

## My Sociological Autobiography

Your name

CCBC Essex

I am an African man of color. As I have undergone constant socialization like all social beings, I have learned to negotiate race, ethnicity, age, gender, sexual orientation, and class in modern American society. All of these identity markers also represent my status in society or the "position in a social hierarchy that carries a particular set of expectations" (Ferris & Stein, 2018, p. 111). I will break down my identities and analyze these components of my identity from the viewpoint of sociology.

Going to school during my childhood, I began to learn that I was an African because of other people around me where different. I was born in Ogun State, Nigeria. My family and I migrated to the U.S. from Nigeria. In the United States, I am a member of the racial minority group, according to the textbook "whites are a majority while African Americans, Asians, Hispanics/Latinos, and Native Americans are minorities" (Ferris & Stein, 2018, p.223). I think members of other races think that all Africans are black skin, majorly because of the color of our skin.

I belong to Generation Z. I think what others in society think about my age group is that average Generation Z is more knowledgeable about different types of technology than other Generations. This fact is because an average Generation Z would receive their first mobile phone at age 10 years. Also, many of them grew up playing with their parents' mobile phones or tablets. I think others in society think our generations are going to be future leaders that would change the world. As a Generation Z, we are facing financial challenges because of the way we spend

# Sociological Autobiography Papers

**Patricia J. Sikes, Jon Nixon, Wilfred Carr**

## **Sociological Autobiography Papers:**

*SAGE Biographical Research* John Goodwin, 2012-06-25 Biographical research may take a range of forms and may vary in its application and approach but has the unified and coherent aim to give voice to individuals. The central concern of this collection is to assemble articles from sociology social psychology education health criminology social gerontology epidemiology management and organizational research that illustrate the full range of debates methods and techniques that can be combined under the heading biographical research. Volume One Biographical Research Starting Points Debates and Approaches explores the different biographical methods currently used while locating these within the history of social science methods. Volume Two Biographical Interviews Oral Histories and Life Narratives focuses on the more established interview based biographical research methods and considers the analytical strategies used for interview based biographical research. Volume Three Forms of Life Writing Letters Diaries and Auto Biography considers the value of data contained within letters diaries and auto biography and illustrates how this data has been analyzed to reveal biographies and their social context. Volume Four Other Documents of Life Photographs Cyber Documents and Ephemera focuses on the other human documents and objects like photographs cyber documents emails blogs social networking sites webpages and other ephemera such as official documents that are used extensively in biographical research.

**Qualitative Research** Alan Bryman, Robert G. Burgess, 1999 The set brings together the major topics and issues in qualitative research. Vol I Fundamental Issues in Qualitative Research Vol II Methods of Qualitative Research Vol III Analysis and Interpretation of Qualitative data and Vol IV Issues in Qualitative Research.

*Sociology and Social Research*, 1978 Includes the section Book notes

**A Fragment of a Sociological Autobiography** Edward Shils, 2011-12-31 Edward Shils was one of the giants of sociological theory in the period after World War II. In this autobiography written three years before his death in 1995 and never before published Shils reflects on the remarkable range of his life's work and activities including founding and editing the journal *Minerva* being a central figure in the Congress of Cultural Freedom serving as a founding member of the editorial board of *The Bulletin of Atomic Scientists* and being a member of the International Council on the Future of the University. Shils recognizes that a unity of concern runs through his many theoretical writings and activities. Early in his life the concern was expressed as understanding the character of consensus. During the last fifteen years of his life he refined his understanding of consensus through investigation of the nature of collective self consciousness. That concern was the structure and character of the moral order of a society and in particular liberal democratic society. Accompanying the autobiography are two unpublished essays *Society Collective Self Consciousness* and *Collective Self Consciousnesses* and *Collective Self Consciousness and Rational Choice* two areas of intellectual concern discussed in the autobiography. The book contains fascinating discussion of many of the people Shils knew throughout his illustrious career Robert Park Louis Wirth Talcott Parsons Karl Mannheim Michael Polanyi Audrey Richards Karl Popper Robert Merton and many others. The volume

represents Shils final formulations on the character of society and its moral order As such it is a most important contribution both to the history of the social sciences in the twentieth century and to sociological theory Using Biographical and Life History Approaches in the Study of Adult and Lifelong Learning Linden West,2007 Second in a series of edited volumes resulting from conferences and seminars organized by the European Society for Research on the Education of Adults Preface

Personal Experience, Adult Learning and Social Research Nod Miller,1993 **The American Journal of Sociology**,1897 Modern humanists, sociological studies of Carlyle, Mill [and others]. John Mackinnon Robertson,1891 Seeds of Dissidence David Brokensha,1995 **Qualitative Research Methods for the Social Sciences** Bruce Lawrence Berg,2007 This volume offers a comprehensive and straightforward coverage of doing qualitative research The central purpose of this book is to instruct inexperienced researchers in ways of collecting organizing and making sense of qualitative data

**Sociological Abstracts** Leo P. Chall,2003 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers **Studies in Sociology, Economics, Politics and History** ,1899 **Sociological Abstracts** ,1989 **Biographical Research** Brian Roberts,2002 This book considers the methodological and theoretical questions associated with the use of life stories oral histories personal narratives autobiographies and biographies as they are incorporated into sociological ethnographic and narrative studies The collection and interpretation of materials the uses of biographical research the interview relationship the construction of the story memory and audience are all considered Roberts teaches sociology at the University of Huddersfield The book is distributed by Taylor and Francis Annotation copyrighted by Book News Inc Portland OR **State University of Iowa Studies in Sociology, Economics, Politics and History** ,1900 **The Social Growths of the Nineteenth Century. An Essay in the Science of Sociology; Being the Substance of Four Lectures, Etc** Francis Reginald Statham,1872 The Moral Foundations of Educational Research

Patricia J. Sikes,Jon Nixon,Wilfred Carr,2003 This title considers what is distinctive about educational research in comparison with other research in the social sciences As the contributors all agree that education is always an essentially moral enterprise discussion about methodology starts not with the widely endorsed claim that educational research should be useful and relevant but with the attempt to justify and elaborate that claim with reference to its moral foundations Determining the nature of usefulness and relevance is not simply a matter of focussing on impact and influence but involves a radical re conceptualisation of the moral and educational significance of what is deemed to be useful and relevant There is no argument with this emphasis on the generation of useful and relevant knowledge but it is suggested that educational research requires a fuller and more rounded understanding that takes account of the moral values of those who conduct it Educational research is grounded epistemologically in the moral foundations of educational practice It is the epistemological

and moral purposes underlying the usefulness and relevance of educational research that matter     *A History of Sociological Research and Teaching at Catholic Notre Dame University, Indiana* Anthony J. Blasi,Bernard F. Donahoe,2002 In a series of documented chapters this work places the emergence of sociology at Notre Dame in the context of that institution s particular history and of the changing doctrines of Roman Catholicism more generally     *Bibliography of Black Studies Material* Esther R. Whitely,1972     *Annual Review of Sociology* W. R. Scott,1990

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