

COLUMBIA UNIVERSITY
Qualitative Social Analysis
Fall 2017

Instructor: Van C. Tran
Office: 607 Knox Hall
Phone: 212-854-4115
E-mail: vantran@columbia.edu
Course time: Wednesdays, 10-11:50 a.m.
Location: 509 Knox Hall
Office hours: Tuesdays, 3-5 p.m. Sign up here: <https://www.wejoinin.com/sheets/cyexl>
Website: <https://courseworks2.columbia.edu/courses/38889>

Course Description:

This course is designed to provide students with an understanding of the methodological approaches we commonly think of as qualitative, with special emphases on ethnography, semi-structured interviews, case studies, mixed-methods and comparative research.

The course will cover the basic techniques for collecting, interpreting, and analyzing qualitative (i.e. non-numerical) data. Throughout the semester, the course will operate on two interrelated dimensions, one focused on the theoretical approaches to various types of qualitative research, the other focused on the practical techniques of data collection, such as identifying key informants, selecting respondents, collecting field notes, conducting interviews, analyzing data, writing, and presenting findings.

Theoretically, we will consider questions such as the following (among many others): What is qualitative research? What is it best suited for? By what criteria does it meet or fail to meet the standards of scientific evidence? What are the roles of induction and deduction in qualitative research? Can qualitative research verify hypotheses, or only generate them? Can qualitative research explain social phenomena, or only interpret them? Do ethnographies have a small-N problem? In what ways is ethnographic research “grounded”? Is replicability possible in ethnographic or interview-based research? Is generalizability necessary? What are alternative ways of assessing empirical or theoretical significance?

Practically, we will consider questions such as the following: How do you go about starting a project? How do you connect theory, research design, and data collection? How should one structure an interview schedule? How many interviews are enough? How does one ensure reliability? How does one write good field notes? How does one determine the best sampling strategy? How do we approach the sampling process? How do we analyze field notes and interview transcripts? What is coding? How does one write an ethnographic paper? How does one give a presentation based on interview data?

This course is strictly limited to doctoral students in Sociology and related disciplines. It is not required, but **it is strongly recommended to advanced doctoral students** in Sociology.

Course Objectives:

This course is organized with four objectives in mind:

1. Give you basic trainings in conducting qualitative research.
2. Learn how to collect, analyze, and interpret qualitative data.
3. Examine the ethical responsibilities of qualitative researchers.
4. Think collectively and critically about presentation of findings.

Course Requirements:

1. Class participation (10% of final grade)
2. Leading discussion (10% of final grade)
3. Paper presentation (10% of final grade)
4. 8 reading memos (20% of final grade)
5. Final research paper (50% of final grade)

Class Participation

Your active participation in class is strongly encouraged. Please complete assigned readings before each class and come prepared to discuss them. Everyone should join in, even those who are naturally shy. The quality of your comments is more important than the quantity. There will also be time to discuss your field research and to share these experiences with the class. These discussions will also allow you to connect your experiences on the ground with the issues in the course readings.

Eight Reading Memos

These weekly reading memos will be based on the assigned readings. These memos should be about 500 words. In these memos, you could: (1) highlight the most important insight or idea from the readings; (2) share your assessments on both the strengths and weaknesses of the readings; and (3) raise questions that you particularly like to discuss in class. The memos will be due on **Mondays at 5 p.m.** via the course website. These reading memos also serve as the starting point for our in-class discussion. Recognizing that we all lead busy and complex lives, you will be required to submit eight reading memos out of the eleven weeks. It is up to you to decide which of the eight weeks you would like to submit a memo.

Leading Discussion

One student will be responsible for leading the discussion each week by making a brief presentation (about **15 minutes maximum**) at the beginning of each class. Your responsibility will include: (1) providing a brief critique (*not* a summary) of the readings; (2) highlighting the themes from the reading memos; and (3) summarizing the remaining questions to be discussed.

Final Research Paper

You will be expected to submit a final research paper based on your own research. It should not exceed 20-30 pages in length (double-spaced), plus appendices and bibliography. Write an analysis of

your qualitative data in article form, suitable for submission to a journal such as the *American Journal of Sociology*, *American Sociological Review*, *Qualitative Sociology*, *Poetics*, or the *Journal of Contemporary Ethnography*. There will be a **series of 8 assignments** throughout the semester to help you work towards your final paper. These assignments are not graded, but you will receive comments from your response-pair (more details below). The final paper will be due on **Monday, December 11 at 5 p.m.** and should include the following components:

- 1) A problem statement, supported by some references to the research literature.
- 2) What is the puzzle? What is this a case of?
- 3) Review of the literature: What research literature(s) are you speaking to?
- 4) A description of the research site, including people and activities involved.
- 5) A description of your data-gathering activities.
- 6) A description of your method for gaining access and establishing field relationships.
- 7) A discussion of observer effects on the data and any ethical problems encountered.
- 8) A description of your approach to data analysis.
- 9) Your main findings. These might be exploratory and tentative, but should be grounded in the data you will have collected. How do the findings relate to your original problem statement? Do they confirm, refute, or suggest a reformulation of the research problem?
- 10) A discussion of your research implications. What do these early findings suggest about what you would need to do to continue this research? What are the implications of these findings?

Course Policies:

1. Our weekly seminar will be discussion-based. We will begin with the discussion leader, who will provide the starting point for our discussion. I will also try to place the readings in context or to provide background information that will help frame the materials.
2. Doing the reading is essential for your understanding of the topics. Some questions to ponder for each reading assignment include: What data and methodology is employed by the author? What is the main argument or thesis? What claims are being made by the author? What are the strengths and weaknesses of the author's argument? Do you agree or disagree with the author? If so, why? How does the reading relate to your research? How does it relate to current events or public opinion? Thinking about and answering these questions will help prepare you for class discussions and assignments.
3. The main component of the class involves a major field project that you will launch or have worked on. The success of this project will require you to be committed to its execution, so it will require significant creativity and engagement from each of you.
4. I am happy to meet with you and to answer any questions about the course. I also would like to get to know you (if I don't know you already), to learn more about your interests and to see how I can best help you. To that end, please feel free to come to my office hours. I will try to stay a few minutes after each class. If you have any "small" questions, then this will be an excellent time to approach me. I would like you to do as well as you can in my course, so please do not hesitate to ask questions and to get feedback on your work.

5. Technology in the classroom can be both a blessing and a distraction. If you would like to use your laptop during class, you should turn off your internet browsers and email clients. Laptops and other electronic devices should be used strictly for note-taking purposes only. We will rely on the honor code for reinforcement, so please help me and your classmates in our effort to create a classroom environment that is conducive to learning and sharing.

Outline of the Course:

Week 1 (Sep. 6):	Qualitative Social Analysis
Week 2 (Sep. 13):	Standards of Production and Evaluation
Week 3 (Sep. 20):	Choosing a Question & Research Strategy
Week 4 (Sep. 27):	Competing Approaches to Ethnography and Fieldwork
Week 5 (Oct. 4):	Sampling, Interviewing, and Developing Interview Instruments
Week 6 (Oct. 11):	Interviewing, Reflexivity, and the Insider/Outsider Problem
Week 7 (Oct. 18):	IRB & The Ethics of Qualitative Research
Week 8 (Oct. 25):	Analyzing Qualitative Data: Thematic Analysis and Coding
Week 9 (Nov. 1):	More on coding ...
Week 10 (Nov. 8):	Making Sense of it All
Week 11 (Nov. 15):	Writing and Evaluation
Week 12 (Nov. 22):	Thanksgiving break
Week 13 (Nov. 29):	Paper presentations
Week 14 (Dec. 6):	Paper presentations

Course Readings

Books to purchase

Available for purchase at Book Culture and also on reserve at Lehman Social Sciences Library.

Emerson, Robert, ed. 2001. *Contemporary Field Research: Perspectives and Formulations: 2nd Edition*. Prospect Heights, IL: Waveland Press.

Luker, Kristin. 2010. *Salsa Dancing into the Social Sciences: Research in an Age of Info-glut*. Cambridge, MA: Harvard University Press.

Miles, Matthew and A. Michael Huberman. 2013. *Qualitative Data Analysis: A Methods Sourcebook*. Sage Publications, Third Edition.

Sword, Helen. 2017. *Air & Light & Time & Space: How Successful Academics Write*. Cambridge, MA: Harvard University Press.

Tavory, Iddo and Stefan Timmermans. 2014. *Abductive Analysis: Theorizing Qualitative Research*. Chicago: University of Chicago Press.

Weiss, Robert S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press.

Articles and chapters

Other readings include journal articles and book chapters that will be made available on the course website in PDF.

COURSE SCHEDULE AND READING ASSIGNMENTS

PART I: INTRODUCTION

September 6: Qualitative Social Analysis

Bloemraad, Irene. 2012. "What the Textbooks Don't Tell You: Moving from a Research Puzzle to Publishing Findings." Pp. 502-520 in *Handbook of Research Methods in Migration*, edited by Carlos Vargas-Silva. London: Edward Elgar Publishing.

Luker, Kristin. 2008. *Salsa Dancing into the Social Sciences*. Cambridge: Harvard University Press, 1-39.

Small, Mario Luis. 2011. "How to Conduct a Mixed Methods Study: Recent Trends In a Rapidly Growing Literature." *Annual Review of Sociology* 37: 57-86.

Goertz, Gary and James Mahoney. 2012. *A Tale of Two Cultures: Contrasting Qualitative and Quantitative Paradigm*. Princeton: Princeton University Press, 1-15.

Guba, Egon G and Yvona S. Lincoln. 2004. "Competing Paradigms in Qualitative Research." Theories and Issues." Pp. 1-38 in *Approaches to Qualitative Research: A Read on Theory and Practice*, edited by Sharleen Nagy Hesse-Biber and Patricia Levavy. New York: Oxford University Press.

Background readings for those of you who have had very little exposure to qualitative methods

Alford, Robert. 1998. *The Craft of Inquiry*. New York: Oxford University Press, 1-86.

September 13: Standards of Production and Evaluation

National Science Foundation Sociology Program. 2004. *Workshop on Scientific Foundations of Qualitative Research*. Washington, D.C.: National Science Foundation, 9-21, 55-58, 71-78, 121-126, and 133-136.

Lamont, Michèle and Patricia White. 2008. *The Evaluation of Systematic Qualitative Research in the Social Sciences*. Washington, D.C.: National Science Foundation, 3-19 and skim 141-174.

Lamont, Michèle. 2009. *How Professors Think*. Chicago: University of Chicago Press, 159-201.

Recommended:

Lamont, Michèle and Patricia White. 2008. *The Evaluation of Systematic Qualitative Research in the Social Sciences*. Washington, D.C.: National Science Foundation, 23-140.

Assignment 1: This will be the first step toward your major research project. Go out, explore the world, and come back with some possibilities for the research topic, setting, scene, locale, etc. Be prepared to present your ideas orally to the class for discussion. You will have to narrow down very quickly – so

narrow down now if you can. Start assessing research sites. **You will be asked to form response-pairs for future assignments following the presentation of your ideas.**

September 20: Choosing a Question and Research Strategy

Luker, Kristin. 2008. *Salsa Dancing into the Social Sciences*. Cambridge: Harvard University Press, 51-75.

Tavory, Iddo and Stefan Timmermans. 2014. *Abductive Analysis: Theorizing Qualitative Research*. Chicago: University of Chicago Press. Introduction, Chapters 1-4. Pp. 1-66.

Small, Mario Luis. 2009. "How Many Cases Do I Need: On Science and the Logic of Case Selection in Field-Based Research." *Ethnography* 10 (1): 5-38.

Snow, David A. Calvin Morill, and Leon Anderson. 2003. "Elaborating Analytic Ethnography." *Ethnography* 4 (2): 181-200.

Yin, Robert. 1994. *Case Study Research: Design and Methods*. Thousand Oaks, CA: Sage, 1-65.

Recommended

Hannerz, Ulf, 2003. "Being There... and There... and There! Reflections on Multi-Site Ethnography." *Ethnography* 4 (2): 201-216.

Khan, Shamus and Dana Fisher. 2013. *The Practice of Sociology*. New York: Oxford University Press.

Ragin, Charles and Howard S. Becker (eds). 1992. *What is a Case? Exploring the Foundations of Social Inquiry*. New York: Cambridge University Press, 1-15 and 121-137.

Tope, Daniel, Lindsey Joyce Chamberlain, Martha Crowley, and Randy Hodson. 2005. "The Importance of Being There." *Journal of Contemporary Ethnography* 34 (4): 470-493.

Vaughan, Diane. 2004. "Theorizing Disaster: Analogy, Historical Ethnography, and the *Challenger* Incident." *Ethnography* 5: 313-45.

Assignment 2: Prepare a research blueprint (2-4 pages maximum) including the research question, key concepts, preliminary hypotheses, empirical data to be gathered, and a rough draft of interview questions to be used in the field. Post by Wednesday, Sep. 20th at 5 p.m. Post comment to your response-pair on Monday, Sep. 25th at 5 p.m.

September 27: Competing Approaches to Ethnography and Fieldwork

Emerson, Robert. 2001. *Contemporary Field Research: Perspectives and Formulations* 2nd Edition. Prospect Heights, IL: Waveland Press, 1-54.

- Geertz, Clifford. 2001. "Thick Description: Toward an Interpretive Theory of Culture." Pp. 55-75 in *Contemporary Field Research: Perspectives and Formulations*, edited by R. Emerson. Prospect Heights, IL: Waveland Press.
- Goffman, Erving. 2001. "On Fieldwork." Pp. 153-158 in *Contemporary Field Research: Perspectives and Formulation*, edited by R. Emerson. Prospect Heights, IL: Waveland Press.
- Katz, Jack. 2001. "Ethnography's Warrants." Pp. 361-382 *Contemporary Field Research: Perspectives and Formulations*, edited by R. Emerson. Prospect Heights, IL: Waveland Press.
- Charmaz, Kathy, 2001. "Grounded Theory." Pp. 335-352 in *Contemporary Field Research: Perspectives and Formulations*, edited by R. Emerson. Prospect Heights, IL: Waveland Press.
- Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Oakland, CA: University of California Press. Introduction & Appendix.

Recommended:

- Keene, Danya. 2017. "Qualitative Methods and Neighborhood Health Research." In *Neighborhoods and Health*, 2nd Edition, Ichiro Kawachi and Dustin Duncan, Eds. Oxford University Press, forthcoming.
- Adler, Patricia A. & Peter Adler. 1998. "Observational Techniques." Pp. 377-392 in *Collecting and Interpreting Qualitative Materials*, edited by Norman Denzin and Yvonna Lincoln. Thousand Oaks, CA: Sage Publishing.
- Emerson, Robert, et al. 1995. "Writing Up Fieldnotes I: From Field to Desk" and "Writing Up Fieldnotes 2: Creating Scenes on the Page." Pp. 39-107 in *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- Lareau, Annette and Jeffrey Shultz, 1996. *Journeys Through Ethnography. Realistic Accounts of Fieldwork*. Boulder, CO: Westview Press.

October 4: Sampling, Interviewing, and Developing Interview Instruments

Faculty Guest: Lynne B. Sagalyn, Earle W. Kazis and Benjamin Schore
Professor Emerita of Real Estate at Columbia Business School

Sagalyn, Lynne B. 2016. *Power at Ground Zero: Politics, Money and The Remaking of Lower Manhattan*. Oxford and NY: Oxford University Press.
To read: Prologue & Epilogue, pp. 725-748.
To skim: Part I, Chapters 1-4, pp. 3-132

Luker, Kristin. 2008. *Salsa Dancing into the Social Sciences*. Cambridge: Harvard University Press, 99-190.

Weiss, Robert S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press, vii-120.

Recommended:

Newman, Katherine S. 2002. "Qualitative Research on the Frontlines of Controversy." *Sociological Methods and Research* 31 (2): 123-130.

Biernacki, Patrick, and Dan Waldorf, 1981. "Snowball Sampling: Problems and Techniques in Chain Referral." *Sociological Methods and Research* 10 (2): 141-163.

Hammer, Dean and Aaron Wildavsky. 1993. "The Open-Ended, Semistructured Interview." Pp. 57-101 in *Craftways: On the Organization of Scholarly Work*, edited by Aaron Wildavsky. New Brunswick, Canada: Transaction Publishers.

Watters, John K. and Patrick Biernacki, 1989. "Targeted Sampling: Options for the Study of Hidden Populations." *Social Problems* 36 (4): 416-430.

McClintock, Charles C., Diane Brannon and Steven Maynard-Moody. 1979. "Applying the Logic of Sample Surveys to Qualitative Case Studies: The Case Cluster Method," *Administrative Science Quarterly* 24(4): 612-62.

Morgan, D.L. 1996. "Focus Groups," *Annual Review of Sociology* 22: 129-15

Assignment 3: Develop your interview guide, based on the feedback you will have received. The questions should be open-ended and intended to elicit narrative accounts pertinent to your research concerns. Post your interview guide by Wednesday, Oct. 4th at 5 p.m. Comment to your response-pair by Monday, Oct. 11nd at 5 p.m. Sample interview guides are available on CourseWorks.

October 11: Interviewing, Reflexivity, and the Insider/Outsider Problem

We will be conducting practice interviews in class.

Weiss, Robert S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press, 121-151.

Waters, Mary C. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. New York: Russell Sage Foundation. Appendix.

Lee, Jennifer. 2006. *Civility in the City: Blacks, Jews and Koreans in Urban America*. Cambridge, Harvard University Press. Appendix.

Lamont, Michèle. 2004. "A Life of Hard but Justified Choices: Interviewing Across (too) Many Divides." Pp. 162-171 in *Researching Race and Racism*, edited by Martin Bulmer and John Solomos. London: Routledge.

Young, Alford A. 2004. "Experiences in Ethnographic Interviewing about Race: The Inside and Outside of it." Pp. 187-202 in *Researching Race and Racism*, edited by Martin Bulmer and John Solomos. London: Routledge.

Jerolmack, Colin and Shamus Khan. 2014. "Talk is Cheap: Ethnography and the Attitudinal Fallacy." *Sociological Methods and Research* 43(2): 178-209.

Lamont, Michèle, and Ann Swidler. 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing." *Qualitative Sociology* 37(2):153-171.

Recommended:

Cannon, Lynn Weber, Elizabeth Higginbotham and Marianne L.A. Leung. 1988. "Race and Class Bias in Qualitative Research on Women." *Gender and Society* 2(4): 449-462.

Devault, Marjorie L. 1990. "Talking and Listening from Women's Standpoint: Feminist Strategies for Interviewing and Analysis." *Social Problems* 37(1): 96-116.

Peshkin, Alan. 1988. "In Search of Subjectivity – One's Own." *Educational Researcher* 17: 17-21.

Bloor, Michael. 2001. "Techniques of Validation in Qualitative Research: A Critical Commentary." Pp. 383-396 in *Contemporary Field Research*. 2nd edition. Long Grove, IL: Waveland Press.

Assignment 4: Recruit two people you don't know for an open-ended pilot interview, with someone associated with the setting that will be the subject of your final report. Interview them. Use a tape-recorder and keep a field-note diary. Revise your interview schedule as well as your blueprint, based on the pilots and the comments you have received to date. Transcribe one of the two interviews.

October 18: IRB & the Ethics of Qualitative Research

Staff Guest: Gloria Gaines, Manager from Columbia's Institutional Review Board (IRB) Office

Stark, Laura. 2011. *Behind Closed Doors: IRBs and the Making of Ethical Research*. Chicago: University of Chicago Press, 1-19.

Fine, Gary Alan. 1993. "Ten Lies of Ethnography: Moral Dilemmas of Field Research." *Journal of Contemporary Ethnography* 22: 267-294.

Jerolmack, Colin and Alexandra K. Murphy. 2017. "The Ethical Dilemmas and Social Scientific Trade-offs of Masking in Ethnography." *Sociological Methods & Research*, in press.

Van Maanen, John. 2001 [1983]. "The Moral Fix: On the Ethics of Field Work." Pp 269-287 in *Contemporary Field Research*. 1st Edition. Long Grove, IL: Waveland Press.

American Sociological Association. 1999. *Code of Ethics and Policies and Procedures of the ASA Committee on Professional Ethics*. Washington, DC: ASA.

Recommended:

Allen, Charlotte. 1997. "Spies Like Us: When Sociologists Deceive their Subjects." *Lingua Franca* (November): 1-8.

Shea, Christopher. 2000. "Don't Talk to the Humans: The Crackdown on Social Science Research." *Lingua Franca* (September): 27-34.

Assignment 5: Practice completing a Human Subject Approval from the Institutional Review Board of the Faculty of Arts and Sciences. Fill out a Questionnaire A. No need to turn this in. Additionally, become certified by the National Institute of Health to conduct research on Human Subjects. This requires completing the online training course, which takes less than 60 minutes.

October 25: Analyzing Qualitative Data: Thematic Analysis and Coding

A brief introduction to Atlas.ti

Link to Atlas.ti webinars: <http://atlasti.com/video-tutorials/>

Student guest: Bailey Brown, PhD Candidate in Sociology

Weiss, Robert. 1994. *Learning from Strangers*. New York City: The Free Press, 151-182.

Luker, Kristin. 2008. *Salsa Dancing into the Social Sciences*. Cambridge: Harvard University Press, 198-216.

Guetzkow, Joshua, Michèle Lamont and Grégoire Mallard. 2004. "What is Originality in the Social Sciences and the Humanities?" *American Sociological Review* 69:190-212. Consult appendix especially.

Walker, Diane and Florence Myrick. 2006. "Grounded Theory: An Exploration of Process and Procedure." *Qualitative Health Research* 16(4): 547-559.

Miles, Michael and A. Michael Huberman. 2013. *Qualitative Data Analysis*. Thousand Oaks, CA: Sage Publications, 3-16, 69-104 and 107-120.

Recommended:

Altheide, David L. 1987. "Ethnographic Content Analysis." *Qualitative Sociology* 10: 65-77.

Attride-Stirling, Jennifer. 2001. "Thematic Networks: An Analytic Tool for Qualitative Research." *Qualitative Research* 1(3): 385-405.

Eliasoph, Nina. 2011. "Appendix 2: Methods of Taking Field Notes and Making Them Tell a Story." Pp. 261-363 in *Making Volunteers: Civic Life After Welfare's End*. Princeton, NJ: Princeton University Press.

- Emerson, Robert, Rachel Fretz, and Linda Shaw, 1995. "Processing Fieldnotes: Coding and Memoing." Pp. 142-166 in *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- Harry, Beth, Keith M. Sturges, and Janette K. Klingner. 2005. "Mapping the Process: An Exemplar of Process and Challenge in Grounded Theory Analysis." *Educational Researcher* 34(2): 3-13.
- McLellan, Eleanor, Kathleen MacQueen and Judith Neidig. 2003. "Beyond the Qualitative Interview: Data Preparation and Transcription." *Field Methods* 15(1): 63-84.
- Oliver, Daniel, Julianne M. Serovich and Tina L. Mason. 2005. "Constraints and Opportunities with Interview Transcription." *Social Forces* 84(2): 1273-1289.
- Ryan, Gery and H. Russell Bernard. 2003. "Techniques to Identify Themes." *Field Methods* 15(1): 85-109.
- Saldana, Johnny. 2009. *The Coding Manual for Qualitative Researchers*. London: SAGE Publications.
- Weston, Cynthia, et al. 2001. "Analyzing Interview Data: The Development and Evolution of a Coding System." *Qualitative Sociology* 24: 381-400.

Assignment 6: Develop a coding key. Spell out how the key relates to the main concepts and hypotheses of the study. Post by Oct. 25th, 5 p.m. Comment to your response-pair by Oct. 30th, 5 p.m. Examples of coding keys and coding are posted on the course website.

November 1: Work-shopping your coding key

- Miles, Matthew and A. Michael Huberman. 2013. *Qualitative Data Analysis: A Methods Sourcebook*. Sage Publications, Third Edition. Chapters 5-7.
- Tavory, Iddo and Stefan Timmermans. 2014. *Abductive Analysis: Theorizing Qualitative Research*. Chicago: University of Chicago Press. Chapters 5-8.
- Deterding, Nicole and Mary C. Waters. 2017. "Qualitative Coding: A 21st Century Approach." *Sociological Methods and Research*, forthcoming.

Assignment 7: Continue with your fieldwork and interviewing of respondents this week. Post a one-paragraph progress report on your project.

November 8: Making Sense of It All

Challenges in applying what we have learned about data analysis. Questions to explore: what is a pattern; what is sufficient disconfirming evidence; what granular differences matter and don't matter.

Miles, Matthew and A. Michael Huberman. 2013. *Qualitative Data Analysis: A Methods Sourcebook*. Sage Publications, Third Edition. Chapters 11-13. Also, book's companion site & resources: <https://studysites.sagepub.com/miles3e/main.htm>

Tavory, Iddo and Stefan Timmermans. 2014. *Abductive Analysis: Theorizing Qualitative Research*. Chicago: University of Chicago Press. Chapter 7 and Conclusion.

November 15: Writing and Evaluation

Erikson, Kai. 1989. "On Sociological Prose." *Yale Review* 78 (1): 525-538.

Sword, Helen. 2017. *Air & Light & Time & Space: How Successful Academics Write*. Cambridge, MA: Harvard University Press.

Besbris, Max and Shamus Khan. 2017. "Less Theory. More Description." *Sociological Theory* 53: 147-53.

Brunsma, David, Monica Prasad and Ezra Zuckerman. 2013. *Strategies for Reviewing Manuscripts* (ASA Report). Albany, NY: American Sociological Association: 1-46.

Recommended:

Stein, Arlene and Jessie Daniels. 2017. *Going Public: A Guide for Social Scientists*. Chicago, IL: University of Chicago Press.

Sword, Helen. 2012. *Stylish Academic Writing*. Cambridge, MA: Harvard University Press.

Becker, Howard. 1986. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*. Chicago: University of Chicago Press.

Kilbourn, Brent. 2006. "The Qualitative Doctoral Dissertation Proposal." *Teachers College Record* 108: 529-76.

Assignment 8: Prepare a one-page abstract and a tentative outline of your paper based on your observations, field notes, and interviews. Narrow your theoretical focus; identify the data you will need to make your argument. Discuss how you will organize and analyze your data. Post by Wednesday, Nov. 15th at 5 p.m. Comment to your response-pair by Nov. 20th at 5 p.m.

November 22: Happy Thanksgiving!

November 29: Paper presentations

December 6: Paper presentations

Final research paper will be due on Monday, December 11 at 5 p.m.