



UNIVERSITY OF CALGARY

Winter 2022

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE:			
Course Number	SOCI 413		
Pre/Co-Requisites	Sociology 313, 315, 331, 333.		
Instructor Name	Dr. Pallavi Banerjee	Email	pallavi.banerjee@ucalgary.ca
Instructor Email Policy	<p>Feel free to contact me over email at any time. Given that we are going to be online only this semester, students can contact me over email with urgent or quick questions and to make appointments or in case of an emergency. Please put your course number and section (Soci 4013) 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. I will respond to all non-emergency emails on Friday during the workday. Here's an interesting article about email courtesy: https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.1mzg7xuiq More urgent emails will be answered within 24 hours on weekdays. 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. Please do not use e-mail as a replacement for a zoom 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.</p>		
Office Location	N/A	Office Hours	<p>Here's a link to my calendar where you can book appointments: https://drbanerjeeucalgary.youcanbook.me</p> <p>You can make appointments online and we'll meet over zoom. Alternatively, I will be available on Zoom from 12:15 – 1:15 p.m. on Tuesdays right before class.</p>
Class Dates	Winter Term 2022, January 10 – April 12, 2022		
Class Times	Tuesdays and Thursdays from 14:00 to 15:15 p.m.		
Class Location	Online/Synchronous on ZOOM Classroom		

Land Acknowledgement

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and that the traditional Blackfoot name of this place is “Moh’kins’tsis”, which we now call the City of Calgary. ii’ taa’poh’to’p, the Blackfoot name of the University of Calgary’s Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder, Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful - and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

Course Description

This course is an introduction to qualitative research methods in sociology and focusses mainly on textual and discourse analysis, participant observation and in-depth interviewing. The course will provide the tools that you will need to conduct qualitative methods and begin to dig your heels in qualitative research. The goals of this course are 1) to engage in the epistemology of qualitative methods, 2) to explore the strengths and limitations of this approach, 3) to critically assess qualitative methodological approach and 3) to develop the skills to design a qualitative research project, gather qualitative data, and begin to analyze the data gathered.

Course Objectives/Learning Outcomes

By the end of this course, through the various assignments, the students should be able to:

Learning Outcome	Key Assignments designed with the learning outcomes in mind
Understand how we conduct qualitative research methods and the underlying assumptions of qualitative methods.	Reading and Class Participation; Group Presentation; Research Method reflections; Neighborhood Resilience Project
Develop research questions and the appropriate method(s) to answer them	Class Participation; Reading and Class Participation; Research Method reflections; D Neighborhood Resilience Project
Develop the skills to conduct and begin to analyze field research.	Reading and Class Participation; Conducting fieldwork, Neighborhood Resilience Project
Produce well thought out analysis of data gathered and writing it up.	Reading: Neighborhood Resilience Project

Course Format

This is an online course with both a seminar and a workshop component. Classes will meet twice weekly, online, in a secure Zoom room. Students will be expected to use a variety of technologies for ongoing engagement in course activities and learning tasks, such as: Google docs, Zoom, etc. Desire2Learn (D2L) will be used to post class resources, including links to readings and video, and as a site for ongoing

dialogue. An active University of Calgary email address is required. To access the course in D2L, you will enter your ucalgary.ca IT username and password.

Learning Resources

We will read articles (copyrighted links provided on D2L), selected chapters from books pdfs of which are available through D2L, and two excellent books. I have kept books to a minimum to increase the diversity of who you read. You should try to find the two books ASAP. They are available on amazon.ca or the University bookstore (each for \$10-35) and at least one can be read online through the UofC library). E-Books are available on this link as well: <https://calgary-store.vitalsource.com/>, and one of them is on sale at the moment.

BOOKS

- Lareau, Annette. *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up*. University of Chicago Press, 2021.
- Ray, Ranita. (2017). *The Making of a Teenage Service Class*. University of California Press.

Learning Technologies and Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca).

*** For online, remote or blended courses:**

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Methods of Assessment and Grading Weights

The course grade will be determined as follows:

1. Reading and Class Participation5%
2. Leading Discussions. 12 %
3. Complete Tri-Council Ethics Training. 3 %
4. Neighborhood Resilience Project (NRP) 65 % [(20% X 3) + 5]
 - a. Methodological Write Up 1
(Archival Research): 20%
 - b. Methodological Write Up 2
(Observations): 20%
 - c. Methodological Write Up 3
(in-depth interviews): 20%
 - d. Self-Reflection Write-Up: 5%

5. Critical Reflection on Methods (3)15%
- TOTAL.....100 %**
6. Extra Credit (EC): Collective Care or Attending research talks3%
- (Details of the EC on D2L)

Please note that I understand that the situation due to COVID 19 may cause additional stress and may limit your time and ability to focus. Please know that we are committed to work with you given the circumstances and encourage you to communicate with me (the Instructor) to discuss any accommodation as needed. Your well-being is of paramount importance to me.

To maintain academic integrity please do not use online file sharing and “tutoring” sites such as CourseHero, Chegg, etc. for the creation of study notes to prepare for (or use in) assessments. While I encourage collaborative work among students, please avoid using these sites for collaborative purposes as it can be risky from an academic integrity standpoint due to the potential for students to use words and ideas intentionally or unintentionally from these discussions in their assessments, which can constitute academic misconduct.

You will be responsible for completing all readings specified in the course outline, as well as all lecture materials (including films, guest speaker presentations etc.)

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DETAILED REQUIREMENTS OF THE ASSIGNMENTS

Collaborative learning among peers is encouraged in this course. To that effect, on the first day of classes, we will form research teams to build groups that will conduct fieldwork together. The teams will consist of 3 to 4 members. While the research team can help each other in every activity pertaining to the course, the teams will be specifically responsible for four things: 1) Weekly Group Presentations; 2) Working together on the individual submission of the methodological reflection papers through collaborative reading and reflecting; 3) Conducting observations, interviews, and discourse analysis. 4) Updating the neighborhood research website together.

While most of the assignments except Group Presentation are to be submitted individually, I encourage you read with each other, talk, and brainstorm with each other when preparing for each of the assignments including your two papers (mid-term and final). However, what you write in every assignment has to be your own words and thoughts. You are NOT permitted to copy each other’s work or outsource assignments to various paid online homework/tutoring services. In this course, submitting work done with the help of paid homework services will be considered academic misconduct because the main objective of this course is for students to develop independent critical thinking that is expressed both orally and in writing. You may seek the support of your classmates and your professor to develop these skills, but outside paid support is not permitted.

1. Reading and Class Participation (5%):

This requirement has two overlapping parts as the name suggests:

Reading: Students will be expected to keep up with the assigned readings for each class period.

The reading load is not excessive but does require you to plan ahead to get it done. If you want to do well in this class, you must not only complete the readings, but take time to critically think about them before you come to class. ***NOTE*** I reserve the right to add additional readings OR drop readings as they fit the progression of the course. Coming to class will be the best way to make sure you are up-to-date on such readings. **You will be expected to take notes on readings prior to coming to class.** These notes are designed to summarize **two key points** for each reading and should include some of your own questions or analysis of the readings. I will regularly invite students to ask their own questions based on the readings or lectures. I regard lectures and discussions as a supplement to what you are reading. At times, the lectures will seek to clarify and crystallize some of the reading material. At other times, however, the lectures will add to or historicize what you are reading.

Participation includes: (a) your regular attendance in class; (d) group-discussion activities in class (c) your ability to respond to questions in class about the readings when called upon; (d) your ability to ask questions of your own in class; (d) general participation in class discussions and activities. Being prepared to answer questions, NOT missing classes without advance permission, and volunteering to ask and answer questions in class will significantly help your scores on participation. **I cannot replicate class discussions for people who miss a class period. Also, have your feminist support club take notes for you and fill you in for what you miss, when you are absent from class.**

In light of the COVID-19 situation, the way we are expected to participate in class changes a little. To facilitate discussions, I have created several Discussion Forums on D2L under the Discussion Tab. These include a) Discussion Forums for content for the remaining weeks; b) Discussion forums for student presentations for the remaining weeks; c) Discussion Forums for logistical questions about course; d) A Discussion Forum for Collective-Care and Wellness at this time (Extra Credit).

If you are not able to attend class regularly due to the Covid situation, you can get your participation grade by doing any two of the following:

- 1. Active participation in zoom classroom when you are able to attend.**
- 2. Responding to student presentation discussions either on D2L Discussion Forums or in the Zoom classrooms at least for 6 presentations of the 11.**
- 3. Posting questions/comment about class content in the Discussion Forums on D2L over at least over 9 weeks.**

Note: I encourage, those who are able to, to attend the online synchronous classes. There is no substitute for the learning that happens in the classroom. In-class contribution is a significant part of the grade, and an important part of our shared pedagogical experience. Your active participation helps me to evaluate your overall performance as a student (as well as making the class more interactive and engaging for all of us). The quality of your participation is more important than the quantity. Given our limited amount of time together, talking without positively contributing is not encouraged. However, I want to stress that positive contributions are not necessarily “right” answers. I encourage you to experiment and take risks. “Not-so-correct” answers can also be instructive, and debate is often a good way to learn. Positive contributions are those that advance the discussion by presenting new ideas or insights, or building on others’ comments, or presenting a counterpoint to others’ comments in a respectful way. Contributions that are not positive are those

that simply repeat points already made or deride others' contributions in a discourteous way. I reserve the right to shut down any conversation that is anti-BIPOC, anti-LGBTQIA2S+/QoC or triggering in any way for those who hold minoritized positions in our society.

2. **Leading Discussions (15%):** You will be required lead a 20-minute presentation on **the appropriateness of the methods used in the empirical articles assigned for the week you are scheduled to present.** You will do this as a group with your research teams. There will be one group leading discussions almost every week starting week 2 or 3. We will keep 20 minutes on Tuesdays for your presentations but on some weeks, we might need to change the day. I will let you know ahead of time. In these discussions, you are asked to clearly state research question, the methods used; the appropriateness of the method; where else (outside of academia is acceptable also) would you think this method has been used and how (successfully/inappropriately) and pose questions that will lead to active in-class discussion. To complete this assignment, you will have to keep a watchful on research methodology as it is used in various types of research. There will an online sign-up sheet during the first class and each student must sign-up for the assignment.

In light of the COVID-19 situation, the delivery of the discussions will be changing. You can lead the discussion in one of the two ways:

- a) Doing a PowerPoint presentations on Zoom for the class on your scheduled day. If you choose to do this, **please send me your presentations by 12:30 p.m. on Monday** or at 12:30 the day prior to your presentation, along with your discussion questions so that I (the instructor) can post it on D2L so that those who are not able to access zoom can respond to the discussion questions based on the presentations on D2L.
- b) Submitting your 15-minute PowerPoint presentations (that includes your discussion questions) along with audio files of your scripts on D2L by 12:30 p.m. on Monday so that the I (the instructor) can post these on D2L for your classmates to see and hear. Please make sure that your audio files are either .wav or .M4A or you can use PowerPoint Narration (<https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c>). I will play these pre-recorded presentations to the class. The presenters should be in attendance, in the zoom classroom, on the days they are presenting, so that they can take questions and ask their discussion questions even if they chose this option. This will allow your classmates to interact with you. Again, those who cannot connect on Zoom can respond on the Discussion Forums.

The rubric for the assignment can be found on D2L.

3. **Complete Tri-Council Ethics Training (3%):** This assignment will be done in class on the Week 5.
4. **Neighborhood Resilience Project - NRP**
(20% X 3 = 60% + Self Reflection Write-Up = 5%) = 65%

This project is designed to document by collecting archival, observational, and in-depth interviews the formation of various neighborhoods in the city of Calgary. What you will focus on is to deconstruct the grand narrative of “urban renewal” and document the various displacement efforts that has happened because of such policies of urban renewal, as well as place-making efforts that has sustained due to peoples’ intentional acts of resistance, and solidarity – to make the neighborhood racially, ethnically, economically diverse, affordable, and inclusive of minoritized populations in a rapidly gentrifying Calgary. Here’s an example of how the city designs urban renewal project that you will be responding to: <https://everydaytourist.ca/city-planning-101/urban-renewal-calgary-east-village-portland-pearl-district>.

You will do this project in research teams of 3 and 4. We will set up teams on the week where each of you will sign up to explore a neighborhood and people will be assigned team members based on the neighborhood they want to explore. Your teams will also be named based on the neighborhood you pick. For instance, if 8 people in class are interested in exploring Inglewood then there will Inglewood Research Team 1 and Inglewood Research Team 2. Your project will be methodology heavy, as you will be collecting archival data, observational data including photographs and in-depth interviews with stakeholders in the neighborhood. But you will need to pick a theme to explore, so you can pick themes like racial diversity, class-inclusivity, women’s safety, LGBTQIA2S+/QoC inclusive, active mobility like cycling or walking and so on. The NRP project will chronicle the texture of resilient lives in these neighborhoods and then document it in a website set for this. You are not required to do the fieldwork in teams but you will be required to work with your team members to collate the data, analyze it and write it up. Here’s a detailed description of what is expected of you at every stage.

a. **Methodological Write Up 1 (Archival Research) 20%:**

Write-up due is Feb 8.

This write-up has two parts:

Part 1: For this each member of the team will conduct archival research regarding the history of the neighborhood you are exploring. More about how to conduct archival research will be posted on D2L. Your archival research will be centered around the theme you pick. So, for instance if you choose to focus on racial diversity you will explore through archival research how the racial make-up of the neighborhood has changed in the last 50 years and where it stands now. You can divide eras up among team members. Once you each gather your data, you will collate them and share them among yourselves. The data can be a combination of visual data (photos, maps) and textual data. Read Saidiya Hartmann’s piece in week 3 carefully for this piece.

Part 2: You will then conduct a textual analysis of this data as a team. I will teach you how to analyze textual data in class. Then each of you will write 3-to-5-page paper (not including references) based on the analysis of your data. Your paper can have overlapping ideas and themes but the language you write the paper should be your own. With each of your papers you will attach the notes of the archival data

you gathered individually. The paper needs to read like a paper with an introduction, description of the data, analysis of the data, conclusion and references.

The evaluation of this assignment is based on:

- a. Following the assignment instructions (2pts)
- b. The depth of description in your archival notes (8 pts)
- c. An appropriate focus in archival data given the theme your team picked (3%)
- d. Thoughtful analysis and write-up, drawing on class readings and discussions (7%)

b. Methodological Write Up 2: Observations (20%): Write-up due on Mar 3.

The purpose of this assignment is for you to a) gain some insight into field research techniques by participating in (optional and only in line with [U of C Covid-19 Research Restrictions](#)) and observing social behaviour in public places, b) get experience with writing jottings and fieldnotes, and c) reflect analytically on those processes. You should choose a public setting for your participant observation in the neighborhood you are exploring. Examples of appropriate settings might be a shopping mall food court; a park or Riverwalk; the LRT train station; an online public forum; etc. Each member of the team can pick a different location for your observation in the neighborhood. Any locations which are not public settings of this type should be approved by me first. Participate (optional and following physical distancing and other public health measures) and conduct observations in this location over approximately 1.5 hours at least – more is encouraged. Each member of the team will conduct one 1.5 hours observation. If possible, try to make observations on more than one day or time.

Write up your fieldnotes as soon as possible after your observations. Ideally, you should take jotted notes, but don't write the full fieldnotes as you're observing.

Because fieldnotes may be handwritten, share only typed copies of the fieldnotes with your team members. Again, you will conduct an analysis of the fieldnotes gathered by all team members and submit individual write-ups that will include two components:

1) An analytical synopsis (~ 3 pages, single spaced) including:

- a) A statement of what you chose to observe, why, and how individually
- b) A discussion of your reflections and analytic impressions – this can be done jointly with your group
- c) The research question you would address if you were to continue this study, and a brief discussion of how you would go about answering it. Would you continue with the same participant observation strategy? How would you modify, expand, or vary the procedure? What additional methods, if any, would you supplement it with, and why?
- d) A discussion about the advantages and limitations of participant observation as a method, based on your experience.

2) An appendix consisting of a 2-page excerpt of your full individual fieldnotes (can be single spaced)

- a) Include in the notes the date and time in which the visit was made and when the fieldnotes were written.
- b) If you took rough or jotted notes while observing or immediately after and before writing up your fieldnotes, please attach these as well.

The evaluation of this assignment is based on:

- a. Following the assignment instructions (2pts)
- b. The depth of description in your full fieldnotes (8 pts)
- c. An appropriate focus in observations given what you chose to observe (3%)
- d. Thoughtful answers in the analytical synopsis, drawing on class readings and discussions (7%)

c. Methodological Write Up 3: In-depth interviews (20%) This paper is due on Mar 31.

The purpose of this assignment is to help you design an interview guide, develop interviewing skills, and gain experience conducting in-depth interviews:

- 1) Each team member will conduct **one** in-depth interview with a stakeholder in the neighborhood who can be a business owner, a resident, a cyclist, a tourist, a visitor. Your group discuss your interview plan with me and get approval by Friday, Feb. 19.
- 2) The following materials for your project must be uploaded to the course website on D2L by the date below:
 - a. **Monday Mar 7:** Consent form
 - b. **Monday Mar 7:** Interview guide

You will receive feedback on these by the end of the week.

For the assignment you will audio record your interview you conduct and transcribe the interview verbatim.

You will be required to individually submit:

- a) the audio file,
- b) all interview forms (e.g., consent form, facesheet)
- c) transcribed and de-identified interview file, and
- d) interview sketch that describe the setting of the interview (including over Skype, Zoom, Facetime, phone, etc), the participant, the emotional tone of the interview, any methodological or personal challenges you encountered, your feelings during and about the interview experience, and any insights and reflections the interview engendered. It is strongly recommended that you transcribe the interview as soon as you finish the interview. Transcription, while

sometimes tedious, is an important way to reflect on and learn from the interviewing process. (1 page)

- e) You will share your data with your teammates and analyze the data together. Then each team member will write a 2 to 4 pages paper based on the analysis of this data on parts of the data that most interest you. Your write-up can have overlapping ideas and themes but the language you write the paper should be your own. The write-up needs to read like a paper with an introduction, description of the data, analysis of the data, conclusion and must draw on class readings and discussions.

The evaluation of this assignment is based on:

- a) Your interviewing skills, including building rapport, setting a good pace, appropriate probing, phrasing of questions, guiding the discussion, and writing the post-interview sketch (4 pts)
- b) Following assignment instructions, disguising identifiable information, and assigning coded titles to all files (3 pts)
- c) Accuracy of transcription (3 pts)
- d) Thoughtful and critical analysis of the data and clear, tight writing of the analysis in the analytical synopsis, drawing on class readings and discussions (10 %)

d. Self-Reflection Write-Up (5%): Due on April 12.

This is two double-spaced pages of reflection that will include two components:

- a. Your standpoint as researcher and its impact on the research you conducted for this course. Refer to reading # 3 by Patricia Hill Collins to do this.
- b. Your reflections on conducting the research – what your emotional reactions and thoughts were at every stage of research. Here you will reflect on what felt the hardest, what was the smoothest, what felt like you did well, what left you feeling unsettled, how did you feel emotionally and so on. For this you will need to keep good notes of your reaction to the research at each stage.

5. Critical Methodological Reflection Paper (15%) – Due April 20

For this assignment, you will write a 3-to-5-page paper critically reflecting on the methodology used in **Ranita Ray's book, *The Making of a Teenage Service Class*. University of California Press.**

The reflection should include:

- a) a short summary of the arguments of the book: 2 points
- b) a comment on epistemology – identifying the epistemological commitment of the author – 3 points
- c) an analysis of how the author arrived at her research question/s and the appropriateness of the methods to answer the research questions – 3
- d) critical commentary on the alignment of the methodology to epistemology, theory and empirical findings – 4 points

e) present at least one critical reflection on the book: 3 points

IMPORTANT NOTE: The critical reflection will be submitted by everyone individually, but I encourage you to work with your research teams to read together, and to discuss the content, and brainstorm.

Schedule of Lectures and Readings

WEEKLY COURSE SCHEDULE

The schedule for readings and tasks is below. Some of the readings and the due dates may change due to the emerging needs of the students and the course.

WEEK/DATE	TOPICS	READINGS	ASSIGNMENT/ CLASS ACTIVITIES
Week 1 Jan 11	<i>Welcome Introductions; Course Outlines; Setting-Up Research Teams</i>	<ul style="list-style-type: none"> The course outline/syllabus (this document) 1. Annette Lareau and Aliya Hamid Rao. 2016. "It's about the Depth of Your Data," Contexts.	
Jan 13	<i>The Epistemology of Qualitative Research.</i>	2. Seeing Through Science: Epistemologies by Joey Sprague, Chapter 2 in <i>Feminist Methodologies for Critical Researchers (pdf)</i> 3. Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," <i>Social Problems</i> 33 (6): 14-32	
Week 2 Jan 18	<i>Theory and Data</i>	4. Sengupta, Pratim. "Re-orienting design: An unbearable pain." (2020). (2 pages) 5. bell hooks, "Theory as Liberatory Practice" <i>Yale Journal of Law & Feminism</i> 4:1, 1991-1992. 5. Charmaz, Kathy, <i>Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis</i> . Chap 1 and 2	Dr. Pratim Sengupta: Author visit
Jan 20		6. Mario Luis Small. 2009. "How Many Cases Do I	

		<p>Need? On Science and the Logic of Case Selection in Field-based Research,” <i>Ethnography</i> 10(1):5-38.</p> <p>7. Annette Lareau. 2012. “Using the Terms Hypothesis and Variable for Qualitative Work: A Critical Reflection,” <i>Journal of Marriage and Family</i> 74:671-77.</p>	
Week 3 Jan 25	<i>Sampling, Access, Positionality, and Emotional Considerations; Introduction to Archival Research</i>	Lareau: Listening to People (Book) Introduction, Chapter 1 and 2.	
Jan 27		<p>9. Elizabeth Sumida Huaman and Peter Mataira. 2019. “Beyond Community Engagement: Centering Research through Indigenous Epistemologies and Peoplehood.” <i>AlterNative</i> 15(3):281-286.</p> <p>10. Hill, M. R. (2001). Of time, space, and the history of sociology: Methodological rules in archives and archival research.</p>	Librarian as guest speaker to talk about archival research.
Week 4 Feb 1	<i>Archival Research</i>	<p>11. Benzecry, Claudio E., Andrew Deener, and Armando Lara-Millán. “Archival Work as Qualitative Sociology.” <i>Qualitative Sociology</i> 43, no. 3 (2020): 297-303.</p> <p>12. Gina Marie Longo. 2018. “Keeping It in ‘the Family’: How Gender Norms Shape U.S. Marriage Migration Politics.” <i>Gender & Society</i> 32(4) 469-492 (focus on pp. 469-477).</p>	Research Team 1 Leading Discussions

Feb 3		13. Hartman, S. (2019). <i>Wayward lives, beautiful experiments: Intimate histories of riotous black girls, troublesome women, and queer radicals</i> . WW Norton & Company. (Two chapters: Note on Method and Terrible Beauty of Slums)	Workshop on doing archival analysis with guest lecturer - TBA Bring your archival data to class.
Week 5 Feb 8	<i>Research Ethics</i>	14. Mario L. Small. 2015. De-Exoticizing Ghetto Poverty: On the Ethics of Representation in Urban Ethnography. <i>City & Community</i> 14(4):352-358. 15. Dana R. Fisher. 2016. "Doing Qualitative Research as if Counsel is Hiding in the Closet." <i>Contexts</i> 15(2):12-14	Research Team 2 Leading Discussions Submit Methodological Write Up 1 (Archival Research)
Feb 10		16. Statement from American Sociological Association on Ethics and Black Lives Matter research: https://www.asanet.org/news-events/asa-news/ethics-and-blacklives-matter-research 17: Judith Stacey. 1988. "Can There be a Feminist Ethnography?" <i>Women's Studies International Forum</i> 11: 21-27.	Tri-Council Policy Statement 2: CORE (Course on Research Ethics). Complete the tutorial https://research.ualgary.ca/conduct-research/ethics-compliance/tcps2-core-tutorial - Submit the certificate on D2L.
Week 6 Feb 15	<i>Introduction to Participant Observations</i>	Lareau: <i>Listening to People</i> (Book) – Chap 6: Learning to Do Participant Observation: A Practical Guide Chap 7: Writing High-Quality Field Notes: Details Matter	Research Team Leading Discussions
Feb 17		Ray (2017). <i>The Making of a Teenage Service Class</i> (Book) Chap 1. The Mobility Puzzle and Irreconcilable Choices	

		Chp 2. Port City Rising from the Ashes	
Week 7 Feb 22	READING WEEK		
Feb 24			
Week 8 Mar 1	<i>Reading research based on participant observations</i>	Ray (2017). <i>The Making of a Teenage Service Class</i> (Book) Chap 3. Sibling Ties Chap 4. Risky Love	Workshop on conducting observation data analysis Bring you observational data to class
Mar 3		Ray (2017). <i>The Making of a Teenage Service Class</i> (Book) Chap 5. Saved by College Chap 6. The Making of a Teenage Service Class	Research Team 3 Leading Discussions Methodological Write Up 2: Observations
Week 9 Mar 8	<i>In-depth Interviewing</i>	Lareau: Listening to People (Book) – Chap 4: Learning to Interview: What to Do before and after the Interview Chap 5: How to Conduct a Good Interview: Dig Deep	Research Team Leading Discussions
Mar 10		18. Michèle Lamont and Ann Swidler. 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing." <i>Qualitative Sociology</i> 37:153-171. 13	
Week 10 Mar 15	<i>In-depth Interviewing</i>	19. Allison Pugh. 2013 "What Good Are Interviews for Thinking about Culture? Demystifying Interpretive Analysis." <i>American Journal of Cultural Sociology</i> 1(1):42-68.	Research Team 4 Leading Discussions
		20. Banerjee, Pallavi. Book: <i>The Opportunity Trap, 2022:</i>	

Mar 17		<p>Chap 4: At Home: Dependent Spouses and Divisions of Labor</p> <p>21. Sinikka Elliott and Megan Reid. 2019. "Low-Income Black Mothers Parenting Adolescents in the Mass Incarceration Era: The Long Reach of Criminalization." <i>American Sociological Review</i> 84(2):197-219</p>	
Week 11	<i>Coding, Memoing and Analysis</i>	<p>Lareau: Listening to People (Book) – Chap 8. Data Analysis: Thinking as you Go</p> <p>23. Nicole M. Deterding and Mary C. Waters. 2018. "Flexible Coding of In-depth Interviews: A Twenty-first-century Approach." <i>Sociological Research & Methods</i> 1-32.</p>	Research Team 5 Leading Discussions
Mar 22			
Mar 24		<p>22. Stefan Timmermans and Iddo Tavory. 2012. "Theory Construction in Qualitative Research: From Grounded Theory to Abductive Analysis." <i>Sociological Theory</i> 30(3): 167-186.</p>	<p>Workshop on conducting interview data analysis data analysis on NVIVIO– with Paul Pival</p> <p>Bring you interview data to class</p>
Week 12	<i>Writing-Up Research</i>	<p>Lareau: Listening to People (Book) – Chap 9: Writing: Becoming Clearer about Your Contribution</p> <p>Chap 10: Conclusion: Why Interviews and Participant Observation Research Are Valuable</p>	Research Team 6 Leading Discussions
Mar 29			
Mar 31		<p>Ray (2017). <i>The Making of a Teenage Service Class</i> (Book)</p>	Methodological Write Up 3: In-depth interviews

		Chap 7. Internalizing Uncertainty: Bad Genes, Hunger, and Homelessness	
		Chap 8. Uncertain Success	
Week 13 Apr 5	<i>Writing-Up Research and Reflection</i>	Ray (2017). <i>The Making of a Teenage Service Class</i> (Book)	Tentatively, Dr. Ranita Ray would be visiting the class so come prepared with questions and comments.
		Chap 9. Dismantling the “At Risk” Discourse Epilogue	
Apr 7		23. Banerjee, Pallavi and Raewyn Connell. (2018). "Gender Theory As Southern Theory." in <i>The Handbook of the Sociology of Gender</i> , Second Edition. Edited by Barbara Risman et. al Carrissa Froyum, and William Scarborough. New York, NY: Springer Press.	Research Team 7 Leading Discussions
Week 14 Apr 12		<i>Day of Reflection on Methodology and Epistemology</i> <i>It's a wrap</i>	Self-Reflection Write-Up Due

Critical Methodological Reflection Paper – Due April 20

CHANGES TO SCHEDULE: Please note that changes to the schedule may occur in response to student questions and conversations.

Final Exam Information

There are no final exams for this course. You will be submitting a final paper.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Absences and Deferrals

Students who miss class assessments (quizzes, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

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 can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

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://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/F21_deferral-of-term-work_weighting.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

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 their own work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

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 can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

Guidelines for Zoom Sessions

If video conferencing tools such as Zoom or MS Teams will be used during course activities, provide information related to student learning and conduct, and indicate whether these sessions will be recorded.

For example:

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you

are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Media Recording

Please refer to the following statement on media recording of students:

https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

***Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

***Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

***Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Research Ethics

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 Conjoint Faculties Research Ethics Board. 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.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course

materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Recording of Lectures

The audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

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.html>

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodation is available at:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.