process of setting up a research project. Suppose you want to understand why cities are racially segregated. Should you design an experiment? Do a comparative study involving participant observation in two neighborhoods? Conduct a survey? Analyze Census data from the whole city? Each of these ways of approaching the problem might have advantages and disadvantages for your purposes, and it is important to think them through at the beginning of your research.

One specific purpose of this course is to prepare students for the senior sequence project in Urban Studies and Planning program. But the course should be useful to anyone who is contemplating doing an original research project in the social sciences.

By the end of the course, you will have experience designing a research project, and you will have a final paper that can serve as a pilot study for a larger research paper.

A NOTE ABOUT THE COURSE

The course will be different from other courses on research methods. Other research methods courses focus on methods of data collection—how to do interviews, how to find and analyze archival documents, and so on—or on statistical techniques for data analysis. We will instead spend most of our time on the stages of research design that come *before* you actually start collecting data. How do you frame your research question? How do you select a research site? How do you decide whom to interview?

There are two reasons for this focus. First, the decisions you make at these early stages make the most difference in the quality of your research. Second, the earliest stages of conceptualizing and designing a research project are often the most difficult. Many students (and professors) get stuck at this stage: this course will teach you skills to get unstuck.

ABOUT THIS SYLLABUS

Consult this syllabus weekly. Like other syllabi, it tells you what to read, and when assignments are due. But it also has instructions on *how* to read the required readings—including questions to keep in mind as you read. And it contains an annotated guide to further reading that can serve as a reference for your future use.

The schedule of readings and assignments may be subject to change. All such changes will be announced in class. It is a good idea to bring the syllabus with you to class so that you can make any necessary annotations.

REQUIRED READING

We will learn about research methods primarily by reading published research reports. I have chosen these examples to illustrate particular methodological principles and problems. The purpose of reading these articles and chapters is to understand and evaluate the methods—*how* researchers arrived at their conclusions—rather than the conclusions themselves. Our examples will be come from urban sociology, urban economics, and urban politics. We will supplement these exemplary texts with some methodological readings that will orient you to practical problems of doing research. I may supplement the readings listed on the syllabus with required handouts throughout the quarter.

You are required to complete the required reading before you come to class.

RECOMMENDED READING

In addition to the required course reading, I have listed recommended reading for several topics. If you want a textbook to supplement lecture, here is one that I can recommend:

Royce A. Singleton, Jr. and Bruce C. Straits. 2005. *Approaches to Social Research*, 4th edition, New York: Oxford University Press.

OTHER COURSE REQUIREMENTS

Learning research design requires practice. You will not do a full research project in this ten week course, but you will do a series of assignments that will cumulate into a research proposal. The exercises will be handed out and discussed in class.

The grade will be based on class participation (10%), four assignments (10% each), and a final paper (50%).

THE RESEARCH EXERCISES AND THE FINAL PAPER

These are described at the end of this syllabus. The final paper is due to my office (SSB 469) during our scheduled exam period (Wed., March 19, 11:30-2:30).

The final paper *must* be turned in electronically via www.turnitin.com, with no exceptions.

It is to your advantage to turn your assignments in on time, but I will accept late work, with no excuses necessary. That said, I will only accept late work on the following conditions, with *no exceptions*: (1) late work will lose one third of a grade point for every

day it is late (e.g., it might be demoted from a B+ to a B, or a B- to a C+); (2) late work goes to the bottom of my grading pile, and I will make no guarantees about how quickly I will get to grading it; (3) late work must be turned in before the *next* assignment is due, or before the end of the final exam period (Saturday, March 22), whichever comes first.

REGRETTABLY NECESSARY STATEMENT ON ACADEMIC HONESTY

I assume your familiarity with UCSD's policy on the integrity of scholarship, and with scholarly norms concerning proper attribution and citation. If you are unsure whether your work conforms to these norms, ask me for help *before* you turn it in. The bottom line for this course: it is *never* acceptable to represent others' work as your own, even by mistake. If I find evidence of academic dishonesty, I will assign a failing grade on the assignment and report the incident to the Academic Integrity Coordinator.

If you are unfamiliar with the policy, please read it here:
<http://www-senate.ucsd.edu/manual/appendices/app2.htm>

SCHEDULE OF LECTURES AND READINGS

Week 1. WHAT IS RESEARCH GOOD FOR?

Good research is important because bad research can have bad consequences.

Required reading for Wed., Jan. 10:

Peter Hall, "San Francisco's BART System," pp. 109-137 in *Great Planning Disasters*. Berkeley: University of California Press, 1982. *As you read, pay attention to the role of research in this great planning disaster. Could better information have led decision-makers to a better outcome? If so, what kind of information? In whose hands? At what stage in the process?*

Week 2 RESEARCH QUESTIONS

The most important stage in the design of a research project is turning your research topic into a research question that is specific, feasible, empirical, important to other people, and interesting to you. It's harder than it sounds. We will discuss where such research questions come from, and we will come up with practical strategies for arriving at them.

NO CLASS MONDAY, JAN. 15. HAPPY MARTIN LUTHER KING, JR. DAY!

Required reading for Wed., Jan. 17:

Gary King, Robert O. Keohane, and Sidney Verba, "The Science in Social Science," pp. 3-33 in *Designing Social Inquiry*, Princeton: Princeton University

Press, 1994. *Focus on what the authors have to say about research questions and theories: where do they come from? What criteria can we use to identify a good research question? A good theory?*

Required reading for Fri., Jan. 19:

Judith Freidenberg, "Participatory Research and Grassroots Development: A Case Study from Harlem," *City & Society*, Vol. 5, No. 1 (1991), pp. 64-75. *As you read this article, pay particular attention to what the researchers' guiding research questions were. Where did they come from? How and why did they change over time?*

Recommended reading:

Andrew Abbott, *Methods of Discovery*, New York: W. W. Norton & Co., 2004. *This is a good but idiosyncratic playbook for coming up with new ideas (and new questions) in the social sciences, with examples mostly from sociology.*

Howard S. Becker, "Terrorized by the Literature," pp. 135-150 in *Writing for Social Scientists*, Chicago: University of Chicago Press, 1986. *If you find yourself paralyzed by the idea that you need to read everything that's ever been written on your subject, this chapter can help.*

Week 3 A GENERAL OVERVIEW OF CAUSAL INFERENCE

What are the effects of this public policy? How effective is that community-based program? What are the main causes of this or that urban phenomenon? Most research questions in urban studies and planning are questions like these: they concern relations of causation. But causal questions are among the hardest questions to answer. We will explore the reasons why these questions are so hard to answer, and what to do about it.

Required reading for Mon., Jan. 22:

Thomas Gilovich. 1991. *How We Know What Isn't So: The Fallibility of Human Reason in Everyday Life* (New York: The Free Press), pp. 29-72. *Doing causal inference correctly is difficult because we all have a lot of practice doing it wrong. What is the problem of hidden data? Why might secondhand information be distorted?*

Jeffrey M. Berry. 2002. "Validity and Reliability Issues in Elite Interviewing," *PS: Political Science and Politics*, 35(4): 679-682. *Why can't we determine whether a policy is effective by simply asking the experts whether it works?*

Required reading for Wed., Jan. 24:

Stanley Lieberson, "Comparisons, Counterfactual Conditionals, and Contamination," pp. 44-62 in *Making it Count: The Improvement of Social Research and Theory*, Berkeley: University of California Press, 1985. *A relatively non-technical introduction to the fundamental problem of causal inference. What does Lieberson mean by a "counterfactual conditional," and why do causal statements imply counterfactual conditionals? What is "contamination" and why is it a problem?*

ASSIGNMENT #1 DUE ON FRIDAY, JAN. 26: RESEARCH QUESTION AND PRELIMINARY BIBLIOGRAPHY

Recommended:

King, Keohane, and Verba, "Causality and Causal Inference," pp. 75-114 in *Designing Social Inquiry. This is an excellent and influential description of the problem of causal inference.*

Sobel, Michael E. 1996. "An Introduction to Causal Inference." *Sociological Methods and Research* 24:353-379. *A more technical introduction, with an emphasis on statistical solutions for the problem of causal inference.*

Week 4 EXPERIMENTS

We will begin with a discussion of experiments, because they are a useful point of reference for understanding the advantages and disadvantages of other research designs. Many social scientists see the experiment as the ideal technique for causal inference, but it is also a technique with serious limitations. We will review the core elements of experimental design, and some different strategies for doing experiments on a budget. We will also discuss reasons why experiments are not widely used in urban studies.

Required reading for Mon., Jan. 29:

John Goering, Judith D. Feins, and Todd M. Richardson. "What Have We Learned about Housing Mobility and Poverty Deconcentration?" pp. 3-36, and "Comments on Future Research and Housing Policy," pp. 383-407 in *Choosing a Better Life? Evaluating the Moving to Opportunity Social Experiment*, edited by John Goering and Judith D. Feins, Washington, D.C.: Urban Institute Press, 2003. *This is an influential experiment in urban studies and a good example of experimental policy evaluation. Here are some questions that we will be discussing: According to these authors, why is Moving to Opportunity more informative than previous research into the effects of poverty deconcentration? How did the researchers decide which individuals would receive vouchers and which individuals would not (i.e., what rule did they use to allocate vouchers)? Why did they allocate vouchers according to that rule? What is an "intent-to-treat" (ITT) effect? How is it different from the "average effect of treatment on the treated" (ATT)?*

Recommended reading:

Devah Pager. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108 (5): 937-75. *Policy-relevant experiments do not always require million-dollar budgets. This is an exemplary and justly famous field experiment, designed by a graduate student and carried out by undergraduates, on a far smaller budget than Moving to Opportunity.*

Donald T. Campbell and Julian Stanley. *Experimental and Quasi-Experimental Designs for Research*. Chicago: Rand McNally & Company, 1963. *A classic and still-useful overview of several possible research designs that clearly explains the advantages of experiments when they are possible.*

Week 5 NON-EXPERIMENTAL COMPARATIVE METHODS

Non-experimental methods for causal inference (sometimes confusingly called "observational studies") have many advantages over experiments, but they require us to make more restrictive assumptions about the cases we are comparing, and these assumptions may or may not be warranted. We will discuss those assumptions in order to arrive at some rules for choosing what to compare, and we will discuss practical limits on the use of comparative methods.

Required reading for Mon., Feb. 5:

David Card , "The Impact of the Mariel Boatlift on the Miami Labor Market," *Industrial and Labor Relations Review*, Vol. 43, No. 2. (Jan., 1990), pp. 245-257. *This is an important and creative application of the comparative method in urban economics. What does Card mean when he calls the Mariel boatlift a "natural experiment"? What hypotheses is Card testing? Which cities does Card compare to Miami, and why does he choose those particular cities?*

Required reading for Wed., Feb. 7:

Klinenberg, Eric. 2002. "Race, Place and Vulnerability: Urban Neighborhoods and the Ecology of Support." Pp. 79-128 in *Heat Wave: A Social Autopsy of Disaster in Chicago*. Chicago: University of Chicago Press. *This is an influential application of the case-control method in urban sociology. What is Klinenberg's research question? Is he testing a hypothesis, and if so, what is it? Why does he choose these two neighborhoods to compare?*

ASSIGNMENT #2 DUE ON FRIDAY, FEB. 9: LITERATURE REVIEW

Recommended reading:

King, Keohane and Verba, "Determining What to Observe," pp. 115-149 in *Designing Social Inquiry*. This chapter provides an excellent and lucid introduction to some principles of case selection.

Henry E. Brady and David Collier, eds., *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham, Maryland: Rowman and Littlefield, 2004. The critical essays in this collection dispute some of the principles of King et al., and affirm others.

Week 6 SOME STATISTICAL ALTERNATIVES

There are statistical techniques that overcome some of the practical difficulties with comparative methods, but again at a cost: using them to make causal inferences requires still more restrictive assumptions about the cases and the nature of the causal relationship we are considering. We will discuss some of these alternatives, with a focus on key assumptions involved in linear regression, and on how to tell if those assumptions are justified. We will also discuss how to acquire data that you might use for a statistical analysis.

Required reading for Mon. Feb. 12

Michael S. Lewis-Beck. 1980. *Applied Regression: An Introduction*. Newbury Park: Sage Publications. This is a good, short, readable introduction to linear regression that does not presume too much math.

Required reading for Wed., Feb. 14:

Carey Usher Mitchell and Mark LaGlory, "Social Capital and Mental Distress in an Impoverished Community," *City and Community*, vol. 1, no. 2 (2002), pp. 195-215. This is a recent example of how researchers use linear regression for causal inference. The article is short, but dense; focus on understanding Table 2 and Table 3.

Handout to be provided.

Although assignment #3 is next, this is also when to start planning ahead for Assignment #4, which may be especially time consuming.

Week 7 SAMPLING AND GENERALIZATION

Our research questions almost always concern a broader class of phenomena than the things we can observe in the course of a feasible research project. We want to know about cities, but we observe one city; or, we want to know about Los Angeles, but we only observe part of Los Angeles; or, we want to know about life in a particular

neighborhood, but we only observe that neighborhood for a few weeks; and so on. How can we be sure that our particular observations speak to our general research questions? By deciding carefully what to observe. We will discuss some different strategies for choosing what to observe, including representative sampling and purposive sampling.

NO CLASS ON MONDAY, FEB. 19. HAPPY PRESIDENTS' DAY!

Required for Weds., Feb. 21:

Howard S. Becker, "Sampling," pp. 67-108 in *Tricks of the Trade: How to Think about Your Research While You're Doing It*, Chicago: University of Chicago Press, 1998. *What is a sample? What is random sampling, and what is it good for? What does Becker recommend as an alternative sampling strategy, and what are his proposed alternatives good for?*

Small, Mario L. "Lost in Translation: How Not to Make Qualitative Research More Scientific." In Michèle Lamont (editor), *Report from Workshop on Interdisciplinary Standards for Systematic Qualitative Research*. Washington, DC: National Science Foundation.
<http://home.uchicago.edu/~mariosmall/Documents/Lost.pdf>
Small argues that even the best ethnographic studies rarely produce conclusions that are representative of a broader population. Why doesn't random sampling produce representative samples in ethnography? What does ethnographic research get us that a survey of a random sample would not? What is the "case study approach," and how does it differ from a "sampling approach?"

Required for Fri., Feb. 23:

Robert A. Beauregard, "City of Superlatives," *City and Community*, vol. 2., no. 3 (2003), pp. 183-200, together with Neil Brenner, "Stereotypes, Archetypes, and Prototypes: Three Uses of Superlatives in Contemporary Urban Studies," *City and Community*, vol. 2., no. 3 (2003), 205-216. *Feasible research projects in urban studies often focus on a single city; but often we want to draw conclusions about some more general category, such as American cities, "global cities," or cities in general. These two articles are best read together. Beauregard describes a common rhetorical strategy that urban scholars use to persuade readers that a single city is "paradigmatic." What does it mean to say that a city is paradigmatic? Why is this undesirable, in Beauregard's view? What is the difference between describing a city as stereotypical, archetypal, and prototypical, according to Brenner? What are the hazards associated with each of these rhetorical strategies? How do we know whether a particular city really is typical in one of these ways?*

ASSIGNMENT #3 DUE ON FRIDAY, FEB. 23: A RESEARCH PLAN

Recommended reading:

King, Keohane and Verba, "Determining What to Observe," pp. 115-149 in *Designing Social Inquiry. It's not just about case selection for causal inference, but also about case selection for external validity.*

Charles Ragin, "Turning the Tables: How Case-Oriented Research Challenges Variable-Oriented Research," pp. 123-138 in *Rethinking Social Inquiry*, edited by Henry E. Brady and David Collier. New York: Rowman and Littlefield, 2004. *This is a response to the above chapter, focused in part on sampling.*

Royce A. Singleton, Jr. and Bruce C. Straits, "Sampling," pp. 111-152 in *Approaches to Social Research, 4th edition*, New York: Oxford University Press, 2005. *Any introductory research methods textbook in sociology or political science will have a section on sampling theory; this happened to be the one I have at hand, and it's fine.*

Week 8 CONCEPTUALIZATION AND MEASUREMENT

We want to know whether A causes B: but what is A, and how do we know it when we see it? You can often learn the most, and the most quickly, if you pay careful attention to matters of definition and measurement at the outset of your research—even if you end up changing your concepts later. We will discuss some strategies for conceptualization and measurement.

Required reading for Monday, Feb. 26:

Rick Grannis, "The Importance of Trivial Streets: Residential Streets and Residential Segregation," *The American Journal of Sociology*, Vol. 103, No. 6. (1998), pp. 1530-1564. *This article made a contribution to urban sociology simply by paying careful and explicit attention to matters of conceptualization and measurement. Pay attention to Grannis's definitions: What is a tertiary street? What is a "T-community," and how is it different from what we ordinarily mean by a neighborhood or a community? What is a "component" of T-communities? What does it mean to say that two T-communities are "connected"? "Adjacent"? What is the number of "steps" between any two T-communities? If we define distance between two T-communities as the number of steps between them, how is this different from distance "as the crow flies"?*

Required reading for Weds., Feb. 28:

James M. Dabbs, Jr.; Neil A. Stokes, III, "Beauty is Power: The Use of Space on the Sidewalk," *Sociometry*, Vol. 38, No. 4 (Dec., 1975), pp. 551-557. *This short article describes a field experiment on pedestrian traffic patterns. It is noteworthy mainly because the research question requires the investigators to measure two of the most notoriously difficult-to-measure concepts in social science: beauty and*

power. Pay attention to how they go about it. How do they measure “beauty,” e.g.? Are you convinced that their indicators of “beauty” are actually measuring beauty? If not, what might they really be measuring? And how might the authors better measure beauty? We will ask the same questions about “power.”

Recommended reading:

Royce A. Singleton, Jr. and Bruce C. Straits, “Measurement,” pp. 76-110 in *Approaches to Social Research*, 4th edition, New York: Oxford University Press, 2005. *This is a good textbook treatment.*

Week 9 GETTING DATA

All empirical social research involves the collection of data, but “data” can mean many different things: interview transcripts, ethnographic field notes, published or unpublished documents, survey data sets, and so on. Different kinds of information have different costs and benefits. This week we will do a whirlwind tour of data collection strategies, emphasizing what each one is good for—and what it isn’t good for. (Fair warning: my strategy for this week will be to present you with too much information, on the theory that you can take what you need for this paper, and store the rest for future use.)

Required for Monday, March 5:

Mario Luis Small. “Culture, Cohorts, and Social Organization Theory: Understanding Local Participation in a Latino Housing Project.” *American Journal of Sociology* vol 108 no 1 (2002), 1-54. *Small collected his data in several different ways—ethnographic observation (looking and listening), interviews (asking questions), and existing documents (reading). What did each of these strategies contribute to his study? How might his conclusions have been different if he had not been able to draw on his own ethnographic observation? Or on interviews? Or on historical documents?*

“University of California – San Diego Human Subjects Research Guidelines” (1999), especially “Informed Consent,” pp. 12-17.
<http://irb.ucsd.edu/Guide.pdf>

Recommended reading:

Beth L. Leech. 2002. "Asking Questions: Techniques for Semistructured Interviews." *PS: Political Science and Politics* 35(4): 665-668. *This is an excellent brief introduction to some issues involved in interview research—strongly recommended if you intend to conduct interviews.*

Week 10 HOW TO PRESENT AND DISPLAY WHAT YOU FIND

ASSIGNMENT #4 DUE ON MONDAY, MARCH 12: PRELIMINARY FINDINGS

TURN IN ASSIGNMENTS #1 THROUGH #4 TO YOUR PARTNERS. THIS IS THE FIRST DRAFT OF YOUR PAPER.

Handout: rubric to use in reading draft papers.

Required for Weds., March 14:

Your partners' draft papers are *required* reading.

REVISE YOUR PAPER AND TURN IN THE FINAL VERSION BY 2:30 P.M., WEDS., MARCH 21.

USP 125. ASSIGNMENTS

ASSIGNMENT #1 DUE ON FRIDAY, JAN. 26: RESEARCH QUESTION AND PRELIMINARY BIBLIOGRAPHY

This is a short paper (one or two pages) that describes your research question, explains why it is an important question, and appends a *preliminary* bibliography of at least five scholarly sources. For the purposes of this class, your research question should be a *causal* question (e.g., “*why* are airborne pollutants concentrated in low-income communities of color?”) and not a descriptive question (e.g., “is the air in Barrio Logan poisonous?”) or a normative question (e.g., “what’s so bad about air pollution?”). In order to explain why the question is theoretically important, you’ll need to draw on scholarly sources.

ASSIGNMENT #2 DUE ON FRIDAY, FEB. 9: LITERATURE REVIEW

This is a short paper of about five pages that reviews the academic literature that pertains to your research question, including *at least* ten scholarly sources. Note that a literature review is different from a book report: your goal is not simply to recount what other people have written, but instead to motivate *your own* research. This means that the review should be organized analytically around your own concerns—and that it should *not* be organized as a list or annotated bibliography that merely describes your sources, one by one.

One purpose of the literature review is to substantiate the assumptions that you will make. E.g., if your research question is “why are airborne pollutants concentrated in low-income communities,” then your research question assumes that, in fact, airborne pollutants are concentrated in low-income communities. The literature review is where you would show the reader that this is well-established based on prior research.

Another purpose of the literature review is to explain how your research will solve a theoretical puzzle, settle a debate, or otherwise contribute something new to an ongoing scholarly conversation. E.g., you might introduce two or three different theories that suggest alternative answers to your research question. Or you might review what has been written about your subject in order to identify an important gap in our understanding.

ASSIGNMENT #3 DUE ON FRIDAY, FEB. 23: A RESEARCH PLAN

This is a short paper (about four pages) that describes the data you propose to use to answer your research question, and the methods you will use to analyze those data. The paper should explain whether you propose to conduct an experiment, use a non-experimental comparative design, or use statistical regression for causal inference—and then it should explain *why*. It should also explain *how* you plan to implement your chosen design. If you are proposing an experiment, e.g., you will need to tell the reader how

subjects will be chosen, and how they will be assigned to the treatment or control conditions. If you are proposing a non-experimental comparative design, you will need to explain which cases you have chosen to compare, and why the comparison is appropriate. If you are proposing to use regression, you will need to explain exactly which data you will be using, and why those data are the best for your purposes.

The goal here is to propose a real, feasible research plan in as much detail as possible, so that a reader could actually follow your plan himself or herself and have a research product at the end. Your paper should make the reader believe that you have thought through the steps that will be involved in your research, and that you have done enough research already to describe your research design in specific terms. If you are proposing to analyze an existing survey data set, be sure you have inspected the data set and you are sure that it contains the variables you need; if you are proposing a comparative study, be sure you can state plainly which cases you're comparing, and can show the reader that you have chosen those cases based on adequate information and appropriate theoretical considerations; if you are proposing an experimental study, be sure that you can explain how you would actually carry it out with the resources available to you.

ASSIGNMENT #4 DUE ON MONDAY, MARCH 12: PRELIMINARY FINDINGS

This is a short paper (about four pages) reporting on your preliminary findings. For this assignment, you are required to collect and analyze empirical data that bears on your question. You are not expected to implement the full research plan you described in assignment #3, but your data for assignment #4 should be of the same kind—ethnographic data, interview data, or documentary data—that your research plan proposed to use. The purpose of this preliminary data collection and analysis is to evaluate the initial plausibility of your hypotheses and to evaluate the feasibility of your research strategy.

(If your research plan involves an experimental study in which the dependent variable is measured by means of an interview questionnaire, for example, as in Goering et al., then your assignment #4 should test out the interview questions. If your research plan involves a comparative ethnographic analysis, as in Klinenberg, then your assignment #4 should try out ethnographic observation in a relevant setting, to see if you can observe the kinds of things you are proposing to observe. And so on.)

You have four options:

(i) Interview data. You are to conduct *and transcribe* at least three in-depth interviews of ½ hour duration. For the purposes of this assignment, all of your interview subjects should be public figures, meaning that they should be public officials, community leaders, academics, or the like. It is also acceptable to interview ordinary people if they are approached and interviewed in a public place.

Your interview schedule should include a mix of open-ended and closed questions. It may be structured or semi-structured. Follow the principles we have discussed in class in designing your schedule. It is particularly important to *avoid questions that pose any risk of stigmatizing or otherwise harming your interview subject*.

(ii) Ethnographic data. You are to conduct at least *four hours* of ethnographic observation in a public place, and take detailed field notes.

Your ethnographic research site should be a public place: that is, a place where people understand themselves to be in public, so that your observations will not violate any reasonable expectation of privacy. Examples might include a sidewalk, a park, a mall, or some other common area. Do not conceal yourself or your note-taking. You may also use a video or audio recorder to assist with your note-taking, *provided that it is plainly visible so that people may choose to avoid being recorded if they wish*.

(iii) Documentary data. You are to locate and analyze existing documentary sources, including government documents, archival materials, or manuscript collections. Examples might include a brochure from an organization you are studying; a historical document like a letter or a journal that is available in a public archive; a government report with statistics relevant to your problem.

You may locate documents in the library, in the collections of the San Diego Historical Society, or in some other publicly accessible archive or repository. A web page is *not* generally an acceptable primary source for this assignment, because one point of the assignment is to practice the detective work that is necessary to find documents that might elude you on Google.

(iv) Statistical analysis of existing computer-readable data. You are to identify an existing data set and conduct a simple statistical analysis, including cross-tabulations of relevant variables.

FINAL PAPER: FIRST DRAFT

By assembling all four assignments in order, you will have a first draft of the final paper. *This is a first draft*. You should expect to revise and rewrite this draft before you turn in the final draft on Wednesday, March 21.

Your first draft is due on Monday, March 12, to a group of your peers. You will be assigned to a group of three or four students based on your paper topics. You are responsible for reading the first drafts of the other students in your group and providing constructive feedback in class on Wednesday, March 14. *Your peers' work is required reading*. We will hand out a rubric to use to guide your reading.