

SO CI 585: QUALITATIVE RESEARCH METHODS

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Blackboard: <https://learn.unm.edu>

COURSE DESCRIPTION

This graduate-level methods course examines conceptualization, design, and data collection procedures for qualitative research. Through this course, students will: discover about the ethics of qualitative research and how to navigate the bureaucratic structures meant to ensure ethical research (i.e. the IRB); identify and communicate research problems for qualitative inquiry; (understand how to) collect and analyze ethnographic, interview, focus group, visual/textual content, and archival data; evaluate their own and others' qualitative research; and apply their research design and data collection skills by undertaking their own qualitative research.

COURSE OBJECTIVES

- Understand the ethics of sociological human subjects research.
- Weigh the quality of qualitative research evidence through critical, self-reflexive assessments and attention to research epistemologies.
- Learn how to design a qualitative research project by matching research questions with appropriate methods and analysis.
- Gain an understanding of three main approaches to qualitative data analysis as well as an introduction to some of the tools available for qualitative analysis.
- Conduct an original qualitative research project
- Practice presenting and giving feedback on qualitative research.

COURSE RESPONSIBILITIES

Total possible course points: 100

- A. **Attendance + Participation (15 possible points):** You are required to attend all classes. (If there are medical or family emergencies that prevent your attendance, you must communicate this to the Instructor as soon as possible.) You are also required to actively participate in all classes. In order to actively participate, you must do the required readings and come prepared to discuss them each week. I strongly recommend reading the required/recommended pieces in the order they are listed in the syllabus.
- B. **Seminar leading (10 possible points):** You are responsible for signing up to lead one class during the semester. (A sign-up sheet will be passed around the first day of class.) Leading class entails the following:
1. Thoroughly read required readings for your designated week.

2. Prepare notes on the required readings. Notes should include the highlights, or main takeaways, for each reading.
 3. Prepare discussion questions and/or a discussion activity to do with the class.
 4. Submit your notes and discussion questions/activity to the appropriate assignment ('Seminar Leading Notes') on UNM Learn at least one full day prior to class (the Instructor will review and respond if there are problems with the notes/discussions).
 5. Submit your notes and discussion questions to the class via email (CCing your Instructor) prior to the start of the class that you will be leading.
 6. Lead the class through your notes and discussion on your designated day. This should be an interactive process. Usually, students will lead during the first half of class (with Instructor input) and the Instructor will lead the second half of class.
 7. **Note:** Depending on the final number of students registered for the class, there may be one or two weeks in which two students sign up to lead. Each student is still responsible for all readings in these cases, and each student must submit their own notes to the Instructor and the class. However, the students signed up to co-lead should plan their discussion/activity(ies) together and lead accordingly during the designated class.
- C. **CITI Training (5 possible points):** We will begin the CITI training required for human subjects research during one class period. If you do not finish during the class period, you must finish on your own time. All students must submit their CITI completion certificates to me via the appropriate assignment on UNM Learn before class meets on Week 3 (Feb. 4, 2020).
- D. **IRB Protocol (10 possible points):** You must complete and submit an IRB application for a small ethnographic, interview, or focus-group research project. This entails:
1. Coming up with your research idea/question. It should be small and feasible, with low risk.
 2. Filling out the appropriate forms. See 'New Project Submission Checklist' and visit <https://irb.unm.edu/library> for additional forms.
 3. Scheduling an individual or group consultation with a UNM IRB Analyst (https://docs.google.com/forms/d/e/1FAIpQLSdX8wqPdhZwYy61QgmofCxqwZWhDeB8_P8u0rrdtmUnII6kA/viewform). You should list me, Elizabeth Korver-Glenn, as the responsible research faculty. The consult is for a 'new project,' you have 'no funding,' and you are requesting a 'new study consult.'
 4. Revising your IRB forms per what you learned in the consult.
 5. Submitting your IRB forms to the IRB via <https://irbnet.org/release/index.html> (see 'IRBNet Submission Instructions') AND submitting your IRB forms (*combined into a single document*) to the appropriate course assignment slot on UNM Learn by February 25, 2020 before the start of class that day.
- E. **Final Portfolio/Project (50 possible points):** Submit a final portfolio/project, with successive elements to be turned in throughout the semester. (Always cite sources where appropriate.) These elements are as follows:
1. *Statement of research question* (2 possible points). This statement should include your research question, justification of the research question from relevant literature(s), proposed method, and proposed analytic approach. This statement should be no more than 1 page, single-spaced. It is due by the beginning of class on February 18, 2020.

2. *Statement of Research Design and Data Collection Plan* (3 possible points). This statement should flesh out in more detail (i.e. justify) the study design and how you enact the study, including details about where, how, and when you will collect the data. For those who are planning to conduct interviews or focus groups, an interview/questionnaire guide is required (not included towards the page limit – include with the statement of research design and submit to Learn as a single document). This statement should be at least 1 page, single-spaced and no more than 3 pages, single-spaced. It is due by the beginning of class on March 10, 2020.
 3. *Data Dump* (10 possible points). Combine all of the data you have gathered to date (e.g. field notes, transcribed interviews, textual/visual content, archival material) into a single Word or PDF document. Write a memo describing your initial reflections on the data collection process (memo should be no more than 1 page single-spaced). Using the appropriate assignment on learn, submit the data and memo, *combined into a single document*, before the start of class on March 31, 2020. While there is no hard-and-fast rule on ‘how much’ data you should collect by this point, you should aim to spend approximately 15-20 hours on data collection (including observing/writing field notes, interviewing/transcribing interviews, obtaining/organizing content, etc.). My preferred methods, ethnography and interviews, usually mean about a 1:1 ratio → for every one hour I’m in the field or for every one hour of audio interview, it means one hour of typing up field notes or one+ hour of transcribing. Everyone’s ratio will be different, but keep in mind that data collection takes time (often more so with less experience).
 4. *Initial Analysis* (10 possible points). Analyze your data according to your preferred approach. Then write-up an initial analysis. Your analysis should include a fleshed-out version of your analytic approach (expanded from the first assignment, statement of research question); an initial statement of findings; an initial exploration of how you interpret your findings (vis-à-vis existing literature); and a self-reflection on how your social location (i.e. positionality) affected your research question, study design, data collection, and/or data analysis. This analysis should be between 5-7 pages, single-spaced. It is due before the start of class on April 21, 2020. Submit to the appropriate assignment on Learn.
 5. *Final Portfolio/Project Submission* (25 possible points). Revise elements 1, 2, 3 (if you have continued to collect additional data), and 4 per Instructor feedback, peer feedback, and self-reflection (after further reading/digestion of material). Combine revised/expanded elements 1, 2, 3, and 4 into a new document (Word or PDF). While it doesn’t make sense to give a maximum page number, your final portfolio should be at least 8 pages, single-spaced. The final portfolio is due by 11:59pm on May 7, 2020, and should be submitted to the appropriate assignment on Learn.
- F. **Final Presentation (10 possible points):** On the last day of class (May 5), you will give a 10-12 minute presentation of your final project to the class. At a minimum, your presentation should include PowerPoint slides (or other visual guide). It should state clearly your research problem, your research design, the method you used to address your problem, your approach to coding and interpreting the data, your (preliminary) findings, and brief reflections on your positionality

vis-à-vis the project. You must upload your final presentation to Learn before the start of class on May 5, 2020.

COURSE OUTLINE (Subject to change)

Week 1: Introduction: The Ethics of Studying People

January 21

Required Readings:

American Sociological Association. 2018. "Code of Ethics."

Halse, Christine and Anne Honey. 2005. "Unraveling Ethics: Illuminating the Moral Dilemmas of Research Ethics." *Signs* 30 (4): 2141-2162.

Johnson, Tara Star. 2008. "Qualitative Research in Question: A Narrative of Disciplinary Power With/in the IRB." *Qualitative Inquiry* 14(2):212-32.

City & Community symposium on ethics in urban ethnography (a.k.a the Alice Goffman *On the Run* scandal)

Cobb, Jessica Shannon and Kimberly Kay Hoang. 2015. "Protagonist-Driven Urban Ethnography." *City & Community* 14(4):348-351.

Small, Mario Luis. 2015. "De-Exoticizing Ghetto Poverty: On the Ethics of Representation in Urban Ethnography." *City & Community* 14(4):352-358.

Auyero, Javier and Katherin Jensen. 2015. "For Political Ethnographies of Urban Marginality." *City & Community* 14(4):359-363.

Week 2: Introduction: The Practical Aspects of the Ethics of Studying People

January 28

Required Readings:

CITI/IRB Reading Packet

- CITI Instructions
- Activities Requiring IRB Review
- IRBNet Submission Instructions
- IRB Submission Checklist
- New Project Submission Checklist
- Informed Consent
- Consent Form – Survey/Interview/Focus Group

In-Class Presentation:

Marcie Valencia, UNM IRB Analyst

In-Class Activity:

CITI Training and/or IRB Protocol

Week 3: Epistemology(ies) of (Qualitative) Research

February 4

Epistemology is the study of what distinguishes reasoned thinking from opinion. It is a central but often overlooked and difficult-to-articulate aspect of all research.

Required Readings:

Martin, John Levi. 2016. "Toward a Nightmare-Resistant Sociology." *Contemporary Sociology* 45(5):535-542.

Lieberson, Stanley. 1992. "Einstein, Renoir, and Greeley: Evidence in sociology." *American Sociological Review* 57: 1-18.

ASA presidential address to express a variety of concerns about how sociologists think about evidence and its relationship to theory.

Becker, Howard S. 1996. "The Epistemology of Qualitative Research." Pp. 53-71 in *Ethnography and Human Development*, edited by Richard Jessor and Anne Colby. Chicago: University of Chicago Press.

Bonilla-Silva, Eduardo and Tukufu Zuberi. 2008. "Toward a Definition of White Logic and White Methods," pp. 3-27 in *White Logic, White Methods: Racism and Methodology*, edited by Tukufu Zuberi and Eduardo Bonilla-Silva. New York: Rowman & Littlefield.

Be sure to read the chapter endnotes.

Bonilla-Silva, Eduardo and Tukufu Zuberi. 2008. "Telling the Real Tale of the Hunt: Toward a Race Conscious Sociology of Racial Stratification," pp. 329-341 in *White Logic, White Methods: Racism and Methodology*, edited by Tukufu Zuberi and Eduardo Bonilla-Silva. New York: Rowman & Littlefield.

Be sure to read the chapter endnotes.

Collins, Patricia Hill. 2013 [1990]. "Toward an Afrocentric Feminist Epistemology." Pp. 350-359 in *Social Theory: Roots & Branches*, edited by Peter Kivisto. New York: Oxford University Press.

Abend, Gabriel. 2006. "Styles of Sociological Thought: Sociologies, Epistemologies, and the Mexican and U.S. Quests for Truth." *Sociological Theory* 24 (1):1-41.

Week 4: Research Problems + Research Design: Some Birds-Eye Considerations

February 11

Cases, Counterfactuals, Comparison, and Causality

Required Readings

Ragin, Charles. 1992. "Introduction: Cases of 'What is a Case?'" pp. 1-18 in *What is a Case? Foundations of Social Inquiry*, edited by Charles Ragin and Howard S. Becker.

Small, Mario Luis. 2009. "'How Many Cases Do I Need?' On Science and the Logic of Case Selection in Field-Based Research." *Ethnography* 10(1): 5-38.

Lareau, Annette. 2012. "Using the Terms 'Hypothesis' and 'Variable' for Qualitative Work: A Critical Reflection." *Journal of Marriage and Family* 74(4):671-677.

Tavory, Iddo and Stefan Timmermans. 2013. "A Pragmatist Approach to Causality in Ethnography." *American Journal of Sociology* 119(3):682-714.

Rubin, Herbert J and Irene S. Rubin. 2012. "Chapter 4: Designing Research for the Responsive Interviewing Model," pp. 41-58 in *Qualitative Interviewing: The Art of Hearing Data*. Los Angeles: Sage.

Rubin, Herbert J and Irene S. Rubin. 2012. "Chapter 5: Designing for Quality," pp. 59-70 in *Qualitative Interviewing: The Art of Hearing Data*. Los Angeles: Sage.

Royster, Deirdre. 2003. "Chapter One – Introduction," pp. 1-15 and "Appendix," pp. 131-132 in *Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*. Berkeley, CA: University of California Press.

Recommended Reading:

Compton, D'Lane. 2018. "How Many (Queer) Cases Do I Need? Thinking Through Research Design" in *Other, Please Specify: Queer Methods in Sociology* edited by D'Lane Compton, Tey Meadow, and Kristen Schilt. Berkeley, CA: University of California Press.

Week 5: Qualitative Data Analysis, Part 1

February 18

Approaches: Grounded/Inductive; Abductive; Extended Case/Deductive
Equipment: ATLAS.ti; Dedoose; NVivo; MaxQDA
Using equipment to assist you with your approach.

Required Readings:

Strass, Anselm. 1987. "Introduction," pp. 1-39 in *Qualitative Data Analysis for Social Scientists*. New York: Cambridge University Press.

Tavory, Iddo and Stefan Timmermans. 2014. "Introduction," "Chapter 2: Semiotics and the Research Act," "Chapter 3: Abduction and Multiple Theories," and "Chapter 4: Abduction and Method." In *Abductive Analysis: Theorizing Qualitative Research*. Chicago: University of Chicago Press.

Burowoy, Michael. 1998. "The Extended Case Method." *Sociological Theory* 16(1):

Deterding, Nicole M. and Mary C. Waters. Forthcoming. "Flexible Coding of In-depth Interviews: A Twenty-first-century Approach." *Sociological Methods & Research*.

Friese, Susanne. 2012. "Chapter 5: Embarking on a journey – coding the data material," pp. 91-132 in *Qualitative Data Analysis with ATLAS.ti*. Los Angeles: Sage.

Week 6: Ethnography, Part 1

February 25

Approaches to/Styles of ethnography (gaining access, observing, participating, taking notes, etc.), with examples.

Required Readings:

Desmond, Matthew. 2014. "Relational Ethnography." *Theory & Society* 43:547-579.

Rinaldo, Rachel and Jeffrey Guhin. Forthcoming. "How and Why Interviews Work: Ethnographic Interviews and Meso-level Public Culture." *Sociological Methods and Research*.

Kusenbach, Margarethe. 2003. "Street phenomenology: The go-along as ethnographic research tool." *Ethnography* 4(3):455-485.

Hoang, Kimberly Kay. 2015. "Appendix," in *Dealing in Desire*, Berkeley, CA: University of California Press.

Maghbouleh, Neda. 2017. "Appendix A," pp. 179-184 in *The Limits of Whiteness*, Stanford, CA: Stanford University Press.

Gonzalez Van Cleve, Nicole. 2016. All Appendixes, pp. 195-216 in *Crook County*, Stanford, CA: Stanford University Press.

Ray, Ranita. 2018. "Chapter 1: The Mobility Puzzle and Irreconcilable Choices," in *The Making of a Teenage Service Class*. Berkeley, CA: University of California Press.

Desmond, Matthew. 2007. "Appendix: Between Native and Alien," pp. 283-307 in *On the Fireline: Living and Dying with Wildland Firefighters*. Chicago: University of Chicago Press.

Recommended Reading:

Murthy, Dhiraj. 2008. "Digital ethnography: An examination of the use of new technologies for social research." *Sociology* 42(5):837-855.

Schrooten, Mieke. 2012. "Moving ethnography online: researching Brazilian migrants' online togetherness." *Ethnic and Racial Studies* 35(10):1794-1809.

Week 7: Ethnography, Part 2

March 3

Writing field notes and memos.

Required Readings:

Emerson, Robert M. 1995. "Chapter 1: Fieldnotes in Ethnographic Research," in *Writing Ethnographic Fieldnotes* Chicago: University of Chicago Press.

Schatzman, Leonard and Anselm L. Strauss. 1973. "Chapter 4: Strategy for Watching," pp. 52-66 in *Field Research*, Upper Saddle River, NJ: Prentice-Hall, Inc.

Schatzman, Leonard and Anselm L. Strauss. 1973. "Chapter 6: Strategy for Recording," pp. 94-107 in *Field Research*, Upper Saddle River, NJ: Prentice-Hall, Inc.

Calarco, Jessica. 2018. "Notes from the field: show how you know what you know." Blog post published at *Scatterplot*.

Orange, Tommy. 2018. Excerpts from *There There*. New York: Vintage Books.

Strauss, Anselm. 1987. "Chapter 5: Memos and memo writing," pp. 109-129 in *Qualitative Analysis for Social Scientists*, New York: Cambridge University Press.

Roulston, Kathy. 2017. "Memo writing as a way of being a researcher." Blog post published at *QualPage*.

Week 8: Interviews

March 10

The logic of interview recruitment and format (e.g. snowball/convenience, theoretical sampling; structured or semi-structured format) and the logistics of conducting interviews.

Required Readings:

Rubin, Herbert J and Irene S. Rubin. 2012. "Chapter 7: The Responsive Interview as an Extended Conversation," pp. 95-114 in *Qualitative Interviewing: The Art of Hearing Data*. Los Angeles: Sage.

Rubin, Herbert J and Irene S. Rubin. 2012. "Chapter 8: Structure of the Responsive Interview," pp. 115-130 in *Qualitative Interviewing: The Art of Hearing Data*. Los Angeles: Sage.

Rubin, Herbert J and Irene S. Rubin. 2012. "Chapter 9: Designing Main Questions and Probes," pp. 131-148 in *Qualitative Interviewing: The Art of Hearing Data*. Los Angeles: Sage.

Hermanowicz, Joseph C. 2002. "The Great Interview: 25 Strategies for Studying People in Bed." *Qualitative Sociology* 25(4): 479-499.

Connell, Catherine. 2018. "Thank You for Coming Out Today: The Queer Discomforts of In-depth Interviewing," in *Other, Please Specify: Queer Methods in Sociology* edited by D'Lane Compton, Tey Meadow, and Kristen Schilt. Berkeley, CA: University of California Press.

Paul, Anju Mary. 2011. "Stepwise International Migration: A Multistage Migration Pattern for the Aspiring Migrant." *American Journal of Sociology* 116(6):1842-1886.

Small, Mario Luis. 2017. "Appendix A," pp. 181-197 in *Someone To Talk To*. New York: Oxford University Press.

Shedd, Carla. 2015. "Chapter 1- Introduction," pp. 1-18, "Appendix A – Methods," pp. 167-170, "Appendix B – Survey Questionnaire," pp. 171-181, and "Appendix C – General Interview Protocol," pp. 182-183 in *Unequal City: Race, Schools, and Perceptions of Injustice*. New York: Russell Sage Foundation.

Dreby, Joanna. 2010. "Appendix A: Research Design" and "Appendix B: Family Descriptions," in *Divided by Borders: Mexican Migrants and Their Children*. Berkeley, CA: University of California Press.

Week 9: SPRING BREAK – NO CLASS

March 17

Week 10: Focus Groups

March 24

Focus groups: their limits and possibilities. When to (not) use. Unique ethical considerations.

Required Readings:

Morgan, David L. 1996. "Focus Groups." *Annual Review of Sociology* 22:129-152.

Hyde, Abbey, Etaoine Howlett, Dympna Brady, and Jonathan Drennan. 2005. "The focus group method: insights from focus group interviews on sexual health with adolescents." *Social Science & Medicine* 61(12):2588-2599.

Belzile, Jacqueline A. and Gunilla Öberg. 2012. "Where to begin? Grappling with how to use participant interaction in focus group design." *Qualitative Research* 12(4):459-472.

Cyr, Jennifer. 2016. "The Pitfalls and Promise of Focus Groups as a Data Collection Method." *Sociological Methods & Research* 45(2):231-259.

Edgell, Penny, Kathleen E. Hull, Kyle Green, and Daniel Winchester. 2016. "Reasoning Together Through Telling Stories: How People Talk about Social Controversies." *Qualitative Sociology* 39:1-26.

Barrett, Carla J. and Megan Welsh. 2018. "Petty Crimes and Harassment: How Community Residents Understand Low-Level Enforcement in three High-Crime Neighborhoods in New York City." *Qualitative Sociology* 41:173-197.

Zaloznik, Maja, Michael B. Bonsall, and Sarah Harper. Forthcoming. "The Qualitative Stage of Building Bayesian Belief Networks in a Focus Group Setting: Decision-Making under Uncertainty among Vietnamese Rice Farmers." *Sociological Methods & Research*.

Week 11: (Comparative) Historical-Archival Research

March 31

Designing a Comparative-Historical Study
Finding Obscure Data
Using Case Studies Comparatively
Explaining a Unique Historical Event

Required Readings:

Taylor, Steven J., Robert Bogdan and Marjorie DeVault. 2016. "Historical and Archival Research." Pp. 153-160 in *Introduction to Qualitative Research Methods: A Guidebook and Resource*. 4th ed. New York, John Wiley & Sons.

Neuman, W. Lawrence. 2006. "Historical-Comparative Research." Pp. 418-456 in *Social Research Methods: Qualitative and Quantitative Approaches*. 6th ed. Boston MA: Pearson.

Wilde, Melissa. 2007. "Introduction" and Appendixes in *Vatican II: A Sociological Analysis of Religious Change*. Princeton, NJ: Princeton University Press.

Mora, G. Cristina. 2014. "Cross-Field Effects and Ethnic Classification: The Institutionalization of Hispanic Panethnicity, 1965 to 1990." *American Sociological Review* 79(2):183-210.

Armstrong, Elizabeth A. and Suzanna M. Crage. 2006. "Movements and Memory: The Making of the Stonewall Myth." *American Sociological Review* 71:724-751.

Fourcade-Gourinchas, Marion and Sarah L. Babb. 2002. "The Rebirth of the Liberal Creed: Paths to Neoliberalism in Four Countries." *American Journal of Sociology* 108(3):533-579.

Skocpol, Theda. 1979. "Explaining Social Revolutions" pp. 3-43 in *States and Social Revolutions: A Comparative Analysis of France, Russia, and China*. New York: Cambridge University Press.

Recommended Reading:

Burawoy, Michael. "Two Methods in Search of Science: Skocpol versus Trotsky." *Theory and Society* 18(6):759-805.

Gieryn, Thomas F. 1999. "John Tyndall's Double Boundary-Work: Science, Religion, and Mechanics in Victorian England." Pp. 37-64 in *Cultural Boundaries of Science: Credibility on the Line*. Chicago, IL: University of Chicago Press.

Week 12: Content Analysis (Visual + Textual)

April 7

Analyzing visual and textual content: styles and examples.

Required Readings:

Elo, Satu and Helvi Kyngäs. 2007. "The Qualitative Content Analysis Process." *Journal of Advanced Nursing* 62(1):107-115.

Hsieh, Hsiu-Fang and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." *Qualitative Health Research* 15(9):1277-1288.

Goffman, Erving. 1979. "Gender Commercials." Pp. 24-39 in *Gender Advertisements*. Cambridge, MA: Harvard University Press.

Robinson, Bryan and Erica Hunter. 2008. "Is mom still doing it all? Reexamining depictions of family work in popular advertising." *Journal of Family Issues* 29(4):465-486.

Lutz, Catherine A., and Jane L. Collins. 1993. *Reading National Geographic*. Chicago: University of Chicago Press.

Chap. 4, "A World Brightly Different: Photographic Conventions, 1950-1986"
(pp. 87-118)

Chap. 6, "The Color of Sex: Postwar Photographic Histories of Race and Gender"

(pp. 155-186)

Alexander, Susan M. 2003. "Stylish hard bodies: Branded masculinity in *Men's Health* magazine." *Sociological Perspectives* 46(4):535:554.

Nepstad, Sharon Erickson and Alexis M. Kenney. 2018. "Legitimation Battles, Backfire Dynamics, and Tactical Persistence in the NFL Anthem Protests, 2016-2017." *Mobilization: An International Quarterly* 23(4):469-483.

Week 13: Qualitative Data Analysis, Part 2

April 14

Coding + Interpretation + Writing Qualitative Analyses

→ Recall the three approaches to qualitative data analysis (grounded/inductive, abductive, extended case/deductive). One of these three should guide your coding for your final portfolio.

Required Readings:

Strauss, Anselm. 1987. "Chapter 3 – Codes and Coding," in *Qualitative Analysis for Social Scientists*. New York: Cambridge University Press.

Emerson, Robert, Rachel Fretz, and Linda Shaw. 2011. Excerpts (142-168??) from *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Rubin, Herbert J and Irene S. Rubin. 2012. "Chapter 12: Data Analysis in the Responsive Interviewing Model," pp. 189-211 in *Qualitative Interviewing: The Art of Hearing Data*. Los Angeles: Sage.

Tavory, Iddo and Stefan Timmermans. 2014. "Chapter 7: The Community of Inquiry" and "Conclusions: Abductive Analyses." In *Abductive Analysis: Theorizing Qualitative Research*. Chicago: University of Chicago Press.

Becker, Howard S. 2007. "Chapter 3: One Right Way," pp. 43-67 in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press.

Richards, Pamela. 2007. "Chapter 6: Risk," pp. 108-120 in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article* by Howard S. Becker. Chicago: University of Chicago Press.

Week 14: Workshopping Final Portfolio Materials

April 21

Be prepared to share your materials with your classmates as your workshop through your portfolio materials in class.

Week 15: Evaluating Qualitative Data

April 28

Now a bit wiser, we return to making informed judgments about the validity and significance of others' qualitative research – a fundamental practice in sociology. This work happens formally in peer review and tenure processes and more informally as you make daily decisions about what ideas, theories, and research to pursue. This week offers an opportunity to hone your critical impulses and to spark discussion about the various dimensions and standards that one can reasonably use to make judgments about quality research.

Required readings:

The following articles from the most recent issues of *AJS* and *ASR*:

Michelson, Ethan. 2019. "Decoupling: Marital Violence and the Struggle to Divorce in China." *American Journal of Sociology* 125(2):325-381.

Nelson, Jennifer L. 2019. "How Organizational Minorities Form and Use Social Ties: Evidence from Teachers in Majority-White and Majority-Black Schools." *American Journal of Sociology* 125(2):382-430.

Hoffman, Mark Anthony. 2019. "The Materiality of Ideology: Cultural Consumption and Political Thought after the American Revolution." *American Journal of Sociology* 125(1):1-62.

Wingfield, Adia Harvey and Koji Chavez. Forthcoming. "Getting In, Getting Hired, Getting Sideways Looks: Organizational Hierarchy and Perceptions of Racial Discrimination." *American Sociological Review*.

Herring, Chris. 2019. "Complaint-Oriented Policing: Regulating Homelessness in Public Space." *American Sociological Review* 84(5):769-800.

Daminger, Allison. 2019. "The Cognitive Dimension of Household Labor." *American Sociological Review* 84(4):609-633.

In-class Activity:

Prior to coming to class, rank each of the six articles from 1-6 (with 1 being highest and 6 being lowest) in terms of the quality of the qualitative research presented. Be prepared to discuss your rankings (e.g. by having notes to refer to). Refer to research problem, research design, appropriateness of method, analysis, and interpretation, among other factors you deem important after a semester of critical, in-depth qualitative immersion.

In class, will generate a collective class ranking of the articles, and that ranking will kick off our discussion. We will discuss every article listed above. The individuals who awarded each article its

highest and lowest scores will start off these discussions by presenting a summary reading and reasoned assessment of the article to the class. This approach is common to panel assessments of research, including the NSF Sociology Advisory Panel.

Week 16: Final Project Presentations

May 5

You will present your final portfolio/project in class. Your presentation should be 10-12 minutes in length. (Refer to the course responsibilities for more detail.)

COURSE EXPECTATIONS

1. Read/engage ALL reading materials prior to coming to class or completing assignments. This means more than just a cursory read: read with your brains turned on—take notes, ask questions, and think critically.
2. Respect the identities, ideas, contributions, and beliefs of all members of the class (student, professor, etc.) and any invited guests. Under no circumstances will disrespectful or demeaning behavior be tolerated.
3. Be encouraged (and encouraging) to rethink the assumptions and knowledge you bring to the course: approach this, and all courses, with an open and eager mind.

CITIZENSHIP AND/OR IMMIGRATION STATUS

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The UNM Administration's welcome is found on this website: <http://undocumented.unm.edu/>.

ACADEMIC MISCONDUCT

Merriam-Webster's (2017) definition of plagiarism is as follows, "an act of copying the ideas or words of another person without giving credit to that person." (Retrieved January 12, 2017 from <https://www.merriam-webster.com/dictionary/plagiarism.>)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Students therefore are expected to comply with the UNM Student Code of Conduct (<http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>), which prohibits academic dishonesty. The UNM Catalog and the UNM Pathfinder state that "Academic dishonesty includes, but not limited to dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; and nondisclosure or misrepresentation in filling out applications or other university records."

If a student is suspected of violating the academic dishonesty guidelines, then I will address the issue in accordance with the guidelines put forth by the Dean of Students. If a student is found to be in violation of the academic dishonesty guidelines, then I will report the matter in writing to the Dean of Students Office, and may impose a grade reduction up to an 'F' in the course and/or involuntarily withdraw the student from the course and/or request to have the Dean of Students Office keep record of the incident or pursue the situation as a violation of the UNM Student Code of Conduct.

COURSE ACCOMMODATIONS AND SUPPORT

If you need course adaptations or accommodations because of a disability, please inform me as soon as possible, as I am not legally permitted to inquire. You must also provide documentation to the Office of Accessibility Services (phone: 277-3506). UNM will make every effort to accommodate all qualified students with disabilities.

American Disabilities Act, U.S. Department Of Labor

“In accordance with University Policy 2310 and the American Disabilities Act (ADA), reasonable academic accommodations may be made for any qualified student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as the instructor is not legally permitted to inquire. The student is responsible for demonstrating the need for an academic adjustment by providing Student Services with complete and appropriate current documentation that establishes the disability, and the need for and appropriateness of the requested adjustment(s). However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Services at 505-277-3506 for additional information.” The UNM Accessibility Resource Center's web site is at this link: <http://arc.unm.edu>

TITLE IX, EDUCATION AMENDMENTS OF 1972

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education. This means that any report of gender discrimination (which includes sexual harassment, sexual misconduct, and sexual violence) that is made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu).

Please note that UNM has three offices where you can discuss incidents and concerns confidentially, meaning that the staff there will not contact the Office of Equal Opportunity without your consent. If you are uncertain about how to respond to an act of gender discrimination, I encourage you to contact one of the following:

- LoboRespect <http://loborespect.unm.edu>
- The Womens' Resource Center <https://women.unm.edu>
- LGBTQ Resource Center <http://lgbtqrc.unm.edu>

GRADUATE STUDENT CODE OF CONDUCT

All students in the UNM Sociology Graduate Program are expected to conform to the Student Code of Conduct approved by the UNM Regents and detailed in the student handbook

<http://pathfinder.unm.edu/code-of-conduct.html>. More specifically, as a department we aim to create a collegial environment in which all graduate students feel supported by one another and by our faculty and staff, while still allowing for critical and productive debate. The pillars of this collegial environment are professional, respectful and ethical behavior. All interchanges graduate students have within the department, at department sponsored events, on social media, or when acting as a representative of the department in any other context, should be characterized by ethical conduct in the context of professional and respectful interactions. We encourage healthy intellectual exchanges, which are often characterized by theoretically or empirically based debates, but should never digress to name-calling, bullying, or attacks on other people's character or integrity. All members of the UNM Sociology Department are expected to comply with the expectations detailed in the Code of Ethics affirmed by the American Sociological Association, which is accessible at: <http://www.asanet.org/membership/codeethics>