

QUALITATIVE RESEARCH METHODS IN SOCIOLOGY
SOCY 420- FALL SEMESTER 2020
VIA SYNCHRONOUS (LIVE) ZOOM MEETINGS
TUESDAYS AND THURSDAYS 3:30 PM-4:45 PM

PROFESSOR: DR. DAWN M. DOW
OFFICE HOURS 12 PM TO 1 PM TUESDAY AND THURSDAYS

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COURSE DESCRIPTION

Why do we use qualitative research methods? What kinds of questions should we answer with these methods? What are different types of qualitative research methods? How do we conduct content analysis and in-depth interviews? How do we conduct ethical research? How does our background influence what we can learn from others? How do we analyze our data and write it up in a paper?

This course explores the questions described above. Students will use their sociological imaginations and become sociological detectives to explore research questions of their design independently. The readings have been selected to give you examples of how to do qualitative research and what we can learn from qualitative research, both empirically and theoretically. The texts have also been selected to explore dilemmas qualitative researchers confront, such as how to conduct research ethically and how their background influences their findings and analysis. Ultimately, knowing how to collect data, analyze it, and present it to others, are skills that are extremely valuable in the “real world.”

Conducting qualitative research is labor, time, and writing-intensive. It takes time to collect data, critically analyze data, write-up preliminary memos, and then complete a final paper. Through your research projects, you may learn things that confirm your hunches about ‘how things work’, but you should also be prepared to encounter things that challenge those hunches.

COURSE OBJECTIVES

By the end of the course students will learn how to:

1. Observe their social world carefully and systematically, with an understanding of how one's social identities (race, class, gender, etcetera) can impact data collection and analysis.
2. Understand how and why to use content analysis and in-depth interviews, among other qualitative research methods.
3. Understand and identify ethical issues in engaging in qualitative research.
4. Learn how to conduct content analysis and in-depth interviews.
5. Collect/Record and organize data from their content analysis and interviews.
6. Analyze data, think inductively, and write-up their findings and analysis in a well-written and organized report.

WE ARE NOT IN NORMAL TIMES

This semester is not normal. All of us are dealing with additional stress and anxiety. I want to let you know that I am very open to being flexible if life events arise that make it harder for you to keep up with the class. Such events might include things happening to you personally or things happening to family members. I want to do what I can to support you, but I need to know about a problem when it starts, not after it has already derailed your ability to keep up with the class. I don't need to know the details. Whatever you are comfortable telling me is fine. Letting me know sooner rather than later, though, is key. I'm in a much better position to help you and make accommodations if you tell me when the problem arises. I know students are often very reluctant to share when they are having problems, but it is much harder and often not possible to help if you wait until the end of the term. You can email me or come to office hours.

REQUIRED BOOKS AND TEXTS

All course materials will be posted to the course website on elms. You do not need to buy any books, but if you own a voice recorder or, if your phone allows you to record voice memos, you may want to use one of these devices for your interviews.

CLASS FORMAT

The class will meet synchronously twice a week via zoom for one hour and fifteen minutes (discussions in real-time at the scheduled class time). You were sent a zoom link with a password to enter the class. I will admit you as you arrive from the virtual waiting room so please try to arrive a few minutes early, so the class can start on time. Classes will be comprised of a brief recap of what was covered in the prior class, discussion of the readings assigned for the day, and in-class activities that allow you to apply what you have learned in the readings. During the first third of the semester, on average, you will have two readings per week. During the last two-thirds of the semester, as you begin conducting your independent research projects, you will more often be assigned one reading a week, with more time devoted to work-shopping your data and analysis. We will also meet less frequently to provide time for data analysis and collection. Students will share their findings from their Content Analysis and/or Interview Project Paper Projects in a brief 5-7 minute presentation in the last two classes.

DISCUSSION GROUND RULES AND CHALLENGING TOPICS

At times this course will address challenging topics such as income inequality, race, racism, gender, sexism, sexual violence, sexual orientation, and homophobia, among others. During our class discussions, difficult topics will likely be raised as examples from your peers and by me to illustrate specific concepts, methods, or theories. Having conversations about these topics, particularly in diverse groups, can be difficult and downright scary! It is something that most people avoid because it can produce strong feelings and opinions. We are afraid that we will offend someone, be offended, or use the wrong terminology. We are concerned that people will not understand our true meaning(s). Differences in outlook will inevitably rise to the surface. There is no sugar-coating it - these discussions can be hard. That confirms that it is crucial that we learn about these issues and apply our keen analytical mind to them. Specific subjects may be particularly challenging for some people to discuss with others. I can't predict what those topics might be for you. If there is a subject that you are uncomfortable discussing in class, please let me know, and we can make arrangements for you to complete the work. As a class, we will endeavor to engage in discussion and debate on these topics with sensitivity. If you feel you aren't able to discuss difficult issues with respect and tolerance, you may wish to reconsider taking this class.

OFFICE HOURS

I would like to meet with each of you in office hours once. Office hours are a great opportunity to ask additional questions about the course and discuss your research projects and educational career goals. If you cannot make my scheduled office hours, please email me to set up a different time to meet.

CONTACTING ME

I am available over email if you need to contact me. Please refer to the course name and topic of your email (420: TOPIC OF EMAIL) in the subject line of your message. You should expect to wait **at least 24 hours** to hear back from me. If you email me on Friday or over the weekend, please do not expect a response until Monday. Please use professional language, tone, and style in your correspondence. For example, don't use texting language. DO use standard greetings- Dear Dr. Dow/Prof. Dow.

COURSE WEBSITE

There is an elms site for this course. You should follow it regularly. Enrolled students automatically have access to the site. Please notify me if you cannot access the site. I will use the elms site to update the syllabus, make announcements, collect and grade assignments, and post additional readings and resources.

GRADING AND COURSE REQUIREMENTS

The course assignments are varied and aimed towards helping you achieve the learning objectives listed above. Your final grade will be calculated according to the following charts:

A 93-100 | A- 90-92 | B+ 88-89 | B 83-87 | B- 80-82 | C+ 78-79 | C 73-77 | C- 70-72 | D 60-69 | F below 60

*Please note: If you seek to contest a grade, you must **wait 48 hours** and do so in writing, explaining in specific and substantive terms why you think your grade should be reconsidered. You must submit grade contestations within one week of the assignment being returned. Upon review, your grade may be adjusted up, down, or remain the same. *

PERCENTAGE BREAKDOWN OF GRADING	
Class Participation (Peer Reviews, Synchronous Online-class Workshops and Activities, and Discussion Board Posts)	10%
Reading Response Papers (8 out of 12 including one for each unit)	20%
Content Analysis Project <ul style="list-style-type: none"> ▪ Project Proposal (10pts) ▪ First Set of Field Notes (20pts) ▪ Preliminary Analytical Memo (<i>for in-class peer editing workshop</i>) (20pts) ▪ Final Paper (40 pts) ▪ Complete Coded Data Portfolio- 3 sets of field notes (10 pts) 	30 %
Interviewing Project <ul style="list-style-type: none"> ▪ Project Proposal (10 pts) ▪ First Interview Transcript (20pts) ▪ Preliminary Analytical Memo (<i>for in-class peer editing workshop</i>) (20pts) ▪ Final Paper (40 pts) ▪ Complete Coded Data Portfolio (10 pts) 	30%
Class Presentation	10%

COURSE REQUIREMENTS

CLASS PARTICIPATION: _____ **Total 10%**

Your **active** and **engaged** participation in class sessions is absolutely essential! Therefore, class attendance and participation will count for a total of 10% of your final grade. There are several things taken into consideration when assigning participation grades. All students are expected to be active, attentive, and respectful members of the class and to participate in class discussions and activities. **This means coming to class prepared, having completed readings, ready to discuss and apply course materials, and ready to share your thoughts, questions, and observations about the readings.** Also, while I know it is tempting to multi-task, all students are expected to limit other digital distractions while attending class.

Attendance is Expected. I will take attendance at each class. Students are expected to arrive on time and stay for the entire class period. Unexcused absences can significantly impact your grade as some of the materials covered in class will not be in the readings, and there are class activities for which your participation is essential. Multiple and/or prolonged absences that prevent completion of major assignments will require 1) written documentation from an appropriate health care provider/organization or 2) advance written notice in the case of a religious observance or university-sanctioned event. Whenever you miss a class, it is your responsibility to catch up on the material covered in class. I would

encourage you to start by reviewing the course power points and exchanging email addresses with at least two classmates that you can turn to in the case of an absence.

ASSIGNMENTS

RESPONSE PAPERS (8 OF 12 AND A MINIMUM OF ONE PAPER PER UNIT) TOTAL 20%

Over the semester, you will read 12 examples of empirical research using qualitative research methods. **You must turn in Response Papers for 8 of the 12 eligible readings (designated on the syllabus as RR1 through RR12).** You also must submit a Response Paper for each of the 4 class units. The purpose of Response Papers is to expose you to a range of research projects using qualitative methods, to learn how questions are structured, how methods are implemented, and how data is collected and analyzed. The aim of these assignments is also to get you to think about your own research project. These assignments are also meant to encourage you to read the course materials.

Your Response Papers can be no longer than one double-spaced page written in 12pt font, with 1-inch margins. Response Papers should contain the following three parts:

1. A concise summary of the research question(s) and methods. (1 paragraph) Ex: Through interviews and participant observation conducted by herself and two research assistants, Lareau studied how Black and White working and middle-class parents approach raising their children and reproducing their class status. She conducted n# interviews and observed n# families over y time frame. She found that middle-class parents used x approach, which is characterized by a, b, and c. By contrast, working-class parents used y approach, which is characterized by d, e, and f. **Note: This paragraph is worth more and should be longer than paragraphs 2 and 3.**
2. A brief response to the article. (1 paragraph) You might comment on something you found interesting or that you learned from the reading. You might also comment on how this reading will inform your research project or how it connects to some aspect of your personal experience.
3. Any questions about the reading or something you would like discussed in class related to the methods, finding, analysis, or something you think the reading gets wrong/right and why.

RESPONSE PAPER GRADING

✓+ = 95 (A)	✓+/ ✓ =90 (A-)	✓= 88 (B+)	✓/✓-= 85 (B)	✓- = 80 (B-)	✓-/✓- = 78 (C+)*
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***Please note I reserve the right to assign grades lower than this scale shows**

LATE RESPONSE PAPERS ARE NOT BE ACCEPTED. A RESPONSE PAPER FOR EACH UNIT MUST BE COMPLETED OR THE OVERALL RESPONSE PAPER GRADE IS LOWERED BY 1/3 A LETTER GRADE.

INDEPENDENT RESEARCH PROJECTS

This semester you will conduct two independent research assignments: one using content analysis and one using interviews. I have spaced the components of these assignments out over the semester so that you can get feedback from your peers and from me though peer-review and during in-class workshops. It is impossible to cram this work into a weekend or pull a dreaded all-nighter at the last minute. Some of our class sessions will be conducted as work sessions where you will swap your newly collected data and discuss it with each other. You will also engage in other smaller assignments and in-class activities to build your qualitative toolkit. I will grade this work on both process (your research proposal and collecting and analyzing data) and product (your presentation of the research in two papers and one presentation).

CONTENT ANALYSIS PAPER PROJECT**TOTAL 30%**

The purpose of this assignment is to give you hands-on experience doing content analysis. You will choose one type of document focused on a topic to answer a specific research question. You will develop a selection criterion that will be used to select 15-20 documents that will comprise your sample. Before choosing your documents, you will submit a research proposal describing your research question and the type of documents you will be examining. You will also explain how you will select documents to include in your sample. Your total sample size should be between 15-20 documents. We will discuss your preliminary coding of these documents during “in-class” activities, so it is important that you are able to save them as pdfs to be uploaded to elms for peer review activities. These documents will be the data you analyze to write your paper, so it is extremely important that you take the necessary time to collect them, code them, and upload pdfs to the assignment portal.

INTERVIEW PAPER PROJECT**TOTAL 30%**

The purpose of this assignment is to give you hands-on experience doing interviews. You will interview two adults (age 18 or older) with the aim of answering a research question of your choosing. Each interview should last between 15 to 30 minutes. Before conducting your interviews, you will submit a research proposal describing your research question, method(s), description of potential participants, and a preliminary description of your interview questions. This project can be related to your content analysis project or can be something different.

- These interviews must be conducted over the telephone, or via video conferencing platforms such as Skype, zoom, google hangouts, webchat etcetera, and observing social distancing rules related to COVID-19. **They cannot be conducted over email or in-person.**
- Each interview should last between a minimum of 15 minutes and a maximum of 30 minutes.
- You should expect to write **4-7 single-spaced page** transcripts for each 15 to 30-minute interview that you conduct. These transcripts will be the data you analyze to write your paper, so it is extremely important that they are comprehensive and detailed.

PAPER FORMATTING: Papers should be **5-7 double-spaced pages**, written in 12pt font, with 1-inch margins.

PAPER SUBMITTING: Papers must be uploaded to elms with a complete data portfolio.

LATE PAPERS: Will be penalized a full letter grade (A to B) each day late. After 4 days, late papers will not be accepted. The penalty begins 10 minutes after the assignment is due.

RESEARCH PRESENTATION**TOTAL 10%**

On the last two days of class, you will present findings from one of your research projects in a short presentation (5-7 minutes). In this presentation you will describe your research question, the method(s) you used to collect data, ethical considerations, your findings, your conclusions, and what you would do differently.

USE OF TURNITIN

For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#).

MAJOR DUE DATES
(EXCEPT RESPONSE PAPERS AND FINAL PRESENTATIONS)

September 17	Content Analysis (C.A.) Project Proposal.
October 6	First Set of Coded Documents
October 15	C.A. Analytical Memo
October 29	C.A. Final Paper (with Complete Coded Data Portfolio)
November 10	Interview Paper Project Proposal
November 19	First Interview Transcript
December 3	Interview Analytical Memo
December 14	Interview Final Paper (with Complete Coded Data Portfolio)

**LATE PROJECT PROPOSALS, FIELDNOTES, TRANSCRIPTS, AND ANALYTICAL MEMOS
WILL NOT RECEIVE CREDIT. IF TIME PERMITS, I WILL GIVE YOU FEEDBACK.**

-----**COURSE & UNIVERSITY OF MARYLAND CAMPUS POLICIES**-----

ACCOMMODATIONS

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis.

Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

Disability Support Services (DSS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact Disability Support Service at [301.314.7682](tel:301.314.7682), or dissup@umd.edu. More information is available from the [Counseling Center](#).

After receiving an Accommodations Letter from DSS, as a student you are expected to meet with me, your course instructor, in person, to provide me with a copy of the *Accommodations Letter* and to obtain my signature on the *Acknowledgement of Student Request* form. You and I will discuss a plan for how the accommodations will be implemented throughout the semester for the course.

ACADEMIC INTEGRITY

The University of Maryland has a nationally recognized Code of Academic Integrity. The Code sets standards for academic integrity at Maryland for all undergraduate and graduate students.

There are many ways that academic dishonesty can manifest in a University setting. The Code of Academic Integrity defines four major types of Academic Dishonesty, as described below.

CHEATING: fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or intentionally using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise.

FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic course or exercise.

FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.

PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic course or exercise.

As a student you are responsible for upholding these standards in your courses. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The UMD Student Honor Council (<http://www.shc.umd.edu/SHC/Default.aspx>) has detailed information.

By turning in assignments you are consenting to the Honor Pledge. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/ examination.

RELIGIOUS OBSERVANCES

Notify me in advance of any absence due to a religious observance before the end of the schedule adjustment period. This information should be shared in office hours, not in the classroom. The University of Maryland provides that “[s]tudents shall not be penalized because of observances of their religious holidays and shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.”

----- **COURSE SPECIFIC POLICIES** -----

DIGITAL ETIQUETTE

To prevent undue distractions and encourage a participatory and respectful classroom environment, please refrain from engaging in digital multitasking during our class meetings. Research shows that using cell phones or surfing the web while engaging in a class often detracts from the learning environment.

COURSE OUTLINE AND READING SCHEDULE

I have outlined the readings and assignments in the syllabus before the start of the term, but I may modify the syllabus if the need arises. Please note all readings should be completed by the date listed.

Week One

UNIT ONE-OVERVIEW OF QUALITATIVE RESEARCH METHODS

Why do Qualitative Research and What are different types of Qualitative Research Methods?

Our goal for the first unit is to have several brief introductions. We will be introduced to each other. We'll be working together throughout the semester in large and small groups, so it is important that we get to know one another. I will give you an introduction to the course by providing an overview of the goals and the course assignments. We will be introduced to the idea of being a sociological detective. We will also be introduced to why we do qualitative research and different kinds of qualitative research methods.

Sept 1: Class 1: Introduction

Course Overview. Ice Breaker. Examining the taken for granted.

Sept 3: Class 2: Giving Voice and Questioning "Objectivity"

Sandra Harding. 1998. Introduction: Standpoint Theory as a Site of Political, Philosophic, and Scientific Debate in *The Feminist Standpoint Theory Reader*.

Week Two

Sept 8: Class 3: Content Analysis

Kelley Massoni. 2004. "Modeling Work." *Gender & Society*. Vol 18. 1 47-65 **RR1**

Sept 10: Class 4: Participant Observation/ Ethnography

Gretchen Purser. 2016. "The Circle of Dispossession." *Critical Sociology*. Vol. 42:3 393-415 **RR2**

Week Three

Sept 15: Class 5: Interview

Jessica Vasquez. 2010. Blurred Borders For Some But Not "Others" *Sociological Perspectives*. Vol. 53:1 45-72 **RR3**

Sept 17: DUE: One Paragraph Proposal for Content Analysis Project

Class 6: Approaches to Content Analysis

Hsiu-Fang Hsieh and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis" *Qualitative Health Research* 15: 9 1277-1288.

Week Four

UNIT TWO-RESEARCH ETHICS

How Do We Conduct Ethical Research?

In this unit, we will examine the ethical issues that social scientists confront when doing research. We must consider how our research may harm others emotionally, physically, professionally, or otherwise. We also must consider issues related to obtaining informed consent, privacy, and confidentiality. We consider these issues by examining examples of research in which ethical standards were violated or questioned.

Sept 22: Class 7: Do No Harm and Informed Consent
Allan M Brandt. "Racism and Research: The Case of the Tuskegee Syphilis Study." 64-77 in *Readings for Sociology*, Garth Massey, ed. New York: Norton. **RR4**

Sept 24: Class 8: Institutional Review Boards. Privacy and Confidentiality.
Judith Rollins. 1987. Chapter One, "Introduction," in *Between Women: Domesticity and Their Employers*. Philadelphia: Temple University Press. **RR5**

Week Five

UNIT THREE-CONTENT ANALYSIS

How Do We Do Content Analysis?: Gaining Access, Choosing Sites, and Taking Notes

Students will learn about content analysis in this unit and will execute an independent research project using this method. We will discuss issues of crafting a research question, selecting documents to analyze, deciding on a sampling frame, analyzing your data, developing a coding scheme, and writing up your results in a report.

Sept 29: Class 9: Constructing a Research Question
Amy Binder. 1993. "Constructing Racial Rhetoric: Media Depictions of Harm in Heavy Metal and Rap Music." *American Sociological Review* 58:753-67. **RR6**

Oct 1: Class 10: Coding Data
Kathy Charmaz. 1988. The grounded theory method. 109-126 in Robert M. Emerson (Ed.). *Contemporary Field Research*. Prospect Heights, IL: Waveland Press.

Week Six

How Do We Conduct Content Analysis?: How We Impact and Analyze Our Data?

Oct 6: Class 11: Collecting and Analyzing Data
DUE: First set of coded documents. Coded documents uploaded to elms.
In-class workshop - Analyzing our data.

Oct 8: Class 12: Creating a Coding Scheme
Danielle C. Slakoff and Pauline K. Brennan. 2019. The Differential Representation of Latina and Black Female Victims in Front-Page News Stories: A Qualitative Document Analysis. *Feminist Criminology*. Vol. 14(4) 488-516 **RR7**

Week Seven

What do we do with our field notes?: Analyzing our Data

Oct 13: Class 13: OPTIONAL CLASS: DROP-IN QUESTIONS. Time to collect and analyze data and write an analytical memo.

Oct 15: Class 14: How do we analyze our data? Creating theories of the social world.
DUE: Preliminary Analytical Memo.
(NO READING). In-class peer-editing workshop.

Week Eight

How Do We Present Our Findings?: Writing up a Research Report

- Oct 20:** **Class 15: Content Analysis Exemplar & Finalizing the Paper**
Karin A. Martin and Emily Kazyak. 2009. Hetero-Romantic Love and Heterosexiness in Children's G-Rated Films. **RR8**
- Oct 22:** **Class 16: Content Analysis Exemplar & Finalizing the Paper**
Gretchen Sisson and Katrina Kimport. 2015 "Facts and Fictions: Characters seeking an abortion on American television, 2005–2014" *Contraception*. **RR9**

Week Nine

- Oct 27:** **Class 17: OPTIONAL CLASS: DROP-IN QUESTIONS.** Time to revise lead up components and finalize the paper.
- Oct 29:** **Class 18: DUE: Hard copy of Participant Observation Paper Project (Final Paper, Coded field notes for three (3) 60-90 minutes observations) and file of paper uploaded to Turnitin via the elms website. (NO READING).**

Week Ten

UNIT FOUR- INTERVIEWS

How Do We Conduct Interviews?: Executing Interview Projects

In this unit, you will learn about conducting interviews. You will engage in a second independent research project of your choosing for which you will interview two people. This project may build on your content analysis project or can be something completely different. You will learn about different types of sampling often used for interview-based research and how to move a research interest to a research question. We will discuss issues related to finding participants, obtaining informed consent, collecting and analyzing data, and writing up your findings. You will also be exposed to various examples of research using interviews as the primary data source. As you read these examples, you should consider how they might inform your research and the kinds of data used to support the author's analysis.

How Do We Design a Research Project?

- Nov 3:** **Class 19: ELECTION DAY: NO LIVE CLASS:**
Introduction to Interviews will be posted.
- Nov 5:** **Class 20: Introduction to Interviews:**
Finding Participants. How we Impact our Data.
Frank Harris. 2008. Deconstructing Masculinity: A Qualitative Study of College Men's Masculine Conceptualizations and Gender Performance. *NASPA Journal*, 45: 4 **RR10**

Week Eleven

How Do We Do Interviews?: Creating Questions/ Data Collection/Literature Reviews

- Nov 10:** **Class 21: DUE: One Paragraph Proposal Interview Project. (NO READING). Creating an interview guide and data collection.**
Common Mistakes when Formulating Questions. Paying Attention to Silence, Body Language, Laughter, and Sighs.

- Nov 12:** **Class 22: Sampling or Who Do We Interview?**
 Amy Schalet. 2000. Raging Hormones, Regulated Love. *Body & Society* 6:1 **RR11**

Week Twelve

How Do We Do Interviews?: Sampling or Who Do We Interview?

- Nov 17:** **Class 23: Building Rapport, Interviewing Across Difference, Dos and Don'ts of Interviewing.**
 Marjorie DeVault. 1995. Ethnicity and Expertise: Racial-Ethnic Knowledge in Sociological Research. *Gender & Society*. 9:5

- Nov 19:** **Class 24: DUE: First Interview transcript due. (NO READING). In-class workshop - Analyzing our data.**

Week Thirteen

How Do We Do Interviews?: Code to categories to concepts

- Nov 24:** **Class 25: OPTIONAL CLASS: DROP-IN QUESTIONS. Time to continue coding transcript and to conduct your interviews.**
 Robert Weiss. 2004. In their own words: making the most of qualitative interviews. *Contexts*. 3:4

THANKSGIVING BREAK

Nov 25 – 27:

Week Fourteen

- Dec 1:** **Class 26: Moving from codes to categories to concepts.**
 Dana Berkowitz and William Marsiglio. 2007. Gay Men: Negotiating Procreative, Father, and Family Identities. *Journal of Marriage and Family*. **RR12**

How Do We Do Interviews?: Analyzing Our Data

- Dec 3:** **DUE: Preliminary Analytical Memo. Bring 1 hard copy to class. Class 27: (NO READING). In-class peer-editing workshop.**

Week Fifteen

How do we present our data?: Student Presentations

- Dec 8:** **Class 28: Present Preliminary Findings from Projects (Content Analysis Project, Interviewing Project or Both)**
- Dec 10:** **Class 29: Present Preliminary Findings from Projects (Content Analysis Project, Interviewing Project or Both)**

DUE DEC 14 BY 5:00 PM

Final Interview Paper Project (with Complete Data Portfolio) uploaded to elms.

READING GUIDE

The following questions are a guide for you as you do your readings for the class. Not every question, however, will apply to every reading on the syllabus.

1. What is the central research question or topic of this article? **(If the paper is not based on data collected and analyzed by a researcher, this may be the only question to consider.)**
2. What method(s) does the researcher use to collect data?
3. What are the sources of data? What alternative or additional sources of data might have been useful?
4. How would you characterize the relationship between the researcher and the people in the research setting? How might this relationship impact her data or analysis?
5. What ethical issues might this researcher have encountered and had to address?
6. How does the researcher use the data presented to support her findings?
7. What concepts does the researcher use or create to summarize or explain her findings? What do these concepts mean?
8. How does this research inform your research projects?