

**The University of Calgary
Faculty of Arts
Department of Sociology**

Sociology Department Home Page: <http://www.soci.ucalgary.ca>

**Sociology 413.01
Fall, 2013**

INTERMEDIATE QUALITATIVE RESEARCH METHODS

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Office hours: Monday 10.30-11.30 a.m., Wednesday 2.30-3.30 p.m. or by appointment

COURSE OVERVIEW AND OBJECTIVES

Qualitative approaches to research offer unique ways of thinking about and studying the social world. In this course we will examine some of the philosophical underpinnings of selected qualitative approaches, and explore how they work in practice. The course will involve intensive reading of a range of research studies, intended to expand your knowledge and make you more informed critics of qualitative research. It will also provide some hands-on training in three key areas of qualitative research: observation, interviewing, and analysis of textual and/or visual material. Through this combination of reading, critical evaluation and practice, you will be introduced to the whole trajectory of qualitative research, from planning, data generation, data analysis to the writing up of research findings.

Student numbers in this class are capped to ensure that it can be organized as a seminar. That means that individual student participation is critical to its success. You will be asked to do a considerable amount of reading, and be prepared to discuss what you have read. In addition, you will be required to report on your experiences doing research in the field. (A proportion of the course grade is allocated to participation.) You will have the opportunity to express your ideas and improve your written skills through short research exercise papers, and a final written paper on your own research project. You will also be part of a class in which individual contributions are appreciated and diversity is valued.

TEXT

Warren, Carol A.B. and Tracy Xavia Karner. (2010). *Discovering Qualitative Methods* (2nd edition). New York: Oxford University Press.

Selected supplementary readings, which will be posted as links or pdf files on Blackboard.

COURSE REQUIREMENTS AND GRADING

The grade for this course is distributed over the following requirements:

1. a series of brief exercises aimed at helping students acquire specific qualitative research skills;
2. a series of in-class “pop” quizzes, to ensure students are keeping up with the course readings;
3. a paper based on an individual research project, conceived, designed and executed during the course;
4. class participation.

The value of each component, and its due date, is as follows:

1. Exercises:

Exercise 1 (Observation) Due Sept. 30 (10%)
Exercise 2 (Interview) Due Oct. 21 (10%)
Exercise 3 (Text analysis) To be done *in class* Nov. 4 (5%)

2. Quizzes:

There will be five unscheduled quizzes during the term, each worth 3% for a total of 15%

3. Research paper:

The research paper will be developed in stages, as follows:

* Preliminary proposal Due Oct. 14
Full proposal Due Oct. 28 (15%)
* Proposal revisions, consent form (as needed) Due Nov. 4
* In-class presentation of research Nov. 25 or Dec. 2
Final paper Due Dec. 9 (35%)

Items marked with an asterisk (*) will not be individually graded, but *must* be completed. Lateness in turning them in will result in a reduction in the grade for the final paper.

4. Participation:

Students are expected to participate in general class discussion and in-class group work. Contributions are expected to be thoughtful, and informed by assigned reading material. Participation is worth 10% of the final course grade.

All written term work should be submitted in class on the day it is due. Electronic submission of

work will be permitted *only* with prior approval (usually when illness or some other emergency prevents a student from coming to campus).

Grades will be assigned according to the following scale:

A+ = 95-100	B+ = 80-84	C+ = 67-69	D+ = 54-58
A = 90-94	B = 75-79	C = 63-66	D = 50-53
A- = 85-89	B- = 70-74	C- = 59-62	F = 49 or less

Please note that ALL grade components must be completed to obtain a passing grade in this course. A pass in this course also requires a pass in the participation component. Please note also that final grades are NOT negotiable. No grade will be increased beyond what a student has earned during the term, and in the class.

CONTACT INFORMATION:

Blackboard will be used to post class outlines, assignment information, and general announcements. I will be available during office hours or by appointment, and it's during those times, and in person, that questions about course content and readings, concerns about grades, or any other personal issues should be dealt with. It's acceptable to e-mail me for administrative purposes, for example to set up an appointment – but please don't use e-mail as a replacement for an office visit, if there is something you want to discuss.

OTHER ADMINISTRATIVE INFORMATION:

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. Academic Misconduct: Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>
3. Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. "If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment."
4. Ethical Research: The research assignments and exercises described in this outline have received the approval of the Department of Sociology research ethics committee. Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have this approval. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, who is responsible for supervising the research.
5. Deferrals: If possible, please provide advance notice to the instructor if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following

circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It’s available at

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

6. Student Representation: The 2013-14 Students’ Union VP Academic is Emily Macphail; email: suvpaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>
7. Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at the Professional Faculties food court.
8. Safewalk: The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.
9. Academic Accommodation: Students with a disability, who require academic accommodation, must register with the Disability Resource Centre (MC 293, phone 403-220-8237). Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

TOPICS AND READINGS

The following is a tentative schedule of topics for class discussion, the accompanying readings, and the test and assignment schedule. This schedule may be changed if unforeseen circumstances arise, or if topics emerge that seem to warrant more attention. The chapter numbers refer to the course text. Reading numbers refer to the supplementary readings, which will be posted on Blackboard.

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
Sept. 9	Introduction to qualitative research	Ch. 1, ethics material (posted)
Sept. 16	Getting started: Observation (1)	Chs. 3 and 4, Reading 1
Sept. 23	Observation (2)	Ch. 5, Readings 2, 3
Sept. 30	Interviewing (1) <i>Observation exercise due</i>	Ch. 6, Readings 4, 5
Oct. 7	Interviewing (2)	Ch. 7, Readings 6, 7
Oct. 14	<i>Tutorials to replace class</i> <i>Preliminary research proposal due</i> <i>Interviewing exercise due Tues. Oct. 15</i>	Readings 8, 9, 10
Oct. 21	Recap and review	Readings 11, 12
Oct. 28	Visual methods and documents (1) <i>Full research proposal due</i>	Ch. 8, Reading 13
Nov. 4	Visual methods and documents (2) <i>Text analysis exercise (in class)</i> <i>Proposal revisions, consent form as needed</i>	Readings 14, 15
Nov. 11	<i>Tutorials to replace class</i>	Readings 16, 17, 18
Nov. 18	Research on/with the internet (1)	Readings 19, 20
Nov. 25	Recap and review: analyzing qualitative data <i>Presentation and discussion of research projects</i>	<i>No new readings</i>
Dec. 2	<i>Presentation and discussion of research projects</i> <i>Final research papers due Dec. 9</i>	

Supplementary Readings

1. Manzo, John. (2005) "Social control and the management of 'personal' space in shopping malls," *Space and Culture*, 8(1): 83-97.
2. Stern, Lesa A., Mark Callister and Lynn Jones. (2005). "Face time: public sociality, social encounters and gender at the university recreation center." In Calvin Morrill, David Snow and Cindy H. White (eds). *Together Alone: Personal Relationships in Public Places*. Berkeley: University of California Press.
3. Comfort, Megan. (2003). "In the Tube at San Quentin: the 'secondary prisonization' of women visiting inmates," *Journal of Contemporary Ethnography*, 32(1): 77-107.
4. Ranson, Gillian. (2001). "Men at work: change – or no change? – in the era of the 'New Father'", *Men and Masculinities*, 4(1): 3-26.
5. Radcliffe, Polly and Alex Stevens. (2008). "Are drug treatment services only for 'thieving junkie scumbags'? Drug users and the management of stigmatized identities," *Social Science and Medicine*, 67: 1065-1073.
6. Hoffman, Elizabeth A. (2007). "Open-ended interviews: power and emotional labor," *Journal of Contemporary Ethnography*, 36 (3): 318-346.
7. Connina, Jennifer E., Toya Z. Laike-Haislip and Jody Miller. (2010). "Gang fights versus cat fights: Urban young men's gendered narratives of violence", *Deviant behavior*, 31: 596-624.
8. Palmer, Catherine. (2010). "Everyday risks and professional dilemmas: fieldwork with alcohol-based (sporting) subcultures," *Qualitative Research*, 10(4): 421-440.
9. Ranson, Gillian (2005). "'I'm looking forward to hearing what you found out': reflections on a critical perspective, and some of its consequences". In Dorothy Pawluch, William Shaffir and Charlene Miall (ed.) *Doing Ethnography: Studying Everyday Life*, Toronto: Canadian Scholars' Press Inc.
10. Koivunen, Tuija. (2010). "Practicing power and gender in the field: learning from interview refusals", *Journal of Contemporary Ethnography*, 39(6): 682-708.
11. Williams, Christine L. (2004). "Inequality in the toy store", *Qualitative Sociology*, 27(4): 461-486.
12. Perry, Samuel L. (2012). "Urban hybrid spaces and the homeless", *Ethnography*, published online Sept. 7, 2012.
13. Wall, Glenda and Stephanie Arnold (2007). "How involved is involved fathering? An exploration of the contemporary culture of fathering," *Gender & Society*, 21(4): 508-527.
14. Friedel, Tracy L. (2008). "(Not so) crude text and images: staging 'Native' in 'big oil' advertising," *Visual Studies* 23(3): 238-254.

15. Grady, John. (2007). "Advertising images as social indicators: depictions of blacks in *LIFE* magazine, 1936-2000," *Visual Studies*, 22(3): 211-239.
16. Harper, Douglas A. (2002). "Talking about pictures", *Visual Studies*, 17(1): 13-26.
17. Kusenbach, Margarethe. (2003). "Street phenomenology: The go-along as ethnographic research tool," *Ethnography*, 4(3): 455-485.
18. Hollander, Jocelyn. (2004). "The social context of focus groups," *Journal of Contemporary Ethnography*, 33(5): 602-637.
19. Leggatt-Cook, Chez and Kerry Chamberlain. (2012). "Blogging for weight loss: personal accountability, writing selves, and the weight-loss blogosphere," *Sociology of health and illness*, 34(7): 963-977.
20. Hanna, Paul. (2012). "Using internet technologies (such as Skype) as a research medium: a research note", *Qualitative Research*, 12(2): 239-242.