

# Intermediate Qualitative Methods

SOC254H1F – LEC0101

Fall 2018

Course Syllabus

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Instructor: Judy Beglaubter

Time: Mondays, 12:00-2:00 PM

Location: SS1085 - Sidney Smith Hall, 100 St. George Street

Office: Room 335, Department of Sociology, 725 Spadina Avenue

Hours: Mondays 10:30-11:30

Tutorial: Mondays 2:00-3:00

Email: [judy.beglaubter@utoronto.ca](mailto:judy.beglaubter@utoronto.ca)

TA: Sebastien Parker-

Course web site: Quercus

[sebastien.parker@mail.utoronto.ca](mailto:sebastien.parker@mail.utoronto.ca)

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The focus of this course is to develop a social context for learning about the interpretive research process. We will go beyond cursory comparisons of the various qualitative methods of data collection to read texts that expose us to the guiding principles and debates of qualitative inquiry. Students will apply these methodological insights as they consider questions of ethics and the role of the researcher – those that are implicated in the research they will themselves conduct. This course has the goals both of supervising and supporting students as they develop methodological skills and carry out an interview project, and providing a forum to analyze the process and meanings of doing qualitative social research. Learning by doing will reveal that the research process does not always unfold smoothly, but that stumbling is a necessary and often valuable tool for meaning-making. Qualitative research, however, must not be taken lightly – there are often serious ethical dilemmas involved, which must be attuned to thoughtfully and respectfully. Throughout the course, the emphasis will be in on creating an atmosphere where ideas are exchanged and research experiences are shared. The goal of this course is to collaboratively develop a thorough understanding and application of qualitative research, as well as encourage reflection about the process of inquiry itself.

## **Pre-Requisite:**

The prerequisite to take this course is SOC204H1. Students without this prerequisite will be removed at any time discovered and without notice.

## **Required Texts:**

- See Quercus for **required readings** available electronically

## Evaluation:

1. Reading Reports – 5% x 4 Due: Sept 17<sup>th</sup>, Sept 24<sup>th</sup>, Oct 22<sup>nd</sup> & Nov 19<sup>th</sup>  
Students write 2 page reports in which they explain the arguments of and engage critically with the week's readings.
2. Interview Approval – 2% \*Pass/Fail Due: September 24<sup>th</sup>  
Students write a ½ -page proposal for their interview assignment discussing participant selection, logistics, and ethical considerations. **You cannot proceed without written approval.**
3. Coding 8% Due: October 15<sup>th</sup>  
Students submit a copy of their interview transcript that has been open- and focused-coded.
4. Literature Review 10% Due: October 29<sup>th</sup>  
Students prepare a preliminary literature review of 4 sources that is organized thematically. 2-3 pages.
5. Preliminary Research Report – 15% Due: November 12<sup>th</sup>  
Students report on some of their individual findings. Must include a summary of participant's narrative and thematic analysis. 3-4 pages.
6. Final Research Paper – 30% Due: December 6<sup>th</sup>  
Students build off and integrate earlier assignments to prepare a detailed research report . Must include an introduction, literature review, methods section, findings, and conclusion. 10-12 pages.
7. Tutorial Participation – 15% (3% x top 5) (See schedule for dates)  
Participation is based on brief written exercises completed in tutorials. Each submission is worth 3% and will help prepare students for their course assignments.

**\*Note: These dates are fixed and non-negotiable - Plan your schedule around them\***

## Course Requirements:

### Assignments

The major assignment for this course is your qualitative interview project. Students will be interviewing a friend or family member who has experienced the process of immigration. Results will be shared in groups of 5-6 so that students can aggregate and analyze the data for their final reports. There are **five (5) components** due at different stages of the research process (see deadlines above). Detailed requirements will be posted on Quercus. Deadlines are strict – you cannot proceed without completing the previous step, and the assignments are **cumulative**, in that you are expected to read and incorporate feedback into future assignments, as applicable. Assignments must be **submitted on the due date, both: 1) via Quercus before class, and 2) in hard copy at the beginning of class.** For more details on accommodation/late policies, see below.

### Participation

**Tutorial attendance is mandatory.** Sessions are designed to enhance your comprehension of the lecture material and readings, and to develop key skills required for successful completion of course assignments and tests. Students who do not attend will receive an automatic grade of zero for each exercise missed. There is no late policy for this component of the course.

## Course Schedule:

NB: Every attempt will be made to follow this schedule, but it may be changed at the discretion of the instructor

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| <p>Class 1<br/>September 10<sup>th</sup></p> <p><b>Tutorial 2-3</b></p> | <p><b>Introduction to Course &amp; Qualitative Social Research</b></p> <ul style="list-style-type: none"> <li>• Goodwin, J &amp; R. Horowitz. 2002. "The methodological strengths and dilemmas of qualitative sociology." <i>Qualitative Sociology</i> 25: 33—47</li> <li>• Small, M. L. 2009. "'How many cases do I need?' On science and the logic of case selection in field-based research." <i>Ethnography</i> 10(1): 5-38</li> </ul>  |
| <p>Class 2<br/>September 17<sup>th</sup></p> <p><b>Tutorial 2-3</b></p> | <p><b>Ethics &amp; The Role of the Researcher</b></p> <ul style="list-style-type: none"> <li>• Allen, C. 1997. "Spies Like Us: When Sociologists Deceive their Subjects." <i>Lingua Franca</i> 7(9): 31-39</li> <li>• Huisman, K. 2008. "'Does This Mean you're Not Going to Come Visit Me Anymore?' An Inquiry into an Ethics of Reciprocity and Positionality in Feminist Ethnographic Research." <i>Sociological Inquiry</i> 78(3): 372—396</li> <li>• <b><u>Due:</u> Reading Report #1</b></li> </ul> |
| <p>Class 3<br/>September 24<sup>th</sup></p> <p><b>No Tutorial</b></p>  | <p><b>Rapport &amp; Reflexivity</b></p> <ul style="list-style-type: none"> <li>• Horowitz, R. 1986. "Remaining an Outsider: Membership as a Threat to Research Rapport." <i>Urban Life</i> 14 (4): 409—30</li> <li>• Blee, K. M. 1998. "White-Knuckle Research: Emotional Dynamics in Fieldwork with Racist Activists." <i>Qualitative Sociology</i> 21(4): 381-399</li> <li>• <b><u>Due:</u> Reading Report #2</b></li> <li>• <b><u>Due:</u> Interview Approval</b></li> </ul>                           |
| <p>Class 4<br/>October 1<sup>st</sup></p> <p><b>Tutorial 2-3</b></p>    | <p><b>Interviewing</b></p> <ul style="list-style-type: none"> <li>• Roulston, K., K. deMarrais &amp; J. B. Lewis. 2003. Learning to interview in the social sciences. <i>Qualitative Inquiry</i> 9(4) 643-668</li> <li>• Hermanowicz, J.C. 2002. "The great interview: 25 strategies for studying people in bed." <i>Qualitative Sociology</i> 25(4): 479—99</li> </ul>   |
| <p>October 8th</p>  | <p><b>Thanksgiving – No Class</b></p>   |
| <p>Class 5<br/>October 15<sup>th</sup></p> <p><b>Tutorial 2-3</b></p>   | <p><b>Coding &amp; Sense-Making</b></p> <ul style="list-style-type: none"> <li>• Charmaz, K. 2012. "The Power and Potential of Grounded Theory." <i>Medical Sociology Online</i> 6(3): 1-15</li> <li>• Boeije, H. 2002. "A Purposeful Approach to the Constant Comparative Method in Analyzing Interviews." <i>Quality and Quantity</i> 36(4): 391-409</li> <li>• <b><u>Due:</u> Coding (To be completed in class &amp; tutorial)</b></li> </ul>  |

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| <p>Class 6<br/>October 22<sup>nd</sup></p> <p><b>Tutorial 2-3</b></p>   | <p><b>Reflexive Analysis</b></p> <ul style="list-style-type: none"> <li>• Barton, B. 2011. "My auto/ethnographic dilemma: Who owns the story?" <i>Qualitative Sociology</i> 34(3): 431–445</li> <li>• McCorkel, J &amp; K. Myers. 2003. "What Difference Does Difference Make? Position and Privilege in the Field," <i>Qualitative Sociology</i> 26(2): 199-231</li> </ul> <p>• <b><u>Due:</u> Reading Report #3</b></p>  |
| <p>Class 7<br/>October 29<sup>th</sup></p> <p><b>Tutorial 2-3</b></p>   | <p><b>Reporting Research</b></p> <ul style="list-style-type: none"> <li>• Pratt, M. G. 2009. "For the Lack of a Boilerplate: Tips on Writing up (and Reviewing) Qualitative Research." <i>Academy of Management Journal</i> 52(5): 856-62</li> <li>• Roulston, K. 2010. "Considering quality in qualitative interviewing." <i>Qualitative Research</i> 10(2): 1-30</li> </ul> <p>• <b><u>Due:</u> Literature Review</b></p>  |
| <p>November 5<sup>th</sup></p>  | <p><b>Reading Week – No Classes</b></p> <p><i>Note: The drop date for this course is November 5<sup>th</sup></i></p>   |
| <p>Class 8<br/>November 12<sup>th</sup></p> <p><b>No Tutorial</b></p>   | <p><b>Group Share</b></p> <ul style="list-style-type: none"> <li>• <b><u>Due:</u> Preliminary Research Report</b></li> </ul>   |
| <p>Class 9<br/>November 19<sup>th</sup></p> <p><b>Tutorial 2-3</b></p>  | <p><b>Comparing Qualitative Methods</b></p> <ul style="list-style-type: none"> <li>• Barbour, R.S. 1998. "Mixing Qualitative Methods: Quality Assurance or Qualitative Quagmire?" <i>Qualitative Health Research</i>, 8(3): 352–61</li> <li>• Atkinson, P.&amp; A. Coffey. 2003. "Revisiting the Relationship between Participant Observation and Interviewing." In <i>Inside Interviewing</i>. J. F. Gubrium and J. A. Holstein (eds). Thousand Oaks, CA: Sage</li> </ul> <p>• <b><u>Due:</u> Reading Report #4</b></p> |
| <p>Class 10<br/>November 26<sup>th</sup></p> <p><b>Tutorial 2-3</b></p> | <p><b>Comparing Qualitative Methodologies</b></p> <ul style="list-style-type: none"> <li>• Iddo Tavory and Stefan Timmermans. 2009. "Two Cases of Ethnography: Grounded Theory and the Extended Case Method." <i>Ethnography</i> 10 (3): 243-263</li> <li>• Duneier, M. 2002. "What Kind of Combat Sport is Sociology?" <i>American Journal of Sociology</i> 107(6): 1551-1576</li> </ul>  |
| <p>Class 11<br/>Dec 3<sup>th</sup></p> <p><b>No Tutorial</b></p>        | <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• <b><u>Due:</u> Final Research Paper</b></li> </ul>   |

## Course Policies:

### Attendance

Students are responsible for attending every lecture. I strongly recommend that you read the required material before coming to class – you will better understand both the lecture and the readings if you do. Missing a class means you will likely miss important information necessary for the completion of assignments and the opportunity for feedback on your progress. Some assignments will be completed in lecture. The same deadlines apply even if students miss a class.

### Classroom Etiquette

Students are expected to arrive at class on time. Laptop usage is allowed, but should be used for notes only. Other uses will result in the student being required to turn off the laptop. Videotaping and recording lectures is strictly forbidden without written permission.

### Electronic Communication and Electronic Learning Technology

Email communication is rapid, convenient, and efficient – and you are encouraged to use it to enhance your learning and experience in the course – according to the following rules:

- Emails from students will generally be answered within 48 hours of receipt
- Assignments will not be accepted via email. See above for how to submit them
- All course communication should be conducted through your utoronto account, include the course code in the subject line, and be signed with your full name and student number
- Treat emails like any professional communication: Proofread and use appropriate language
- Email communication is appropriate for asking brief, clarifying questions about course material or assignments. Lengthier questions should be asked during office hours
- Readings and other course information will be posted on Quercus - students are responsible for checking it regularly

### Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** for the detection of plagiarism. All submitted papers will be included as source documents in the **Turnitin.com** reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the **Turnitin.com** service are described on the **Turnitin.com** web site.

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) **unless a student instead provides, along with their position paper**, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

### Late Assignments

Assignments are due at the beginning of class on the specified date, in hard copy. **Late assignments will be penalized 5% per 24 hour period.** The penalty will run from the time the assignment was due until the time it is submitted to the instructor – in person or via Quercus – not the department office staff, to other instructors, or by email. The penalty period **includes weekends and holidays.** Assignments that are more than 8 days late will not be accepted. Accommodations can be provided

for reasons beyond the student's control. Excuses such as "too much work", technology failure, attending a wedding, family vacation, or not adding the class in time will not be considered to be beyond a student's control. To request accommodation for a late assignment you must contact the instructor and follow these steps:

- In case of **illness**, you must supply a completed **Verification of Student Illness** or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is acceptable but **MUST** contain the start and anticipated end date of the illness. The documentation must be placed in a sealed envelope, addressed to the instructor, and submitted with your work
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work
- Time-stamp and drop off a hard copy in the **2<sup>nd</sup> year drop box** - room 225 at the Sociology department (725 Spadina Ave.) Late assignments will not be accepted by email.

### Grade Appeals

Instructors and teaching assistants take the marking of assignments very seriously and 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 steps:

1. Wait at least 24 hours after receiving your mark
2. Carefully re-read your assignment, the requirements and the grader's comments
3. Address your concerns with the TA within 2 weeks
4. Should you wish to contest further, you need to indicate in a typed document submitted to the instructor along with the original hard copy (with marker's comments) why you believe the grade was inappropriate. Your mark may go down, stay the same, or go up.

### Academic Integrity

According to Section B of the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.utoronto.ca/govcncl/pap/policies/behaveac.html>) which all students are expected to know and respect, it is an offence for students to:

- To use someone else's ideas or words in their own work without acknowledging that they are not their own with a citation and quotation marks, i.e. to commit plagiarism
- To include false, misleading or concocted citations in their work
- To obtain or provide unauthorized assistance on any assignment
- To falsify or alter any documentation required by the University

There are other offences covered, but these are the most common. Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behaviour on Academic Matters" in the Calendar of the Faculty of Arts and Science for more information on penalties and risks.

### Writing Assistance

How you communicate your ideas is just as important as your grasp on the material. You must also pay close attention to style, mechanics, and proper referencing. For individualized support and assistance with writing, please contact one of the University of Toronto writing centres to make an appointment see: <http://www.writing.utoronto.ca/writing-centres/learning>.

### Accessibility

Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978 8060 or <http://www.accessibility.utoronto.ca/>

### Equity & Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.