

**University of Toronto – Sociology**  
**SOC 302 H1S**  
**QUALITATIVE ANALYSIS I**  
July – August 2013

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**INSTRUCTOR INFORMATION**

Instructor: Salina Abji  
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Email address: [salina.abji@mail.utoronto.ca](mailto:salina.abji@mail.utoronto.ca)

Lecture/Seminar: Tuesdays and Thursdays from 6pm – 8pm in SS 2108  
Office hours: Thursdays from 4pm – 5pm or via appointment  
Course web site: Blackboard access via Portal

TA: Judy Beglaubter  
Email address: [judy.beglaubter@utoronto.ca](mailto:judy.beglaubter@utoronto.ca)

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**I. COURSE DESCRIPTION**

In this course, we will open up the backstage of doing qualitative sociological analysis. At the end of the course, you will have conducted an independent research project. To get you started on this, we begin by learning about three dominant theoretical approaches to qualitative analysis: extended case method, grounded theory, and institutional ethnography. We will trace how these theoretical approaches are used in various qualitative methods, including interviewing, ethnography, and the analysis of texts and other media. To gain insight into different methods and approaches to qualitative research, you will not only read the textbook but also read and analyze journal articles that are particularly good examples of different methodological and theoretical approaches within qualitative analysis. You will then choose which approach to take in your own research project. In short, while we are learning *about* qualitative research, we will also develop and practice skills in *conducting* primary research and writing up the findings from our own research.

Doing qualitative research is about developing a set of skills for gathering and analyzing data. But the qualitative research process also raises a number of issues having to do with ethics and truth. Throughout the course, we will discuss questions of truth and the construction of convincing arguments, objectivity and subjectivity in doing research, and the identity of the researcher versus the identity of the research subjects. In addition, we will pay special attention to the issue of ethics, and the responsibility of the researcher to the researched (i.e. the study participants), and to the audience for the research (i.e. students, general readers, government policy makers, social movement organizers, marginalized communities etc.).

**Prerequisites:** [SOC200H1](#) and one SOC course at the 200+ level.

Note: Students without these prerequisites will be removed from the course at any time discovered and without notice.

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### Goals and Learning Objectives

The ultimate goal of this course is that you learn how to evaluate qualitative sociological work and how to conduct a qualitative research project. To achieve this, you will have to:

- Understand the three different theoretical approaches to qualitative analysis
- Understand the differences between various qualitative methods (interviewing, ethnography and discourse analysis)
- Understand the ethical requirements of qualitative research
- Learn how to gather and analyze data by conducting in-class and out-of-class research exercises
- Learn how to develop research questions that can be answered through qualitative methodologies
- Answer a research question in a research paper

A general objective of the course is that you write well – coherently and lucidly – in all assignments.

### II. STUDENT RESPONSIBILITIES AND EXPECTATIONS

Students are expected to attend all classes, and to participate actively by completing assigned readings, engaging in in-class discussions and small group exercises, and by keeping up to date on course information posted on Blackboard. In all activities, students are to be respectful of fellow classmates, guest speakers, and teaching/administrative staff.

#### Classroom Etiquette:

These are some basic rules that will help everybody have the best learning experience possible:

- **Laptop use:** Laptops are only to be used for note-taking. Other uses (e.g., emailing, web surfing) will result in the student being required to turn off the laptop, and to not bring it to future sessions of the course.
- **Turn off Cell phones/ pagers:** Please turn off all cell phones, pagers, and other electronic devices while in class. If this is a problem, please let the professor know before class so we can discuss strategies that enable you to be reachable.
- **Recordings:** Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

#### Email Policy:

I will respond to your email within two business days (48 hours, except weekends and holidays).

**Emails that do not follow these guidelines will not receive a response:** Your use of an official U of T address is required. Please include the course code (e.g. SOC302) in the subject line and your full name, student number, and the course code in your message. Please do not send a repeat email (e.g., “did you get my email?”).

Please treat emails as you would any other professional communication: you should be respectful in the way you address the instructor and the TA, and strive to write a coherent, sensible email. Email is most suitable for questions that are clear, concise, and easily answerable; if you are confused about the course material or need to discuss a concept, you

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should attend office hours or make an appointment. Please read the syllabus carefully before asking a general question about the course.

**Office Hours:** I strongly encourage all students to take advantage of office hours, held every Thursday from 4pm – 5pm in Room 225 of the Sociology Department (725 Spadina) or by appointment.

### III. REQUIRED READINGS

The following required reading is available at the UofT bookstore:  
Kristin G. Esterberg (2002). *Qualitative Methods in Social Research*, McGraw-Hill.

In addition, course readings marked with “BB” will be uploaded on Blackboard under the “Content” tab, in the folder called “Course Readings”.

### IV. EVALUATION COMPONENTS AND GRADING POLICIES

<u>Type</u>	<u>Date(s) Due</u>	<u>Weight</u>
Participation	July 4, 9, 25	15% Pass/Fail
Research Proposal	July 18	15%
Term Test	Aug 1	30%
Data Analysis	Aug 6	5% Pass/Fail
Research Paper	Aug 8	35%

#### Grading Descriptions:

**Written Assignments:** There are two major written assignments in this course: a research proposal (worth 15%), and a final research paper (worth 35%). In addition, you will be expected to provide a copy of your data analysis (a pass/fail assignment worth 5%) one week prior to handing in your final research paper. Details for each of these assignments will be provided in class. Assignments must be completed and submitted via Blackboard before class on the due date (dates are specified above and in the course schedule). A printed copy must be submitted at the beginning of class on the due date. Note: for more details on accommodation/late policies, please see the Procedures and Rules section below.

**In-class Test:** There will be one term test that will be administered in-class on Aug 1st from 6pm – 8pm in Room SS 2108. This date is fixed and non-negotiable: please plan your schedule accordingly. There will be no final exam in this course. For more details on make-up tests, please see the Procedures and Rules section below.

**Participation:** Active participation is a significant component and expectation of this course and is therefore worth 15% of your overall grade. Your participation grade will be based on assigned worksheets (each worth 5%) to be completed during allotted time in-class and submitted at the end of class (i.e. as your ‘ticket out the door’) on the due dates listed in the course schedule.

Students who do not attend class or who do not provide completed worksheets as per the instructions above will receive an automatic grade of zero for each class/worksheet missed. There is no late policy available for this component of the course. For more details on accommodations, please see the Procedures and Rules section below.

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**Handing in Assignments:** All assignments must be handed to the instructor in printed copy in class and electronically via Blackboard. The instructor and TA will NOT accept electronic copies of assignments via email. Do not put submissions under the office door of the instructor. The instructor is not responsible for student assignments submitted in this way. Students must always keep an extra hard copy of their assignment for their own records. For instructions on how to upload an assignment using Blackboard, please see: <http://youtu.be/nZu0J9i7F3Q>

### V. COURSE SCHEDULE AND REQUIRED READINGS

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

Note: Readings marked with a “**BB**” will be uploaded on Blackboard under the “Content” tab, in the folder called “Course Readings”.

#### PART I: INTRODUCTION TO QUALITATIVE RESEARCH

##### Week 1

##### July 2      **Developing a Sociological Imagination**

- Course overview
- Lecture 1: What is qualitative research? Why do it?
- Workshop: How to succeed in this course: academic skills development

##### July 4      **Qualitative Research Paradigms**

- Lecture 2: Alternatives to Positivism
- Workshop: Where do good research ideas come from?

*Required Readings:* Kristin G. Esterberg, *Qualitative Methods in Social Research* – Read Chapters 1 and 2.

**PARTICIPATION WORKSHEET DUE 5%** (complete in-class)

##### Week 2

##### July 9      **Ethics**

- Lecture 3: Is research a ‘dirty’ word? Key ethical issues in qualitative research
- Workshop: Practical considerations for conducting ethical research

*Required Readings:*

1. **BB:** Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* – Read Introduction
2. Kristin G. Esterberg, *Qualitative Methods in Social Research* – Read Chapter 3

**PARTICIPATION WORKSHEET DUE 5%** (complete in-class)

**PART II: QUALITATIVE METHODS**

**July 11      Methods and Methodologies (Part 1)**

- Overview of Methods & Methodologies
- Lecture 4
  - Methodology: Extended Case Method
  - Methods: Interviews and Participant Observation
- Workshop: Writing effective research questions

*Required Readings:*

1. **BB:** Michael Burawoy, The Extended Case Method – Read the abstract and introduction (pp. 4-7), then read sections II, III, and IV (pp. 10-22)
2. Kristin G. Esterberg, Qualitative Methods in Social Research – Read Chapters 4 and 5

**Week 3**

**July 16      Methods and Methodologies (Part 2)**

- Lecture 5
  - Methodology: Grounded Theory
  - Method: Discourse Analysis
- Workshop: Writing literature reviews

*Required Readings:*

1. **BB:** Kathy Charmaz, Grounded Theory – Read pp. 496-517
2. **BB:** Nelson Phillips & Cynthia Hardy, Discourse Analysis

**July 18      Methods and Methodologies (Part 3)**

- Lecture 6
  - Methodology: Institutional Ethnography/ Standpoint Epistemology
  - Method: Community-Based Research
- Workshop: Mid-Course Review

*Required Reading:* **BB:** Marjorie DeVault and Liza McCoy, Institutional Ethnography

**RESEARCH PROPOSAL DUE 15%**

**PART III: DOING QUALITATIVE RESEARCH**

**Week 4**

**July 23      Doing Research: Key Issues**

- Lecture 7
  - How to read and evaluate qualitative research
  - Haney article: the limits of reflexivity
- Workshop: Key issues in conducting research

*Required Reading:* **BB:** Lynne Haney, *Homeboys, Babies and Men in Suits* – Read the full article (pp. 759-774). Then read the Appendix in detail (pp. 774-776).

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### July 25 Analysis (Part 1)

- Lecture 8
  - Making meaning of your data
  - Korteweg article: content versus discourse analysis
- Workshop: Coding and Memo techniques

#### *Required Readings:*

1. **BB:** Anna C. Korteweg, *The Sharia Debate in Ontario: Gender, Islam, and Representations of Muslim Women's Agency* - Focus on the abstract, methodology, and findings sections.
2. Kristin G. Esterberg, *Qualitative Methods in Social Research* – Read Chapter 8

### **PARTICIPATION WORKSHEET DUE 5%** (complete in-class)

### Week 5

### July 30 Analysis (Part 2)

- Lecture 9
  - Writing up your findings
  - Williams and Wingfield articles: comparing across studies
- Workshop: preparation for term test

#### *Required Readings:*

1. **BB:** Christine L. Williams, *The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions*
2. **BB:** Adia Harvey Wingfield, *Racializing the Glass Escalator: Reconsidering Men's Experiences in Women's Work*

### Aug 1

### **TERM TEST 35%**

*The test will cover all course readings and lectures between July 2 and July 30 inclusive.*

### Week 6

### Aug 6 Data Analysis Workshop

- Common issues in writing research
- Coding and analyzing your raw data

### **DATA ANALYSIS DUE 5%**

### Aug 8

### **Your Research: Next Steps**

- Presenting and Publishing your research
- Opportunity to present your research to the class (optional)

### **RESEARCH PAPER DUE 35%**

*Note: Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.*

## VI. PROCEDURES AND RULES

### 1. Missed tests and assignments

**Accommodation provision:** In general, for missed tests or assignments we follow University policy about accommodation for the following three reasons:

- Illness, or
- Religious observances (i.e., holy days), or <http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>
- Other unplanned circumstances entirely beyond the student's control (e.g., a court subpoena for which you have no option except to show up, a funeral).

Reasons such as “too much work”, technology failure, weddings, or not adding the class in time, are not compelling reasons. For assignments, you are expected to plan ahead.

**Documentation: In all cases, appropriate supporting documentation is required** (e.g., University of Toronto Verification of Illness or Injury form available at: <http://www.illnessverification.utoronto.ca/>, a letter from the college registrar in cases of personal or family crisis, a note from a religious official concerning a holy day, a death certificate, or an accident report).

#### 1a. Missed tests

**Students who miss the mid-term test will be assigned a mark of zero for that test unless they satisfy the following conditions:**

- Only students who miss a test for reasons beyond their control (e.g. illness or an accident – see above) may request special consideration.
- **Within three days** of the missed test, students who wish to write the make-up test must email their TA a written request for special consideration which explains why the test was missed. A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student.
- At the make-up test a student must submit **proper documentation from a physician or college registrar** (see above).
- In the extraordinary and unlikely event that a student misses both the test and the make-up test, for a reason beyond their control, there will not be a third opportunity to write the test. Instead, the student's final grade will be re-weighted based on other assignments in the course.

#### 1b. Late assignments

- You are expected to complete all assignments on time.
- An assignment is considered late if it is not submitted by the due date on the syllabus.
- In order NOT to be considered late, be sure to submit a printed copy of the assignment at the beginning of class. In addition, all assignments should be uploaded on Blackboard before coming to the class.
- You are expected to keep a back-up, hard copy of your assignment in case it is lost.

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### Penalty for late assignments:

- Late assignments will be penalized 5 points on a 100 point scale for each 24 hour period the assignment is late (assignments handed in after class has started will be considered 1 day late). **Under no circumstances will assignments be accepted that are more than five days late.**
- The penalty will run from the moment class starts on the due date to the day it is submitted electronically via Blackboard.
- The penalty period includes weekends and holidays.
- You are still required to submit a hard copy (note that the electronic copy must be identical to any hard copy submitted). Use the dropbox in Room 225 at 725 Spadina Avenue (open 9am-5pm Mon-Fri only), put a date/time stamp on the top page of your paper, put it into the drop box for 300-level courses, then **notify your TA that your paper is there.**

If a student anticipates missing an assignment deadline due to uncontrollable circumstances, he or she should contact the instructor at least 7 days in advance, explain the situation, and request accommodation. A student may be required to submit supporting documentation at the discretion of the instructor. Please note that accommodation will be provided only for those students with compelling reasons. Reasons such as “too much work”, losing a computer file, and technology failure are not compelling reasons. You are expected to plan ahead and leave some extra time in case of problems.

Students who cannot turn in the assignment on time, due to a reason *beyond their control* (e.g. illness) may request special consideration by presenting the documentation to the Instructor.

## 2. Grade Appeals

The instructor and TA take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following procedures:

If it is a mathematical error (e.g., grades on individual components not tallied up correctly) the remedy is easy and can be taken care of expeditiously. Simply alert the professor to the error.

In the case of more substantive appeals, you must:

1. Wait at least 24 hours after receiving your mark.
2. Carefully re-read your assignment, all assignment guidelines and marking schemes, all of the grader's comments, and so forth.
3. Please note that academic scholarship is *merit-based*, *not need-based*. The fact that you feel you want or need a higher grade is not sufficient. You must have good reason to believe you in fact *earned* a higher grade than you were awarded. **All appeals must be received within 30 days of receiving your mark.**

If you wish to appeal, you should submit a written explanation of why you think your mark should be altered to the professor. Please note statements such as “I need a higher grade to apply to X” are not compelling. Also, please note that upon re-grade your mark may stay the same or go up (I will not mark down). Attach your written explanation to your original

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assignment, including all of the original comments. Submit a hardcopy of the package to the instructor right after class or during office hours.

You will receive a response in person about your re-grade within three weeks of handing in your appeal. **Please note all decisions are final.**

### VII. ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see [www.utoronto.ca/academicintegrity/resourcesforstudents.html](http://www.utoronto.ca/academicintegrity/resourcesforstudents.html)).

You are also expected to have read and understood the on-line document "How Not to Plagiarize" (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)

## VIII. STUDENT RESOURCES

**Accessibility services:** The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

**Academic Success Centre ([asc.utoronto.ca](http://asc.utoronto.ca)):** Can't figure out how to organize your time, or meet deadlines, or stay motivated? Stress and overload hitting you at mid-term, or exam time, or all the time? Then the counselling and support at the **ASC** are what you need. This service provides a mix of group and individual instruction, and also a drop-in centre for personal help when you need it.

**U of T Library system ([www.library.utoronto.ca/home](http://www.library.utoronto.ca/home)):** Besides a world of journal articles, millions of books, and excellent computer labs and study space, the amazing U of T Libraries offer classes and individual help on finding the research sources you need. Librarians will show you how to find and use online material efficiently, and can help you decide which sources are suitable for specific projects. Don't be shy about asking! Get to know your college libraries as well as the central ones.

### Writing Resources

- **Writing Centres ([www.writing.utoronto.ca/writing-centres/centres/arts-and-science](http://www.writing.utoronto.ca/writing-centres/centres/arts-and-science)).** Each college has a writing centre, where specialized instructors are available to work with you individually as you plan, draft, and revise your writing in any subject area. Make appointments early if you can, using the online booking system (<https://awc2.wdw.utoronto.ca/awc-login/>); there's a wait list function too.
- **Writing Plus group sessions ([www.writing.utoronto.ca/news/writing-plus](http://www.writing.utoronto.ca/news/writing-plus))** demonstrate university expectations for written work in many genres and offer sensible advice to get you past common pitfalls. Choose the sessions and times that suit you and enjoy lively talks by experts. No registration is needed.
- **Online Advice Files ([www.writing.utoronto.ca/advice](http://www.writing.utoronto.ca/advice))** on U of T's popular Writing website give university-level answers to questions like how to read critically, how to give references to your research sources, and how to organize a paper without relying on unsuitable high-school formulas. The site also covers practical topics like vocabulary building and note-taking, and it recommends relevant handbooks and other online resources.
- **English Language Learning ([www.artsci.utoronto.ca/current/undergraduate/ell](http://www.artsci.utoronto.ca/current/undergraduate/ell))** offers guided practice for all Arts and Science students on the kinds of reading, writing and speaking you need to do in your undergraduate courses. All activities are free of charge.