

**SOC 514****Location: Faner 3410****Day/Time: T 2:00-5:20****Instructor: Dr. Kristen Barber****Phone: 453-7633****Email: barber@siu.edu****Office: Faner 3436****Office Hours: W 1-5 & TH 12-2****COURSE DESCRIPTION**

This course is designed to give you hands-on exposure to qualitative research. That is, while we will be reading extensively on different methods, you will largely learn by doing. You will be introduced to a variety of qualitative methods including interview, ethnography, cyber-ethnography, content analysis, life histories, and storytelling sociology. In addition to learning about methods, we will read about the link between theory, method, and data. We will also discuss the important relationship between research question and research design. The goal of this course is to familiarize you with what sorts of sociological questions are best answered by qualitative methods as well as how to go out and conduct research on your own. Further, this course will give you the tools to begin thinking critically about issues of power and representation, which shape all aspects of the research process as well as the data. You should become critical as well as competent researchers.

COURSE FORMAT

This class will operate as both a seminar and a workshop. We will read and discuss issues in epistemology, research design, ethics, coding and data analysis, as well as how to write theoretically compelling and descriptive work. We will work as a team to help each other focus research trajectories and raise important questions in regards to how we create knowledge through research. Each student will be responsible for leading one class discussion. You will initiate dialogue on important methodological issues that arise in the readings and ask important questions about doing research.

This class will be framed around feminist epistemology and methodology. Challenging the notion that we can indeed create knowledge from “nowhere,” feminists encourage us to be reflexive researchers so that we may better understand the importance of our own social locations and standpoints in asking and answering questions. We will consider how power and inequality operate during our interactions with participants, shape the questions we ask, and affect how we present our findings. As researchers we do not exist outside of the social world; rather, our own locations, perspectives, and interests impact our research.

COURSE REQUIREMENTS

Attendance/Participation

This is a graduate-level class, and so you are expected to attend seminar each week. Since this is a one-semester course, readings and research will be intense. We have a lot to do in a short period of time, so make sure you are prepared to do the work, stay on track, as well as attend and contribute to every class.

You will be responsible for leading discussion for one class. Come to class with 17 handouts that include key points from the readings as well as questions for the class to discuss. Write questions on issues you find particularly important or puzzling but remember that this is a methods course; and so, while you may briefly summarize the findings of some readings, you need to focus your discussion on issues pertaining to epistemology, theory, and methods.

Included in your participation grade is the final presentation. The last two days of the course are reserved for 15-minute presentations and Q&A. You are expected to present your project thus far, as if you were at a national or regional conference.

10% of grade

A Short Research Proposal:

All research begins with a topic and a question, and no first draft of a research proposal is the last. We will work together in class to help everyone refine a short research proposal that will set the stage for the rest of the semester. This course is meant to introduce you to qualitative methods, but ultimately should help move along your thesis or dissertation. Therefore, the proposal should revolve around your larger research plans. Consider using this course to begin your Master's thesis research or to conduct a preliminary study for your dissertation. If your larger project is rooted in questions that require quantitative methods, then use this class to ask other questions related to your topic that will qualitatively and descriptively enhance it.

You will need to write a short 3-4 page proposal for a study that will use qualitative methods. Keep in mind that the question begets the method, and so there are certain questions that qualitative research is ideal for answering. Stay away from questions rooted in variable relationships, and instead ask questions about *why* and *how*. Include a description of your project, a clear statement of the research question(s), a brief literature review describing where the project is situated in both theoretical debates and relevant existing research, a description of research (including who will be studied, how, where, and what data you expect the study to produce), a brief discussion of what you expect to find, and a note on what you see as the contribution to the field.

Due Date: January 24th

10% of grade

A Submitted and Accepted IRB Application:

Every institution has its own Institutional Review Board, which oversees human subjects research. The goal of this board is to make sure that all research is ethical and avoids exploiting or endangering participants. See <http://www.ospa.siu.edu/> for information on conducting “human subjects” research at SIUC. The second week of class we will have a representative from OSPA visit the class to discuss the process of applying for IRB approval. Come prepared with questions and take notes!

Submitting to IRB requires various forms related to your research project. These may include: interview guides, face-sheets, surveys, information sheets for participants, consent forms, etc. We will discuss the different sorts of forms your research will require as well as workshop them together.

Due Dates:

CITI Certificate, January 31st

Forms to Workshop, February 14th

IRB Application, February 21st

10% of grade

Four Audio-Recorded, Transcribed Interviews:

You will conduct at least four interviews during the course of the semester. While we will workshop only one in class, you must have all four transcribed, coded, and submitted with your final portfolio at the end of the semester. These interviews must be related to your larger project, and ideally move your master’s or dissertation research forward.

Due Dates:

3 copies of one transcribed interview, March 27th

3 copies of one transcribed *and coded* interview (or set of fieldnotes), April 10th

15% of grade

Fieldnotes for Ten Hours of Ethnographic Observations:

During the course of the semester you must conduct at least ten hours of ethnographic/participant observations. These observations must also be related to your project and based in just one field site. We will workshop one set of fieldnotes in class, but all ten hours worth must be coded and submitted in your final portfolio.

Due Dates:

3 copies of one set of fieldnotes, March 6th

3 copies of fieldnotes (one set) *coded* (or interview), April 10th

15% of grade

***Coding Key to be workshopped on April 3rd.

Online Data Collection:

A growing number of people are online in some way; they are both living and interacting online, or are represented by others (such as organizations). Either way, it is becoming increasingly difficult to ignore online life, and so in this class we will discuss and conduct cyber-ethnography. What you do will be specific to your project, and we will help each other figure out how best to utilize online representations of our sites and participants to enhance our work. We will workshop ideas for cyber-ethnography, and you will submit your materials and 2-3 page analysis in your final portfolio.

Due Dates:

Workshop ideas for cyber-ethnography, March 20th

Materials and 2-3 page analysis (submitted with final portfolio), May 4th

10% of grade

Final Reflective Report

Qualitative research presents a number of distinct obstacles you do not face when analyzing second-hand data. These include problems such as gaining entree, nailing down participants for interviews, and acquiring consent. For this reason, qualitative research requires more time, and the researcher should expect everything to take twice as long as expected to complete. To see a research project through from IRB application to written analysis is difficult to do within the confines of one semester. Therefore, the aim for this course is to *begin* a larger research project—or to contribute qualitative data to an existing/future quantitative project. You should come out of this class with a project you can continue with (and hopefully work into a full article-length paper by the end of the next semester!). Remember that while a minimum of 10 hours of ethnography and 4 interviews are due in this class, you can and should conduct more.

For this course, your final paper is a 15 page reflexive report that describes your emerging themes, major results thus far, and how you intend to develop the project over the summer and subsequent fall semester. Like the proposal you will want to situate this (early) analysis of the data in the current research and theoretical debates (however, this may differ from your proposal as you begin to work with data instead of speculation). This paper must also include some critical reflections on the advantages and limitations of the methods you have used, as well as how power and inequality shape your research. You will submit this as the capstone for your final portfolio (see below).

Due Date: 5:00pm on Friday, March 4th in my department mailbox

30% of grade

Final Portfolio:

At the end of the semester, you will submit to me a final portfolio of everything you have done in class. This will include the following:

1. Revised Research Proposal
2. CITI Certificate
3. IRB Application, Materials, and Acceptance Letter
4. Coding Key
5. Four (min.) Interview Transcriptions—coded
6. Ten (min.) Hours of Fieldnotes—coded
7. Memos—*optional*
8. Materials for and Brief 2-3 page Analysis of Cyber-Ethnography
9. Reflexive Report

****Due by Friday, March 4th at 5:00pm in my department mailbox.*

POLICIES AND OTHER INFORMATIONMake Up and Late Work:

I do NOT accept late work. If you know ahead of time that you will not be in class when an assignment is due, then it is your responsibility to get a copy to me and to the rest of the class before the due date. If you miss an assignment because of an emergency, please see me during office hours as soon as possible.

Academic Honesty:

I expect every student to do his or her own writing, present original thoughts, and cite all ideas that are not their own. All papers must be cited properly using APA, Chicago, or MLA guidelines (you may use any of these styles but make sure you are consistent). You can find instructions on in-text and bibliographic documenting in the Bedford Handbook. To access the Bedford Handbook online, see: <http://www.dianahacker.com/resdoc/>. Plagiarism will NOT be tolerated and students who turn in work that is not their own will be sanctioned according to the University's policies on academic dishonesty. This will result in an F in the class and possibly expulsion.

Students with Disabilities:

Special accommodations will be made for students with disabilities. Please contact me within the first two weeks of class and in-person (after seminar or during office hours) to discuss accommodations. See SIUC's Disability Support Service website for more information including guidelines and forms: <http://disabilityservices.siuc.edu/>.

Emergency Procedures:

SIUC is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus and is available on the BERT website at <http://www.bert.siu.edu/>, Department of Public Safety's website <http://www.dps.siu.edu/>, and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Contacting Me:

E-mail is the best way to reach me. Feel free to email any questions you may have regarding assignments or lectures. I will do my best to respond to emails promptly, but keep in mind that I may not receive your email until the next business day. Place "SOC 514" somewhere in the subject heading. Some questions are best answered in-person, and in this case you may visit me during office hours—no appointment required. I will not discuss individual grades before or after class, these types of discussions must be handled in person during office hours.

Cellphones and Other Pet Peeves:

Make sure your CELL PHONE IS TURNED OFF! Not low, not vibrate, but OFF. This is a matter of common courtesy and one that I am not flexible on.

NO BROWSING THE INTERNET. I understand that some people prefer to take notes on their computers, and this is perfectly fine. However, wait until class is over to check your email, browse Facebook photos, or surf the Internet. I WILL notice if you are online!

Watch your SPACING and MARGINS when writing a paper. Do not attempt to meet the page requirements for assignments by applying 1.5 spacing, for example, or by widening your margins.

Make sure all assignments you turn in are properly stapled. Loose papers that are not secured with a staple run the risk of getting lost or disorganized. For this reason, I DO NOT ACCEPT UNSTAPLED PAPERS.

REQUIRED TEXTSRequired Books:

1. Bearman, Peter S. (2005). *Doormen*. Chicago: University of Chicago Press.
2. Duneier, Mitchell, Hakim Hasan, and Ovie Carter. (2000). *Sidewalk*. New York: Farrar, Straus and Giroux.
3. Emerson, Robert M. (2001). *Contemporary field research: Perspectives and formulations*. Long Grove: Waveland Press, Inc.
4. Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. (1995). *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press.
5. Rubin, Herbert J. and Irene S. Rubin. (2011). *Qualitative interviewing: The art of hearing data*. Thousand Oaks: Sage Publications.
6. Sprague, Joey. (2005). *Feminist methodology for critical researchers: Bridging differences*. Place: Altamira Press.
7. Stone, Pamela. (2008). *Opting out?: Why women really quit careers and head home*. Berkeley: University of California Press.

(Highly) Recommended Books:

8. Becker, Howard S. and Pamela Richards. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd edition). Chicago: University of Chicago Press

*There are also a few readings posted on Blackboard (marked with an asterisk) and a number of academic articles you are responsible for acquiring online.

KEY JOURNALS TO CONSULT

Qualitative Sociology
Journal of Contemporary Ethnography
Ethnography

Qualitative Inquiry
Qualitative Research

COURSE SCHEDULEJanuary 17: Introduction to the Course

- What are qualitative methods and when do we use them? What can we learn from qualitative research?
- Syllabus, Assignments, Goals for the Course, Questions.
- Workshop: Ideas for research project.
- Assignments for next week: 1) Familiarize yourself with the CITI Test & IRB; and 2) Bring 16 copies of your Short Research Proposal.

January 24: Conducting Human Subjects Research: Institutional Review Board and Ethical Issues

- Reading:
 - Reeves, Carla. (2010). A difficult negotiation: Fieldwork relations with gatekeepers. *Qualitative Research* 10(3): 3:15-331.
 - Allen, Louisa. (2009). “Caught in the act”: Ethics committee review and researching the sexual cultures of schools. *Qualitative Research* 9(4): 395-410.
 - Schrum, Lynne. (1995). Framing the debate: Ethical research in the information age. *Qualitative Inquiry* 1(3): 311-326.
- Examples:
 - Humphreys, Laud. (1970). Tearoom trade: Impersonal sex in public places. *Society* 7(3): 10-25.
- Guest Speaker from OSPA to discuss IRB
- Workshop: Updates on research projects.
- Due: 16 copies of your Short Research Proposal
- Assignment for next week: Take CITI test online.

January 31: Traditions in Qualitative Research

- Reading:
 - *Alford, Robert R. (1998). *The craft of inquiry: Theories, methods, evidence*. Oxford: Oxford University Press. (Chapter 1: The craft of inquiry—pages 11-20).
 - Emerson, Robert M. (2001). *Contemporary field research: Perspectives and formulations (2nd edition)*. Long Grove: Waveland Press, Inc. (Introduction; Part 1: The face of contemporary ethnography).
 - Rubin, Herbert J. and Irene S. Rubin. (2012). *Qualitative interviewing: The art of hearing data*. Thousand Oaks: Sage Publications. (Chapter 1: Listening, hearing, and sharing; Chapter 2: Research philosophy and qualitative interviews; Chapter 3: Qualitative data-gathering methods and style).
- Workshop: Short Research Proposals
- Due: CITI Certificate
- Assignment for next week: Begin gaining entrée into field and making contacts with potential interview participants.

February 7: Interviewing

- Reading:
 - Rubin, Herbert J. and Irene S. Rubin. (2012). *Qualitative interviewing: The art of hearing data*. Thousand Oaks: Sage Publications. (Chapter 6: Conversational partnerships; Chapter 7: The responsive interview as an extended conversation)
- Example:
 - Stone, Pamela. 2007. *Opting out?: Why women really quit careers and head home*. Berkeley: University of California Press. (Chapters 1-5, 8, and Appendix: Study Methodology).
- Workshop: We will 1) check in with where you are in entrée and contacts; and 2) discuss forms.
- Assignment for next week: Bring 3 copies of each: information sheet, consent form, interview guide, and facesheet (plus other necessary forms for your research/IRB).

February 14: Writing Interview Question

- Reading:
 - Rubin, Herbert J. and Irene S. Rubin. (2012). *Qualitative interviewing: The art of hearing data*. Thousand Oaks: Sage Publications. (Chapter 4: Designing research for the responsive interviewing model; Chapter 5: Designing for quality; Chapter 8: Structure of the responsive interview; Chapter 9: Designing main questions and probes; Chapter 10: Preparing follow-up questions).
- Workshop/Due: Information sheet, consent form, interview guide, and facesheet (plus other necessary forms for your research/IRB).
- Assignment to be completed by next week: Apply to IRB!!!

February 21: Doing Ethnography

- Reading:
 - Emerson, Robert M. (2001). *Contemporary field research: Perspectives and formulations (2nd edition)*. Long Grove: Waveland Press, Inc. (Part III: Producing ethnographies: Theory, evidence and representation).
- Example:
 - Duneier, Mitchell. (1999). *Sidewalk*. New York: Farrar, Straus, and Giroux. (Read entire book, from Introduction through the methods appendix).
- Due: IRB submitted.
- Assignment: Do your research!

February 28: Documenting Ethnographic Observations

- Reading:
 - Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. (Chapters 1-4).
- Examples:
 - Wolfinger, Nicholas H. (2002). On writing fieldnotes: Collection strategies and background expectancies. *Qualitative Research* 2(1): 85-93.
 - Tjora, Aksel H. (2006). Writing small discoveries: An exploration of fresh observers' observations. *Qualitative Research* 6(4): 429-451.
- Assignment for next week: Bring in 3 copies of fieldnotes (one set).

March 6: Becoming a Critical Researcher: Reflexivity, Standpoint, and Power

- Readings:
 - Sprague, Joey. (2005). *Feminist methodologies for critical researchers: Bridging differences*. Alta Mira Press.
- Examples:
 - Taylor, Verta Leila J. Rupp. (2005). When the girls are men: Negotiating gender and sexual dynamics in a study of drag queens. *Signs: Journal of Women in Culture and Society* 30(4): 2115-2139.
 - Levinson, Bradley A. (1998). (How) can a man do feminist ethnography of education? *Qualitative Inquiry* 4(3): 337-369.
- Due: 3 copies of fieldnotes (one set).

March 13: SPRING BREAK (Keep Researching!)**March 20: Cyber-ethnography: Conducting online research**

- Readings:
 - *Hallett, Ronald E. and Kristen Barber. (Under Review). *Reconceptualizing social spaces: Ethnographic research in a cyber era*. Pages 1-36.
 - Murthy, Dhiraj. (2008). Digital ethnography: An examination of the use of new technologies for social research. *Sociology*, 42, 837-855.
- Example:
 - *Orgad, Shani. (2005). *Storytelling online: Taking breast cancer to the Internet*. New York: Peter Lang Publishing. (Chapter 1: Introduction: The story of this book; Chapter 2: Storytelling and other models of online communication; Chapter 5: Exchange and Reciprocity; Chapter 6: Negotiating public and private; Methods Appendix?).
- Workshop: 1) Fieldnotes; and 2) We will discuss your well-thought out and researched ideas about how you can enhance your research by looking online/conducting cyber-ethnography.
- Assignment for next week: Bring 3 copies of one interview transcript.

March 27: Analyzing Qualitative Data

- Readings:
 - Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press. (Chapter 5: Pursuing members' meanings; Chapter 6: Processing fieldnotes: Coding and memoing).
 - Rubin, Herbert J. and Irene S. Rubin. (2012). *Qualitative interviewing: The art of hearing data*. Thousand Oaks: Sage Publications. (Chapter 12: Data analysis in the responsive interviewing model; Appendix: Computers and qualitative data analysis).
- Example:
 - Bearman, Peter. 2005. *Doormen*. Chicago: University of Chicago Press. (Preface; Chapters 1, 4-5, 8, and Appendix).
- Due: 3 copies of one interview transcript.
- Assignment for next week: Bring 16 copies of coding key.

April 3: Storytelling Sociology

- Readings:
 - *Berger, Ronald J. and Richard Quinney. (2005). *Storytelling sociology: Narrative as social inquiry*. New York: Lynne Rienner Publishers. (Preface; Chapter 1: The narrative turn in social inquiry).
 - *Hidalgo, Danielle A. and Kristen Barber. (2007). *Narrating the storm: Sociological stories of Hurricane Katrina*. (Introduction: Storytelling sociology).
- Examples:
 - *Hidalgo, Danielle A. and Kristen Barber. (2007). *Narrating the storm: Sociological stories of Hurricane Katrina*. (3 Chapters—Cataclysm in New Orleans: Story of a Black single mother; Disaster and the irrationality of “rational” bureaucracy: Daily life and the continuing struggles in the aftermath of Hurricane Katrina; Isn't New Orleans back to Normal? A dramaturgical analysis of Post-Katrina New Orleans).
- Workshop: 1) Interview transcripts; and 2) coding keys.
- Assignment for next week: Bring in 3 copies of coded interview OR coded fieldnotes (one set). (Don't forget to memo!).

April 10: Content Analysis

- Readings: *TBA
- Examples:
 - Alexander, Susan. M. (2003). Stylish hard bodies: Branded masculinity in *Men's Health* magazine. *Sociological Perspectives* 46(4): 535-554.
 - 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.
- Workshop: Coded interviews OR fieldnotes.

April 17: Writing and Publishing Qualitative Research

- Readings:
 - Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press. (Chapter 7: Writing an ethnography).
 - Rubin, Herbert J. and Irene S. Rubin. (2012). *Qualitative interviewing: The art of hearing data*. Thousand Oaks: Sage Publications. (Chapter 13: Sharing the Results).
- Examples:
 - Barber, Kristen. (2008). The well-coiffed man: Class, race, and heterosexual masculinity in the hair salon.” *Gender & Society* 22(4): 455-476.
 - Flores, Edward. (2009). “I am somebody”: Barrio Pentecostalism and gendered acculturation among Chicano ex-gang members.” *Ethnic and Racial Studies* 32(6): 996-1016.
- Recommended:
 - Becker, Howard S. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago: University of Chicago Press.
- Workshop: Discuss “How to present a paper.”
- Assignment: Prepare for in-class presentation as if you are giving a paper at a national or regional conference.

April 24: CLASS PRESENTATIONS (15 minutes each, additional 5 minutes for Q&A)

May 1: CLASS PRESENTATIONS (15 minutes each, additional 5 minutes for Q&A)

*FINAL PORTFOLIO DUE: Friday, May 4th by 5:00pm in my department mailbox.

**HAVE A GREAT SUMMER
AND
KEEP RESEARCHING!**