intersectionality to either prepare students for this reading or develop further discussion based on this reading. Using this activity, students will able to make connections between the book and their own life experiences and social identities.

Finally, this book would also be well-suited to a course on family and work as it explores work-family dynamics. In this instance, the activity in TRAILS, “Teaching Undergraduates about Work and Family Role Strains,” developed by Stephen Sweet (2010), could pair well. Throughout the activity, students identify cultural expectations of ideal parents and employees and recognize the strain and conflict that stem from being parents and employees simultaneously. Additionally, The Second Shift: Working Parents and the Revolution at Home by Arlie Russell Hochschild (2003) can be included to highlight differences in the workload of mothers’ and fathers’ domestic work and show why mothers opt out or scale back in labor force participation more than fathers. Hochschild (2003) argues, “The workforce has changed; women have changed. But most workplaces have remained inflexible in the face of the family demands of their workers, and at home, most men have yet to really adapt to the changes in women” (p. 12). Thus, Hochschild’s qualitative study is an excellent companion to Landivar’s quantitative study in understanding complex interrelations between housework and the workplace from both micro and macro perspectives.

Overall, Mothers at Work: Who Opt out? is a useful resource for scholars and instructors to explain the phenomenon of opting out from a more comprehensive perspective—within/ across occupations and among/between racial/ethnic groups in the United States. Employing national-level data also make this book valuable in understanding the current patterns of mothers’ employment. Finally, Landivar offers a clear argument throughout the book that is accessible to readers, even those who do not have a statistical background, by visualizing her findings in clear figures and interpreting results in plain language as well as breaking these findings into subsections. Therefore, I would recommend this book to all readers interested in women’s and mothers’ employment patterns in the United States.

REFERENCES


Kyle Green and Sarah Lageson

Reviewed by: Sarah E. Patterson, University of Western Ontario, Canada
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Give Methods a Chance by Kyle Green and Sarah Lageson is a new and innovative methods text that combines a reasonably priced book with supplementary podcasts available online for free. The book is organized in a clear manner, and the authors do a great job of articulating the important considerations for each type of method. The text is an important contribution to the field because it shows the diversity of potential methods and research topics available in sociology. Even well-versed methodologists may learn about a new and interesting method, and the diverse set of substantial topics covered makes methods interesting for a wide audience. One of the major highlights of this book is the low price without the loss of high-impact material. Overall, this text is accessible, interesting, and affordable.

Give Methods a Chance is organized into four parts: qualitative methods, quantitative methods, mixed methods, and innovative analyses. The language used and the examples provided throughout the text make the materials accessible to a lay audience or undergraduate students. This book is best suited for research methods courses, but particular sections of the text could be used to supplement discussions in substantive 200- or 300-level sociology courses. For instance, the chapter on C. J. Pascoe’s work could be used in a gender course. This book would also work well in a graduate-level methods course, especially if the text is paired with the academic articles discussed within the chapters. In addition, because of the low cost, I would also recommend this book for any advisors working with students on an undergraduate thesis or even a
master’s thesis. The text would be helpful for any young scholar thinking through the best methods to answer research questions.

The first part of *Give Methods a Chance* focuses on interpretive and qualitative methods. This section covers a variety of methods, including interviews, focus groups, ethnography, analyzing commercials, and comparative historical research. For instance, one chapter explores C. J. Pascoe’s experience researching high schoolers, and another investigates David FitzGerald and David Cook-Martin’s deep dive into analyzing 200 years of immigration law. Other examples from this section include Audrey Kobayashi discussing tips and tricks on how to construct successful focus groups using her experience studying Canadian immigrants from Hong Kong, Amy Schalet discussing the ins and outs of interviews about taboo subjects, and Madison Van Oort and Kyle Green discussing their analyses of commercials. Each example presents various aspects of the research process and gives direct examples from researchers. Importantly, each chapter spends some time dissecting the costs, as well as the benefits, of each type of method. These sections could be particularly useful for upper-level undergraduate and master’s students who are currently crafting their own research projects. If an instructor wants to give students their own experience conducting interviews, I would suggest pairing this section with the *TRAILS* activity by Miller and Sassler (2017), where students conduct their own short qualitative interviews about cohabitation.

The second part of the book focuses on explanatory and quantitative methods. This section covers audit studies, demographic techniques, longitudinal studies, content analysis of urban spaces, and real-time quantitative content analysis. Some examples from this section include Devah Pager’s work on race and employment using résumé audits and Christopher Wildeman’s use of traditional demographic methods for estimating rates of child abuse and neglect. Other examples in this section include a discussion by Deborah Carr about the generalizability and validity of longitudinal studies. Additionally, Andrew Billings presents examples of his textual analysis work. This section of the book would work well with an activity on conceptualization, operationalization, and measurement in surveys (Wynn 2017).

Part 3 of *Give Methods a Chance* provides examples of mixed-methods approaches. In this section, Hellen B. Marrow discusses collaborative research across multiple disciplines in her work on immigrant–native relations in the United States. Vincent Roscigno gives tips on blending multiple methods to better answer different aspects of a research question. A third example in this section of the text includes a discussion by Matthew Hughey about using mixed methods to analyze race and film. Instructors could have students learn more about using mixed methods through a class assignment about tattoos on campus (Dougherty, Kane, and Wilkinson 2017).

Part 4 of the book covers innovations in methodology and touches on hot topics. This section includes examples of using big data, online surveys and forums, smartphone and other wearable technology studies, and historical spatial analysis. Scholars in this section include Daniel Sui, Justin Pickett, Francesca Polletta, Naomi Sugie, Clifton Evers, and Shamus Khan. Another strength of *Give Methods a Chance* is the use of examples and discussions by diverse scholars. Methods can feel very unapproachable to students sometimes, but this book provides a solution to the problem by presenting new and interesting methods. The text gives a voice to both early-career and established researchers, and by doing so, the text encourages readers to think outside the traditional methods box. An activity that could be paired with this section of the book includes analyzing archival documents (Peyrefitte and Lazar 2018).

Another strength of this book is the free, supplemental podcasts that go along with each chapter (available online at https://thesocietypages.org/methods/). Podcasts are an innovative way to make materials available to students while still allowing individual instructors to tailor each class to specific learning outcomes. Currently, the podcast website is organized into the same four parts as the book and even provides additional bonus episodes not referenced in the text. One shortcoming of the podcast website, however, is that it does not match the book exactly. In the future, it might be helpful to have more overlap between the way the text is organized and the website, or perhaps another page for just the book specifically. The current organization is most likely a limitation of the web service being used but is something to consider when planning a syllabus.

This book is accessible to undergraduates in a few important ways: clear language, interesting examples, and concise organization. The book could also be used with graduate students in sociology by pairing each chapter with the scholarly article or work being referenced in the chapters. Although this is not currently listed with the book, these citations could be added to the next edition or to the same website that houses the podcasts. *Give Methods a Chance* is a versatile text that instructors can tailor to fit their unique classroom. To
summarize, one significant strength of this small, but mighty, book is the way in which the material can be expanded or truncated to fit a variety of audiences. Another notable feature of the book is the diverse and contemporary set of scholars interviewed. Finally, the examples and access to podcasts should appeal to current generations.

REFERENCES


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What does it mean to queer research methods? What are challenges to studying queer groups and settings? How does studying queer topics and using queer methods affect the lives of graduate students and professors? How does the field of sociology and certain sociology gatekeepers discourage queer topics? Why aren’t queer methods seen as legitimate, particularly given our field’s emphasis on understanding marginalized groups and inequalities? This new collection explores these questions and offers a significant contribution to our understanding of research methods and sociology of sexualities and gender. It includes rich and nuanced chapters written by top scholars in the field. Although some authors have left or been pushed out of sociology departments and now work in interdisciplinary programs, all raise innovative questions and share an optimism about queering sociology. The chapters provide both epistemological discussions and practical advice about how to practice queer methods in sociology. The authors present pointed critiques of the gender and sexual status quo in U.S. sociology but also provide innovative, helpful, and hopeful recommendations for studying queer experiences or navigating academia as a queer scholar. Importantly, the authors also collectively provide a convincing case for the utility of queer methods not exclusively for analyses of groups and practices at the margins but for studying topics and experiences closer to the center as well. The authors describe how and why queer methods are inherently and necessarily political; however, they maintain that queer studies can be both political and empirically grounded.

This book does not tell queer sociologists which methods to use but instead emboldens them to “document, and encourage the expansion of, the diversity of voices in queer sociology” (p. 19). Many of the authors include reflexive details about their positionality and personal experiences (including difficulties and triumphs) as queer scholars negotiating various forms of the academic marginalization. These reflexive moments in this collection will be particularly affirming to queer students who are new to the field. Several authors discuss how they have navigated being queer and/or studying queer experiences. For example, Amy Stone describes how she has embraced “queer persistence,” which can include relentlessly following leads, looking for (queer) gems, and developing networks (p. 221). Cayce C. Hughes explains his complex negotiation between managing his trans identity and conducting fieldwork on the topic of privacy and disclosure. Hughes confesses that in part, his decision to study poor mothers’ experiences seeking public assistance grew from his desire to shield his work from potential accusations