

Sociology 204H1F LEC0101
Summer 2020
Introduction to Qualitative Methods in Sociology
Scheduled Times: Tuesdays and Thursdays 12 pm to 3 pm

Instructor: James Lannigan
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TA: René Bogović
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Office hours: 1-2pm on Wednesdays and Fridays via Blackboard Collaborate

Course Description

In this course, you will become familiar with how and why social research is done and develop the skills necessary to evaluate and design qualitative research studies. In the first part of the course, you will confront issues regarding the nature of qualitative research design. In the second part we will complete our survey of qualitative methods, concluding with your final project submissions. As with any skill, learning how to conduct social research requires practice, and this course will give you hands-on experience so you will gain competence in the logic of qualitative research.

The prerequisite to take this course is SOC101Y1, or a combination of SOC102H1+ SOC103H1, SOC102H1+ SOC150H1, SOC103H1+ SOC150H1, or SOC100H1+ SOC150H1. Students without this prerequisite can be removed at any time without notice.

Course Goals

After completing this course, students should be able to:

- Create thoughtful, qualitative research questions
- Describe, develop, and evaluate qualitative research methodologies
- Code, analyze, and synthesize insights from collected qualitative data

Requirements and Grading

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|---|------------|
| Scaffolding assignments | 30% |
| Pick a population – May 14 | (5%) |
| Data collection – May 19 | (10%) |
| Preliminary data analysis – May 28 | (15%) |
| Reading comprehension quizzes (throughout) | 50% |
| Analysis & Write-Up (June 11) | 20% |

Course Schedule

Subject to change at the discretion of the course instructor

| Date | Topic | Readings | Assignments due/important tasks | Tutorial material |
|--------|-------------------------------------|---|--|---|
| May 5 | Introduction | N/A | Become acquainted with webpage layout and syllabus | No tutorials |
| May 7 | What is qualitative sociology? | Goodwin, Jeff and Ruth Horowitz. 2002. "Introduction: The Methodological Strengths and Dilemmas of Qualitative Sociology." <i>Qualitative Sociology</i> , 25(1), 33–47. | Introduction to major assignment and minor assignments | Pick a population |
| May 12 | Grounded theory | Corbin, Juliet, and Anselm Strauss. 1990. "Grounded Theory Research: Procedures, Canons, and Evaluative Criteria." <i>Qualitative Sociology</i> 13(1):3-21 | RCQ 1 (5%) | Learn how to collect data |
| May 14 | Case studies | Baxter, Pamela and Susan Jack. 2008. "Qualitative case study methodology: Study design and implementation for novice researchers." <i>The Qualitative Report</i> 13(4): 544-559. | Pick a population (5%) RCQ 2 (5%) | Learn how to format data |
| May 19 | Ethics | Taylor, Judith and Matthew Patterson. 2010. "Autonomy and Compliance: How Qualitative Sociologists Respond to Institutional Ethical Oversight." <i>Qualitative Sociology</i> 33: 161-183. | Data collection (10%) RCQ 3 (5%) | Developing a research question part 1 |
| May 21 | Content analysis | Hsieh, Hsiu-Fang and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." <i>Qualitative Health Research</i> 15(9):1277-1288 | RCQ 4 (5%) | Learn how to perform content analysis |
| May 26 | Instructions for final paper | Read the instructions posted on Quercus | RCQ 5 (5%) | Check-in to see how your coding is going so far |
| May 28 | Interviewing | Pugh, Allison. 2013. "What good are interviews for thinking about culture? Demystifying interpretive analysis." <i>American Journal of Cultural Sociology</i> 1(1): 42-68. | Preliminary data analysis (15%) RCQ 6 (5%) | Developing a research question part 2 |
| June 2 | Focus groups | Taylor, Judith, Josee Johnston, and Krista Whitehead. 2016. "A | RCQ 7 (5%) | Developing themes and findings |

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| | | Corporation in Feminist Clothing? Young Women Discuss the Dove "Real Beauty" Campaign. <i>Critical Sociology</i> 42: 123-144. | | |
| June 4 | Ethnography | Burrowoy, Michael. 1998. "The Extended Case Method." <i>Sociological Theory</i> 16: 4-33 | RCQ 8 (5%) | Developing a methods section |
| June 9 | Mixed methods | Lannigan, James. 2020. "Making a space for taste: Context and discourse in the specialty coffee scene." <i>International Journal of Information Management</i> 51, 101987. | RCQ 9 (5%) | Developing introduction and conclusion section |
| June 11 | Analysis and evaluation | Duneier, Mitchell. 2002. "What kind of combat sport is sociology?" <i>American Journal of Sociology</i> 107(6): 1551-1576. | Analysis and write up (20%) RCQ 10 (5%) | No tutorials |

Course Policies

Course Website

The course website on Quercus is available at <https://q.utoronto.ca/>. The site will contain the course syllabus, all handouts, links of interest and course announcements. Students are responsible for the content of all course materials. You will also find all of the above readings available here as well.

Course Expectations

This course will be conducted remotely via the use of Quercus, Blackboard Collaborate, Microsoft Powerpoint, and Skype. It is necessary for you to familiarize yourself with these platforms in order to contact the instructor or TA, and to receive the course content. Lectures will be conducted asynchronously. They will be posted as Microsoft Powerpoint files (.pptx) at 12pm on Tuesdays and Thursdays. It is your responsibility to download these files, listen to them at a time of your choosing, and give them the same attention as you would in a regular in-person lecture. Anticipate that each of these files will require two hours of your attention.

The tutorial workshop for this course will also be held asynchronously, with our TA, René Bogović, posting video files on Quercus by 11am on Wednesday and Fridays. Again, it is your responsibility to download these files, listen to them at a time of your choosing, and give them the same attention as you would in a regular in-person tutorial workshop. Anticipate that each of these files will require one hour of your attention.

This course will also feature weekly reading comprehension quizzes which will be available to you on Quercus. It is your responsibility to complete these quizzes prior to 12pm on the scheduled lecture date.

Email

When contacting your professor or TAs, use your utoronto.ca e-mail address only. We will not respond to Quercus e-mails. Please also include "SOC204" and a brief description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 72 hours, during the workweek (i.e. Monday through Friday, between 9am-5pm). Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should schedule an appointment with the appropriate TA or the professor.

Late Assignments

Unless otherwise specified, all assignments must be submitted on Quercus **before the beginning of class (i.e. by 12pm)** on the due date provided. Since the scaffolding assignments are low-stakes (<15% each) and designed to keep students on task with the larger course project, **late submissions will not be accepted and grades will not be reweighed to earlier or later assignments.**

For the final project submission, late assignments will be penalized 10 percentage points per day (starting at 12:01pm on the due date), including weekend days. Work handed in late should be submitted to Quercus per usual. **Late assignments will not be accepted via email, and assignments later than 5 days will not be accepted.**

Requests for Extensions

Students are responsible for submitting term work in accordance with the timeline outlined on the course schedule. Requests for extensions **will not** be considered within 72 hours of an assignment deadline, with the exception of students experiencing serious illness and/or unforeseen circumstances (such as a death in the family). In these cases, students are expected to contact the professor at the earliest available opportunity, so that accommodations can be arranged. It is additionally advised that students take the proactive step of contacting their college Registrar.

Missed Quiz

Students who miss a reading comprehension quiz will be assigned a grade of 0. Absences must be declared on ACORN. A make-up quiz will be scheduled for one week from the original test date. Makeup tests will cover the same content as the original test. Students who do not complete the scheduled make-up test will receive a grade of 0.

Re-Grading Assignments

All requests for re-grading course assignments should be made to your TA within **one week** of the date when the assignments are returned to the class. A short memo that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment **must** be submitted to your TA. No re-grading requests will be considered if they are submitted more than one week after the assignments are

returned to the class. This deadline applies to all students including those who missed the class when the assignments were returned.

Turnitin.com

Normally, students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described at

<http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/conditions-use.htm>

Assignments not submitted through *Turnitin* will receive a grade of zero (0%) **unless a student instead provides, along with their assignment**, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submitted was 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.

Writing Centres

All students are encouraged to visit and make use of the available writing centres. Writing tutors may help you brainstorm ideas, develop a thesis, structure and organize your paper, present your evidence effectively, argue logically, cite appropriately and express yourself clearly and concisely. However, proofreading and copyediting for spelling, grammar, or format are not within the primary scope of the writing centres. Please visit <http://www.writing.utoronto.ca/writing-centres/arts-and-science>

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible. **If you are registered with Accessibility Services, please forward your accommodations paperwork to the professor within the first two weeks of the course so that arrangements can be made.** Accommodations must be requested and arranged for each course assignment/test/exam for which they are sought. Accommodations will not be implemented retroactively.

Academic Integrity/Academic Misconduct

The University of Toronto treats academic integrity and academic misconduct very seriously. To participate honestly, respectfully, responsibly, and fairly in the academic community at U of T, you should familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>).

In addition, students should acquaint themselves with the rules concerning plagiarism and other forms of academic misconduct, including but not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.

- Copying material word-for-word from a source without quotation marks.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including (e.g.) working in groups on assignments that are supposed to be individual work
- Lending your work to a classmate who submits it as his/her own.
- Letting someone else look at your answers on a test.
- Falsifying or altering any documentation required by the University.