

DEPARTMENT OF SOCIOLOGY
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF CALGARY
COURSE OUTLINE

COURSE/SECTION: SOCIOLOGY 413: Intermediate Qualitative Research Methods

SESSON: Winter 2017
INSTRUCTOR: Dr. Amal Madibbo
OFFICE: SS 948
CONTACT: Phone: 220-6512: Email: amadibbo@ucalgary.ca
LECTURES: TR: 11:00 - 12:15
LOCATION: SA 247
OFFICE HOURS: TR: 15:20 - 16:20 or by appointment

SOCIOLOGY WEBSITE: <http://soci.ucalgary.ca/>

D2L:<https://d2l.ucalgary.ca/d2l/> or my.ucalgary.ca

COURSE DESCRIPTION:

This course explores some of the philosophical underpinnings of qualitative social research (phenomenology, critical ethnography, and feminism) along with selected qualitative research methods (in-depth interviews, focus-group interviews, observations, and content analysis). We will also examine the process of qualitative inquiry: research design and planning, literature review, data collection, coding techniques, data analysis procedures, and communicating results of research. In addition, we will discuss the interplay between qualitative research, social justice, and social change.

COURSE OBJECTIVES:

1. To familiarize students with some of the philosophical underpinnings of qualitative social research.
2. To explore selected qualitative research methods and the process of qualitative inquiry.
3. To apply the philosophical underpinnings and research methods to concrete empirical issues

The class format is organized around lectures, class discussions, and in-class group work.

The instructor may make minor changes to the content and format of the course.

COURSE REQUIREMENTS

Your final grade for this course will be based on: two (2) in-class tests, three (3) written assignments, a research project proposal, a final research project proposal, and class participation (in-class group work).

Tests: The first test will be held on **Jan 31** and the second on **April 11**. They each worth 10% of your course grade.

These tests questions are based on required readings and lecture notes. These are not cumulative and will consist of short answer questions, and short-essay questions.

Written assignments: Three (3) written assignments will respectively focus on: 1) interviewing, 2) observation, and 3) content analysis. Each assignment worth 10% of your semester grade and consists of: 1) a title page, 2) four (4) double-spaced pages content (12 font, Times New Roman), and 3) a bibliography. The bibliography of each assignment includes 3-5 sources (2 course articles and/or chapters, and at least 1 non-course article and/or chapter). The assignments are due respectively on: **Feb 16** (Assignment 1), **March 9** (Assignment 2), and **March 16** (Assignment 3). More information about these assignments will be provided in class.

Research Project Proposal: A research project proposal of three (2-3) double-spaced page (12 font, Times New Roman), not including the bibliography and title page, is due on **March 23** and worth 10% of your course grade. The proposal identifies the research topic you choose to investigate, your main argument (why you find this topic intriguing), review of relevant literature (1-2 non-class articles and/or chapters), your research questions (3-4 questions), the methodology you plan to utilize and the significance of your research. The bibliography consists of a list of 4-6 sources you plan to use. The sources may include journal articles, book chapters, one (1) internet source, and one (1) film/documentary. The bibliography incorporates two (2) course assigned readings. More than one chapter from the same book count as one chapter.

Final Research Project: Your research project will be between eight and ten double-spaced pages (12 font, Times New Roman), not including the bibliography and the title page, is due on **April 14**. It worth 30% of your course grade. The research project needs to include:

1. **A Title Page:** Consists of your name and student number, the topic's title, the course's title and number, and the instructor's name.
2. **An Introduction:** identifies your topic and the overview/summary of the main themes, issues and objectives discussed in the project.
3. A relevant **literature review** (2-3 non-class articles and/or chapters)
4. A thorough discussion of **your methodology:** data collection and analysis
5. **Analysis:** Analyzes the main concepts, themes and issues. You need to be analytical (not only describing concepts and themes, but explaining why and how they occur).
6. **A Conclusion:** Summarizes the topic discussed and the findings of your research.
7. **A Bibliography:** A list of the sources used in your research project (8-10 sources). The sources may include: journal articles, book chapters, two (2) internet sources, one (1) film/documentary. The bibliography incorporates three to four (3-4) sources from the course's materials (at least 2 articles). More than one chapter from the same book count as one chapter.

All course written assignments need to be written in essay-format: paragraphs and full sentences.

10% will be deducted from the mark you earn on your written assignments per day if they are late.

Referencing: All course written assignments should consist of proper referencing in the body of the paper, as well as in the bibliography section at the end of the paper. You may choose to use the style of the American Psychological Association (APA) below:

An example of a style you may wish to use in the body of your paper is the following:

Freire (2008) found that knowledge production shapes and is shaped by a number of social determinants.

Example of a style you may wish to use in the bibliography section are the following:

1. Holloway, I., & Todres, L. (2003). The status of method: Flexibility, consistency and coherence. *Qualitative Research*, 3(3), 345-357.
2. Polkinghorne, D.E. (1989). Phenomenological research methods. In R.S. Valle & S. Halling (Eds.), *Existential-phenomenological perspectives in psychology* (pp.44-60). New York, NY: Plenum Press.

Hand in hard copies of your papers. The instructor will not accept e-copies of your papers.

Class participation: the in-class group work worth 10% of your course grade.

Breakdown, Weight, and Due Date of Student Evaluation

<i>Assignment / Test</i>	<i>Due Date</i>	<i>% Grade</i>
Test 1	Thursday, Jan 31	10%
Test 2	Thursday, April 11	10%
Assignment 1- Interviewing	Thursday, Feb 16	10%
Assignment 2- Observations	Tuesday, March 9	10%
Assignment 3- Content Analysis	Thursday, March 16	10%
Research project proposal	Thursday, March 23	10%
Final research project	Monday, April 14	30%
Class participation- in-class group work		10%

Letter Grade Assignment

95 - 100 = A+	67 - 71.9 = C +
90 - 94.9 = A	63 - 66.9 = C
85 - 89.9 = A -	59 - 62.9 = C -
80 - 84.9 = B +	54 - 58.9 = D +
76 - 79.9 = B	50 - 53.9 = D
72 - 75.9 = B -	00 - 49.9 = F

Grade Reappraisal: Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Technology Use: Please note that the use of laptops, tablets, cell phones or other electronic devices is **NOT** permitted during lectures. Students who require the use of electronic devices for academic accommodation purposes are exempt from this policy, but must provide documentation from Student Accessibility Services to the instructor. Please be sure to mute your cell phone and refrain from using it during class.

Email: Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.

Handing in Papers, Assignments:

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **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.

3. Final grades are not posted by the Sociology Department. They are only available online.

Ethics Research: Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

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>

Deferrals: When possible, please provide advance notice 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, misreading the syllabus, and scheduling conflicts with other classes or employment 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 Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: <https://www.ucalgary.ca/registrar/student-forms>

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 https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.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).

Student Representation: The 2016-17 Students’ Union VP Academic is Alicia Lunz (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>

Emergency Evacuations: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at the Social Science - Food Court.

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.

Academic Accommodation: Students needing an Accommodation because of a Disability or medical condition should contact Student Accessibility Services (MC 293, phone 403-220-8237) in accordance with the Procedure for Accommodations for Students with Disabilities available at <http://ucalgary.ca/access/>.

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.

COURSE READINGS

REQUIRED TEXTBOOK:

Van den Hoonaard, Deborah K. 2011. *Qualitative Research in Action, A Canadian Primer*. Don Mills: Oxford University Press. (Available through the UofC bookstore).

The course additional required readings are posted on the Soci 413 D2L (D2L:<https://d2l.ucalgary.ca/d2l/>) or my.ucalgary.ca

CLASS SCHEDULE OF TOPICS AND READING ASSIGNMENTS

Week 1: Philosophical Underpinnings: Phenomenology, Critical Ethnography, and Feminism 1

Jan 10: Introduction to course and review of syllabus - no readings assigned

Jan 12: Tuohy, D., Cooney, A., Dovling, M., Murphy, K. and Sixmith. J. (2013). “An overview of interpretive phenomenology as a research methodology”. *Nurse Researcher*, 20, 6: 17-20.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2012171684&site=ehost-live>

Week 2: Philosophical Underpinnings: Phenomenology, Critical Ethnography, and Feminism 2

Jan 17

Madison, S. (2012) (2nd edition). “Introduction to Critical Ethnography: Theory and Method”. In *Critical Ethnography: Method, Ethics and Performance*, pp. 1-15. Los Angeles, London, Delhi, Singapore, Washington, DC: Sage.

Jan 19

Reinharz, Shulamit. 1992. "Conclusions". In *Feminist methods in social research*, pp. 241-269. York: Oxford University Press.

Week 3: Philosophical Underpinnings: Phenomenology, Critical Ethnography, and Feminism 3

Jan 24: Chapter 1 & Chapter 2: Van den Hoonaard, Deborah K. 2011. Qualitative Research in Action, A Canadian Primer. Don Mills: Oxford University Press.

Jan 26 - Lecture notes – no readings assigned

Week 4: Research Design

Jan 31 – Test 1

Feb 2

Chapter 3: Van den Hoonaard, Deborah K. 2011. Qualitative Research in Action, A Canadian Primer. Don Mills: Oxford University Press.

Week 5: Interviewing 1

Feb 7

Chapter 5: Van den Hoonaard, Deborah K. 2011. Qualitative Research in Action, A Canadian Primer. Don Mills: Oxford University Press.

Feb 9: Lecture notes – no readings assigned

Week 6: Interviewing 2

Feb 14 & 16

Liamputtung, P. 2013. "Focus Groups". In *Qualitative Research Methods*, pp. 74-96. Victoria, Australia: Oxford University Press.

Assignment 1 (Interviewing) due Feb 16

Feb 19-26 Reading Week – No Classes

Week 7: Observations

Feb 28 & March 2

Chapter 4: Van den Hoonaard, Deborah K. 2011. Qualitative Research in Action, A Canadian Primer. Don Mills: Oxford University Press.

Week 8: Unobtrusive research

March 7 & 9

Chapter 6: Van den Hoonaard, Deborah K. 2011. Qualitative Research in Action, A Canadian Primer. Don Mills: Oxford University Press.

Assignment 2 (Observations) due March 9

Week 9: Analyzing Qualitative Data

March 14 & 16

Chapter 7: Van den Hoonaard, Deborah K. 2011. Qualitative Research in Action, A Canadian Primer. Don Mills: Oxford University Press.

Assignment 3 (Content Analysis) due March 16

Week 10: Writing up Qualitative Research

March 21 & 23

Chapter 8: Van den Hoonaard, Deborah K. 2011. Qualitative Research in Action, A Canadian Primer. Don Mills: Oxford University Press.

Research Project Proposal due March 23

Week 11: Qualitative Research, Social Change, and Social Justice 1

March 28 & 30

Lyons, H., Bike, D., Ojeda, L., Johnson, A., Rosales, R., and Flores, L. (2013).

“Qualitative Research as Social Justice Practice with Culturally Diverse Populations”.

Journal for Social Action in Counseling and Psychology, 5, 2: 10-25.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=93598269&site=ehost-live>

Week 12: Qualitative Research, Social Change, and Social Justice 2

April 4 & 6

Mertind, D., Sullivan, M. & Stace, H. (2011). “Disability Communities: Transformative Research for Social Justice”. In Denzin, R. & Lincoln, Y. (Eds.). *The Sage Handbook of Qualitative Research*, pp. 227-242. Thousand Oaks: Sage.

Week 13: Qualitative Research, Social Change, and Social Justice 3

April 11: Test 2

Final Research Project due April 14