

Qualitative Explorations
SOCIOLOGY 416
Spring 2020
Tuesday 5:30 - 8:15 PM
Room: Wimberly Hall 332

Professor: Dr. Peter Marina

Office: 437K Wimberly Hall

Phone: 608-785-6770

Office hours: 3:45 – 5:45 pm Thursday; or by appointment

E-mail: pmarina@uwlax.edu

Website: <https://www.petermarina.com>

Course Objectives

This course is designed to familiarize students with the major techniques of qualitative data collection and analysis used by sociologists and other social scientists. These include feminist methods, participant observation, in-depth interviewing, biographical methods, content analysis, archival research, and a variety of nonreactive techniques. This course will also address the links among theory, data, and methods and provide an appreciation for the qualitative tradition in social sciences. Students will learn how to conduct field research. The course will follow a seminar format emphasizing reading, group discussion, in- and out- of class exercises, oral presentations, original research and writing. Prerequisite: SOC 350; SOC 390 or SOC 395.

Required Texts

American Sociological Association (ASA) Code of Ethics (available in the bookstore and at: http://www.asanet.org/sites/default/files/code_of_ethics_aug_2017_2_1.pdf).

Warren, Carol and Tracy Karner. 2005. *Discovering Qualitative Methods: Field Research, Interviews, and Analysis*. Los Angeles, CA: Roxbury Publishing Company.

Emerson, Robert M, R. Fretz and L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago, IL: University of Chicago Press.

Marina, Peter. 2017. *Down & Out in New Orleans*. Columbia University Press.

Duneier, Mitch. 2000. *Sidewalk*. Farrar, Straus and Giroux; 1st edition.

Highly Recommended Text (see the list at the end of the syllabus for other recommended books):

Lofland, John and L. Lofland. 1995. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*, 3d. Belmont, CA: Wadsworth Publishing.

** Supplemental Readings on Canvas

Course Requirements

Attendance: It is important to attend every class. Students who miss class often perform poorly on this research and writing intensive class. Excess lateness and absence may result in grade reduction.

Reading Assignments: Read all required class literature prior on the date assigned.

Assignments: While much of this class is composed of lectures and class exercises, professor guided independent research makes up the majority of this senior capstone class. A major requirement will be to

spend time engaging in activities related to your research.

Participation: Students are expected to discuss all the latest developments in their research project throughout the semester. We will become well acquainted with each student’s research process in each class.

Research Paper: This class requires a final research paper, similar to a Bachelor’s Thesis, based on independent research that requires extensive fieldwork. The paper should be analytical and shed some empirical light on a methodological or substantive problem that emerged from fieldwork. A purely descriptive paper is not acceptable. Students submit an IRB proposal describing their research on or before the date indicated on the course schedule. The final paper will be around 6,000 - 7,500 words in length (about 20 – 30 pages double-spaced). Final papers are due on the date indicated below.

Oral Presentation: Students present their research to the department. The last two weeks of the course are set aside for class presentations.

Class Structure: Each class period will begin with:

Tales from the Field: Students discuss their research experience and class assignments in every class. We discuss interesting or important matters related to research, or to ask questions about our research projects. All students are expected to share frequently.

Following these discussions, we will launch into the topic for the day. While class will include lectures, it will be comprised primarily of discussions about the topic areas covered related to student research projects. Examples from my own life and projects, the research of other sociologists, and stories from your research experiences will be used to help clarify the concepts and ideas that are presented in the class and textbooks.

Grades and Policies

400 total possible points for this course:

Requirements	Points
IRB Approval	20 points
Assignment # 1 Research Proposal	10 points
Assignment # 2 Fieldnotes/Describing Scenes	10 points
Assignment # 3 Conducting an Interview	10 points
Assignment # 4 Theoretical Application	10 points
Assignment # 5 Coding	10 points
Methodology Assignment	30 points
Literature Review	100 points
Senior Capstone Paper/Oral Presentation	200 points
TOTAL POSSIBLE POINTS	400 POINTS

Grade	Total Points
A	372-400
AB	356-371
B	332-355
BC	316-331
C	280-315
D	240-279
F	239 or less

Make-up Policy: In-class assignments, oral presentations and class participation cannot be made up. Late assignments will receive a grade reduction. Please see me ahead of time if you know there will be any problems.

Class Schedule (The schedule & procedures are subject to modification based on class needs)

Week One: Introduction to a Research Project

1/28: Introduction to Research Projects, the fieldwork perspective, Ethnography, Types of Research Projects (Ethnography, Participant Observation, Focus Groups, Qualitative Interviews, Content Analysis), The sociological imagination, IRB forms

- * Read: Mills, *The Sociological Imagination* – D2L; Duneier Chapter 1,2 – D2L; UW-L IRB Guidelines
- * Due: Tentative research topic and question

Week Two: Qualitative Methods and Research Design

2/4: Qualitative Methods and Research Design, Literature Reviews; Submitting Final IRB, Planning for Initial Research, Code of Ethics, Theoretical Lenses of Qualitative Work; Using Description to Highlight Major Themes

- * Read: ASA Code of Ethics; Finish Duneier Part I; D2L Wacquant, *Scrutinizing the Street*; Warren and Karner 1 and 2; Marina, *Chasing Religion in the Caribbean* – D2L
- * Due: Assignment I: Research Proposal

Week Three: Ethnography

2/11: The Research Setting, Gaining Entrée, Roles, Getting Along, Types of Interviews, Interview Guidelines, Literature Reviews, Thin versus Thick Description

- * Read: Emerson et al, 1-3; Geertz, *Notes on the Balinese Cockfight* – D2L; Humphrey's, L. *Tearoom Trade: Impersonal Sex in Public Places* – D2L; Finish Duneier Part II, Warren and Karner 3 and 4
- * Due: Assignment II: Fieldnotes/Describing Scenes
- * Due: IRB Completion

Week Four: Ethnographic Observations and Fieldnotes

2/18: Observations, Taking & Writing Fieldnotes, First Days in the Field, Strategies for Getting Organized

- * Read: Finish Duneier Part III & IV; Warren and Karner 5 -7; Emerson et al, 4

Week Five: TBA

2/25: TBA

Week Six: In-depth Interviews and Observation

3/3: Conducting Formal and Informal Interviews, Making Observations, Interpreting Data, Journal Notes

- * Read: Warren & Karner 8; Marina, *Down and Out NOLA* chapters 1-7; Williams, *Crackhouse: Notes from the End of the Line* – D2L
- * Due: Assignment III: Conducting an Interview

Week Seven: Writing Literature Reviews

3/10: How to compose literature reviews

- * Due: Assignment IV: Theoretical Application

Week Eight: (Spring Break)

3/17: No Class

Week Nine: Composing Ethnography

3/24: Collecting and Analyzing Materials; Analytic Induction; Developing Themes

- * Read: Warren and Karner 8-10; Emerson et al. 5-7
- * Assignments/Exercises: Fieldwork Findings Report or in the Field
- * Due: Assignment V: Coding

Week Ten: Developing Themes - Organizing, Analyzing, and Coding Data

3/31: Discussion of Class Research Projects, Overcoming Challenges in the Field, Looking for Themes, Connecting Themes to Literature, Developing Theoretical Perspectives; Organizing, Analyzing, Coding, Reporting Findings, Connecting Findings to Literature, Theoretical Perspectives

- * Due: Literature Review
- * Read: Emerson et al. 7
- * Read: Marina, *Down and Out in New Orleans* chapters 8-conclusion; Becker, *Becoming a Marijuana User*

Week Eleven: TBA

4/7: TBA

- * Due: Methodology Assignment

Week Twelve: Developing Themes - Organizing, Analyzing, and Coding Data (Continued)

4/14: Discussion of Class Research Projects, Overcoming Challenges in the Field, Looking for Themes, Connecting Themes to Literature, Developing Theoretical Perspectives; Organizing, Analyzing, Coding, Reporting Findings, Connecting Findings to Literature, Theoretical Perspectives

Week Thirteen: Major Findings in the Field/Exit Strategies/Writing Results

4/21: Progressing Major Themes, Connecting Themes to Literature, Advancing Theoretical Perspectives, Writing Results, Last Days in the Field, Writing results, Presenting Findings, Oral Presentations

Week Fourteen: Oral Presentations

4/28: See Student Schedules

Week Fifteen: Oral Presentations

5/5: See Student Schedules

Final Paper Due: Tuesday, May 12 at 7-9pm.

Congratulations.

Highly Recommended Books for Class

- Anderson, Elijah. Code of the Street: Decency, Violence, and the Moral Life of the Inner City
- Anderson, Elijah. A Place on the Corner
- Bourgois, Philippe. In Search of Respect. 2002 Cambridge University Press
- Bearman, Peter. Doormen (Fieldwork Encounters and Discoveries). University Of Chicago Press 2005
- Becker, Carol. The Subversive Imagination. Routledge 1994.
- Brotherton and Barrios. Banished to the Homeland: Dominican Deportees and Their Stories of Exile
- Brotherton and Barrios. The Almighty Latin King and Queen Nation: Street Politics and the Transformation of a New York City Gang
- Burawoy, Michael. Ethnography Unbound. Berkeley: University of California Press 1991.
- Checker, Melissa. Polluted Promises: Environmental Racism and the Search for Justice in a Southern Town. 2005 New York University Press
- Clifford, James. The Predicament of Culture. Harvard University Press 1988.
- Colosi, Rachela. Dirty Dancing (Routledge Advances in Ethnography)
- Contreras, Randol. The Stickup Kids: Race, Drugs, Violence, and the American Dream
- Craven, Christa and Dána-Ain Davis (Editors). Feminist Activist Ethnography: Counterpoints to Neoliberalism in North America
- Desmond, Matthew. Evicted: Poverty and Profit in the American City
- Dum, Christopher. Exiled in America: Life on the Margins in a Residential Motel
- Duneier, Mitchell. Sidewalk. Farrar, Strauss and Giroux. 1999.
- Ehrenreich, Barbara. Nickel and Dimed: On (Not) Getting by in America. 2002 Holt Paperbacks
- Evans-Pritchard, E.E., 1937, Witchcraft, Oracles and Magic among the Azande. Oxford University Press.
- Fernandes, Sujatha. Cuba Represent!: Cuban Arts, State Power, and the Making of New Revolutionary Cultures
- Geertz, C., 1973, The Interpretation of Cultures. Basic Books.
- Gill, Lesley. The School of the Americas: Military Training and Political Violence in the Americas. 2004 Duke University Press
- Goffman, Alice. On the Run. 2015.
- Goldstein, Daniel. Owners of the Sidewalk: Security and Survival in the Informal City. 2016 Duke University Press

Graeber, David. *Direct Action: An Ethnography*. 2009 AK Press

Hall and Jefferson (eds). *Resistance Through Rituals: Youth Subcultures in Post-War Britain*

Ham et. al. *The Age of Lone Wolf Terrorism*

Hebdige, Dick. *Subculture: The Meaning of Style*

Hochschild, Arlie. *Strangers in Their Own Land: Anger and Mourning on the American Right*

Humphries, Laud. *Tearoom Trade: Impersonal Sex in Public Places*. Aldine 1975.

Leblanc, Lauraine. *Pretty in Punk: Girl's Gender Resistance in a Boy's Subculture*

Liebow, Elliot. *Tally's Corner*

Kretsedemas and Brotherton. *Immigration Policy in the Age of Punishment: Detention, Deportation, and Border Control*

Lippard, Lucy. *The Lure of the Local*. New Press, 1997.

Malinowski, Bronislaw. *Argonauts of the Western Pacific*. 1922.

Marina, Peter. *Down and Out in New Orleans*. Columbia University Press, 2017.

Marina, Peter. *Chasing Religion in the Caribbean*. Palgrave Press. 2016.

Miles, Malcolm. *Art, Space and the City*. Routledge, 1997.

Miller, Jody, *Getting Played: African American Girls, Urban Inequality, and Gendered Violence*

Orwell, George. *Down and Out in Paris and London*. 1933.

Sanchez and Rodriguez. *Lady Q: The Rise and Fall of a Latin Queen*

Spradley and Mann. *Cocktail Waitress: Women's Work and a Man's World*

Wacquant, Loic. *Body and Soul: Notebooks of an Apprentice Boxer*. Chicago. University of Chicago Press, 2004.

Waterston, Alisse. *Love, Sorrow and Rage: Destitute Women in a Manhattan Shelter*. Temple University. Press. 1999.

Williams, Terry. *Crackhouse: Notes from the End of the Line*. Addison-Wesley, 1992.

Williams, Terry. *The Con Men: Hustling in New York City*

Willis, Paul. *Learning to Labor: How Working Class Kids Get Working Class Jobs*

Whyte, William. *Street Corner Society*

Recommended Books on the Craft of Qualitative Research:

Becker, Howard. *Tricks of the Trade*

Berg, Bruce L., *Qualitative Research Methods for the Social Sciences*, Allyn&Bacon, 2008.

Creswell, John W., *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, Sage Publications, 2006.

Gerring, John, *Case Study Research: Principles and Practice*, Cambridge University Press, 2006.

Given, Lisa M (ed.), *The SAGE Encyclopedia of Qualitative Research Methods*, Sage Publications, 2008.

Gillham, Bill, *Observation Techniques: Structured to Unstructured (Real World Research)*, Continuum, 2008.

Krueger, Richard A., Casey, Mary Anne, *Focus Groups: A Practical Guide for Applied Research*, Sage Publications, 2008.

Kvale, Steinar, Brinkmann, Svend, *InterViews: Learning the Craft of Qualitative Research Interviewing*, Sage Publications, 2008.

Marshall, Catherine, Rossman, Gretchen B., *Designing Qualitative Research*, Sage Publications, 2006.

Silverman, David, *Qualitative Research: Theory, Method and Practice*, Sage Publications, 2004.

Silverman, David, *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction*, Sage Publications, 2006.

Stewart, David W., Shamdasani, Prem N., Rook, Dennis, 2006, *Focus Groups: Theory and Practice*, Sage Publications, 2006.

Yin, Robert K., *Case Study Research: Design and Methods*, Sage Publications, 2008.

Other UWL Syllabus Related Policies

Academic Misconduct (Cheating and Plagiarism)

Academic misconduct is a violation of the ASA code of ethics and the student honor code (<http://catalog.uwlax.edu/undergraduate/academicpolicies/studentconduct/>). Plagiarism, including inadequate referencing or citation of other research is unacceptable. All work handed in for this class must be the students' own individual work. Plagiarism or cheating in any form may result in failure of the assignment or exam, failure of the course, and may include harsher sanctions. Academic misconduct is unacceptable. All work handed in for this class must be the students' own individual work. Plagiarism or cheating in any form may result in failure of the assignment or exam, failure of the course, and may include harsher sanctions. Refer to the Eagle Eye at <http://www.uwlax.edu/Student-Life/Student-handbook/#14.01> for a detailed definition of academic misconduct. For helpful information on how to avoid plagiarism, go to <http://www.uwlax.edu/catl/readiness/ethics.html>. You may also visit the Student Life Office if you have questions about plagiarism or cheating incidents. I encourage you to discuss any concerns regarding plagiarism or cheating with me directly and well before any assignments are handed in. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct.

Communication about Class Interruptions- In the event of a campus incident that impacts the availability of teaching spaces, any changes or cancellations will be communicated to you via your university email. Depending on the incident, some or all of the information might be posted on the UWL home page.

Writing Center

The Writing Center, which is located in the Murphy Learning Center, provides trained peer tutors who can help you with any writing task (e.g., papers, proposals, research projects, summaries, reports, letters, application essays) at any stage of the process — understanding assignments, planning papers, organizing ideas, making revisions, improving sentences, using sources, etc. For current hours or to schedule an appointment, visit <http://www.uwlax.edu/writingcenter/>

Sociology as a Writing-in-the-Major Program

The Sociology major is a “writing-in-the-major” program (WIMP). The purpose behind the program is to insure that any undergraduate who completes a major in sociology has experienced sufficient informal and formal writing experiences so that graduates are proficient at communicating through a variety of formats. In all your sociology courses, you will be writing, and in each class, you may be asked to do a wide variety of types of writing. The department sees writing as an extremely important skill and as a mechanism to enhance student learning. In addition, you will learn the referencing and citation style used by archaeologists or sociologists. By completing the Sociology major, you will be completing the “writing emphasis” component of your general education requirements. The objectives of the writing-in-the-major program are available at <http://www.uwlax.edu/wimp/>. The student learning outcomes for Sociology major at UWL is available on the department webpage at <http://www.uwlax.edu/sociology/> .

Classroom Protocol

Coming to class late or leaving class early is disruptive and disrespectful. I expect students to be on time and ready for class. I expect that students will take care of personal needs such as getting a drink of water, going to the bathroom, etc. before or after class and not come and go while class is in session. On occasion, students must leave during a class, if you have to leave a class early, please let me know at the beginning of class and make a quiet exit. It is not necessary to inform me that you will not be attending a class unless arrangements need to be made to make up an assignment for that day.

All electronic devices should be silenced during class and put away. Phone calls, texting, email, internet use, MP3 players/iPod use, etc. are not acceptable within a classroom setting. Students who intentionally use prohibited electronics during class will be required to leave the classroom. Students who disrupt the classroom or other students’ learning experience by talking or carrying on side conversations within the classroom will also be required to leave the classroom.

Assignments, papers, and exams must be completed and handed in on the appointed dates. I will not accept late assignments unless I determine the circumstances to be beyond the student’s control. The instructor determines the acceptability of student absences. Students with authorized absences will be allowed to make up exams or papers within a reasonable time-period. Students who are going to be absent for more than 3 days should contact the Student Life Office at 149 Graff Main Hall, 785-8062 and notify them of your absence so that the university and all instructors are informed of your absence (they do not authorize absences).

PRO-UWL (Progress Report Online via Navigate)

This class will be participating in the Navigate Progress Report Online early alert system designed to promote student success. If I notice that you are experiencing difficulties early in the semester (e.g., low assignment scores or limited participation), I may note this information and you will receive notification indicating that I have entered feedback. I encourage you to meet with me and/or utilize helpful campus resources listed on UWL’s Student Success page <https://www.uwlax.edu/info/student-success/> .

Inclusive Excellence

UWL’s core values include “Diversity, equity, and the inclusion and engagement of all people in a safe campus climate that embraces and respects the innumerable different perspectives found within an increasingly integrated and culturally diverse global community” (<https://www.uwlax.edu/chancellor/mission/>). If you are not experiencing my class in this manner, please come talk to me about your experiences so I can try to adjust the course if possible.

Name/Pronouns

Please advise me of your preferred name or gender pronoun(s) early in the semester so that I may make appropriate changes to my records. Information on UWL's preferred name policy is available here <https://www.uwlax.edu/records/preferred-name/> and UWL's Pride Center is available for additional assistance.

Student Evaluation of Instruction (SEI)

UWL conducts student evaluations electronically. Approximately 2 weeks prior to the conclusion of a course, you will receive an email at your UWL email address directing you to complete an evaluation for each of your courses. In-class time will be provided for students to complete the evaluation in class. Electronic reminders will be sent if you do not complete the evaluation. The evaluation will include numerical ratings and, depending on the department, may provide options for comments. The university takes student feedback very seriously and the information gathered from student evaluations is more valuable when a larger percentage of students complete the evaluation. Please be especially mindful to complete the surveys.

Academic Services and Resources at UWL- Below are several student services available to students taking online courses:

- Academic Advising Center: <http://www.uwlax.edu/advising/>
- ACCESS Center (formerly Disability Resources): <http://www.uwlax.edu/access-center/>
- Career Services: <http://www.uwlax.edu/careerservices/>
- Counseling and Testing Center: <http://www.uwlax.edu/counseling/>
- Financial Information: Financial Aid Office <https://www.uwlax.edu/finaid/> and It Makes Cents <https://www.uwlax.edu/it-makes-cents/>
- Murphy Learning Center (Walk-in tutoring): <http://www.uwlax.edu/murphy-learning-center/>
- Murphy Library: <http://www.uwlax.edu/murphylibrary/>
- Multicultural Student Services: <http://www.uwlax.edu/mss/>
- Public Speaking Center: <https://www.uwlax.edu/murphy-learning-center/subject/public-speaking-center/>
- Records and Registration: <http://www.uwlax.edu/records/>
- Student Handbook: <https://www.uwlax.edu/student-life/student-resources/student-handbook/>
- Student Support Services: <https://www.uwlax.edu/student-support-services/>
- Veteran Services: <http://www.uwlax.edu/veteran-services/>
- Writing Center: <http://www.uwlax.edu/writingcenter/>

Technical Support- For tips and information about D2L visit the Information Technology Services (ITS) student support page, at <http://www.uwlax.edu/D2L/Help-for-students/>.

Need help making sure your computer is set up correctly for online coursework? D2L's System Check <https://community.desire2learn.com/d2l/systemCheck> ensures that your computer and web browser are configured to properly access their system.

You can also contact the ITS Support Center at (608) 785-8774 or email them at helpdesk@uwlax.edu for questions about D2L or any other technological difficulties. The hours for ITS are Monday through Thursday from 7:30 am to 6:30 pm, and Friday from 7:30 am to 4:30 pm, Central Time.

Our Legal Obligations to You- See the following link of statements that reflect UWL's legal obligations to students: <https://www.uwlax.edu/info/syllabus/>

Student Course- and Faculty-Related Concerns, Complaints, and Grievances

Informal Complaints: If a student has a concern or a complaint about a faculty member or course, the general process for making informal complaints is outlined in steps 1-3 below. Students are welcome to bring a friend or a UWL staff member with them during the following steps. Students who report concerns/complaints/grievances, whether informally or formally, will be protected from retaliation and have the right to expect an investigation and the option to have regular updates on the investigation:

1. The student should speak directly to the instructor.

2. If the student is uncomfortable speaking with the instructor, or they are unsatisfied with the solution, they should go to the chair of the faculty member's home department.
3. If the student is uncomfortable speaking with the department chair, or the chair is the faculty member in question, or they are unsatisfied with the solution, the student should speak with their college dean.

Depending on the specifics of the student's concern, it may be helpful for them to reach out to additional offices:

- Complaints/concerns/grievances about grades, teaching performance, course requirements, course content, incivility, or professional ethics should follow the process outlined above. Students may also wish to seek support from the Student Life office.
- Complaints/concerns/grievances related to hate/bias and discrimination may follow the process outlined above, and in addition or instead students may contact the Campus Climate office and/or submit a hate/bias incident report.
- Complaints/concerns/grievances related to sexual misconduct may begin with the process outlined above, but will need to also involve the Equity & Affirmative Action and Violence Prevention offices, and/or the Title IX Team. Students should know that faculty members are mandatory reporters of sexual misconduct, but that confidential resources are available to them.

Formal Complaints: If the student is unsatisfied with the solution of their informal complaint, they have the right to file a formal institutional complaint with the Student Life office, as described in the Student Handbook.