

**Harvard University -- Department of Sociology
Soc 2209: Qualitative Social Analysis**

Spring Term, 2019

Meeting time: Thursdays, 9:45am-11:45am.

Location: William James Hall 450

Course instructor: Michèle Lamont, 510 William James Hall
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Office hours: Thursday afternoons (time will vary) or by appointment.
Please contact Lisa Albert at 617-495-8695 or at lalbert@fas.harvard.edu

Teaching Fellow: Elena Ayala-Hurtado, eyalahurtado@g.harvard.edu
Office hours: Monday afternoons (time will vary) or by appointment.

This course is required for and limited to G-1 students in Sociology and Sociology/Social Policy programs, and the Sociology tracks of the Organizational Behavior. It is designed to provide students with an understanding of the methodological approaches we commonly think of as qualitative, with special emphases on case studies, mixed method research, interview-based research, ethnography, and comparative research.

Sociology 2209 is organized with the following four objectives in mind: (1) To give you basic training in qualitative research. This requires exposing you to issues of conceptualization, theory, research design, and strategies for framing questions. (2) To consider the various domains or topical areas in sociology where qualitative work has made major contributions. This includes reflecting on the usage of qualitative method in interpretive, descriptive, and explanatory research. (3) To examine the ethical responsibilities of qualitative researchers, who have closer contact with “subjects” and “informants” than other researchers typically do. (4) To think collectively and critically about the forms of writing (articles, dissertations, books, etc.) and professional presentations that sociologists must master to present qualitative work to their peers and the public.

The course will cover the basic techniques for collecting, interpreting, and analyzing qualitative 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 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 fieldnotes? How does one determine the best sampling strategy? What is coding? How does one write an ethnographic paper? How does one give a presentation based on interview data?

Books (ordered for purchase at the Coop and on reserve at Lamont Library):

Jensen, Joli. 2017. *Write No Matter What: Advice for Academics*. Chicago: University of Chicago Press.

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

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

You can use this link provided by The Coop to order the books at a discount:

<https://tinyurl.com/300-W19-SOCI-2209-1>

Note from The Coop: “Students ordering through our website will have their choice of purchasing or renting new, used or digital content. Additional value is offered when they apply their Coop membership (10% off for a \$1 annual fee) to receive greater savings.”)

Most of the other readings are available on the Canvas course site or on reserve at Lamont Library.

Requirements:

A) Final Research Report: The main requirement is to produce a final report based on research conducted during the course of the semester.

The final report should include:

- 1) A problem statement, supported by *some* references to the research literature. What is the puzzle? What is this a case of?
- 2) Review of the literature. What is the function of a review of the literature? What literature are you speaking to? What analytical tools do you use to do so (these often come from different literature)?

- 3) A description of the research site, including people and activities involved.
- 4) A description of your data-gathering activities
- 5) A description of your method for gaining access to the site and establishing field relationships. Observer effects on the data. Ethical problems encountered.
- 6) A description of your approach to data analysis.
- 7) Your findings. These will be exploratory and tentative but should be grounded in the limited 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? What do these early findings suggest about what you would need to do to continue this research?

The final paper should be submitted via email (in .doc format) by **Monday, May 13 at the latest (no exception)**. It should not exceed 25 pages in length (double-spaced), plus appendixes and bibliography. Write an analysis of your qualitative data in article form, as modeled after articles published in journals such as the *American Journal of Sociology*, *Qualitative Sociology*, *Poetics*, or the *Journal of Contemporary Ethnography*.

Samples of papers that were started in Soc 2209 and have been published are available on Canvas.

B) Nine assignments that lead up to the final course paper. We will discuss each at length in class. Starting with Assignment 4, you will be divided into response-pairs and asked to comment on each other's submission prior to class (but for Assignment 7). Always complete the readings before working on your assignments as the latter build on the former. These assignments are due on Wednesday at 9am. Responses are due on Wednesdays at 8pm. Everything should be posted on the website and emailed to Michele and Elena as a .doc file.

Assignment 1: Feb 1: Getting to Know You!

Assignment 2: Feb 6: What is Good Qualitative Sociology?

Assignment 3: Due in class Feb 14: Defining your Research Question

Assignment 4: Feb 20: Create your Research Blueprint

Assignment 5: Feb 27: Create your Interview Schedule

Assignment 6: March 7: Conduct an Interview and Deliver a Revised Interview Schedule and Blueprint

Assignment 7: March 13: Complete a Human Subject Approval Form and the online training course to conduct research on Human Subjects from the National Institute of Health

Assignment 8: April 4: Develop a Coding Key

Assignment 9: April 11: Provide a One-Page Abstract of your Paper

April 25 and May 2: Paper Presentations

C) Reading Memos and Comments: Students are expected to post a brief weekly reading memo, maximum 300 words (about 1 double-spaced page). These should be posted in the "Weekly Memos" folder on the course website by Wednesday at 9am at the latest (the same day that your assignments are due). Reading memos are informal

comments on the key methodological questions you see in the readings, issues you thought worthy of further discussion, and analytic problems you think are important in the readings. I also encourage you to include one or two quotes that you find particularly intriguing, challenging, or worth discussing. The purpose of these memos is to share reflections on our common reading while engaging in your individual projects. You can pick **two weeks** where you will not be writing a memo.

D) Presentations: 1) *Teams of students* will take turns leading the class discussion and distributing questions to be discussed a day ahead, so that everyone can think about them. While half will discuss readings and memos, half will focus on providing a progress update on where you are. Both will consider: How did these readings help you complete your assignment? What questions did they answer and not answer? What are the remaining challenges? *Each of you should lead two sessions* – to be confirmed based on the number of students taking the class. The sessions will be assigned at the end of the first class; 2) *The final presentation* (last two weeks of class) should outline the research question, methods, analysis and preliminary findings. It should follow roughly the same outline as your final report (described above). *On some weeks, we may meet at 9 or 9:30 instead of 10 to make sure that we have enough time to discuss everyone's project, including practical issues.*

Grading:



The assignments are graded pass/fail and are important steps leading to the final paper

Presentations: 15% of the final grade

Research blueprint: 15% of the final grade

Participation, memos and other assignments: 20% of the final grade

The final paper: 50% of the final grade.

Attendance in this class is mandatory. Only dire illness should keep you away. If you must miss a class, you must notify and explain. Obviously, you should not only be present, but also be prepared and ready to participate fully and actively. This is essential if you hope to fully take advantage of this course!!

Grades are quite secondary in graduate school. Your goal should be your development as an independent researcher and scholar. Nonetheless, grades matter for fellowship applications and they act as a feedback mechanism. Your development will depend on your capacity to engage with comments and suggestions and to improve your thinking and research practice.

Overview of the course:

Week 1 (Jan 31): Introduction

Week 2 (Feb 7): Standards of Production and Evaluation

Week 3 (Feb 14): Choosing a Question/Case/Object & Research Strategy

Week 4 (Feb 21): Competing Approaches to Ethnography and Fieldwork

Week 5 (Feb 28): Sampling, Interviewing, and Developing Interview Instruments

Week 6 (Mar 7): Interviewing, Reflexivity, and the Insider/Outsider Problem

Week 7 (March 14): The Ethics of Qualitative Research

Week 8 (March 21): Spring Recess

Week 9 (March 28): Analyzing Qualitative Data: Thematic Analysis and Coding

Week 10 (April 4): Making Sense of It All

Week 11 (April 11): Making Sense of It All

Weeks 12 (April 18): Writing and Evaluation

Weeks 13-14 (April 25 and May 2): Paper Presentations

COURSE OUTLINE: WEEKLY SESSIONS

Week 1 (January 31): Introduction: Epistemology and the Role of Theory in Empirical Sociology

Sayer, Andrew. 1992. *Method in Social Science. A Realist Approach*. London: Routledge. Pp. 11-46.

Swedberg Richard. 2016. "Before Theory Comes Theorizing or How to Make Social Science More Interesting." *British Journal of Sociology*. 67 (1): 5-22. Watch the interview if you want to go deeper
http://link.brightcove.com/services/player/bcpid982198451001?bckey=AQ~~,AAAAPu bcZk~,_5wRjVEP-2Sma1whESEDfKmqjWi9oghp&bctid=4762123489001

Cartwright, Nancy. 2007. "Are RCTs the Gold Standard?" *Bioscience* 2: 11-20.

Optional:

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

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

Isaac, Jeffrey C. 2015. "Varieties of Empiricism in Political Science." *Perspectives on Politics*. 13 (4): 929-234.

Elman, Colin, ed. 2012. "Symposium on Qualitative Research Methods in Political Science." *The Journal of Politics*. 70 (1): PP. 272- 292.

Espeland, Wendy, 2019. "How 10% of the World Became Gay: Social Science Measures and the Construction of Gay Identity, 1948-1993. Unpublished ms, Department of Sociology, Northwestern University

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

Sanscartier, M.D. (2018). The Craft Attitude: Navigating Mess in Mixed Methods Research. *Journal of Mixed Methods Research*. 1-16.

Vaughan, Diane. 2014. "Analogy, Cases and Comparative Social Organization" in *Theorizing in Social Science. The Context of Discovery*, edited by Richard Swedberg. Palo Alto: Stanford University Press. Pp. 61-84.

Assignment 1: Part 1: Getting to know you!! Please send us a few paragraphs describing yourself, your personal, intellectual and professional interests, and your social/spatial trajectory. Also describe your prior exposure to qualitative and mixed methods. **Fun challenge:** use as many sociological concepts as possible in these descriptions! **Due on FEBRUARY 1st**

Part 2: Take time to reflect on what makes a good interviewer and a good interview after listening to a few interviews posted on this website

<https://www.press.uchicago.edu/sites/rightsontrial/index.html>

These were conducted for Ellen Berrey, Robert L. Nelson and Laura Beth Nielsen, 2017, *Rights on Trial: How Workplace Discrimination Law Perpetuates Inequality*. Chicago: University of Chicago Press.

Week 2 (February 7): Standards of Production and Evaluation

Abend, Gabriel. 2013. "Styles of Causal Thought: An Empirical Investigation." *American Journal of Sociology*. 119 (3): 602-654.

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.

Gerring, John. 2012. "Mere Description." *British Journal of Political Science*, 42: 721-746.

Optional:

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

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.

Assignment 2: Under what Light does it Shine? Each student will choose a qualitative study that won a best paper ASA award over the last few years (see list here http://www.asanet.org/sections/section_recipients.cfm). If your time allows, you can also use an award-winning book. Keep your attention focused on their overall organizational structure and presentation of research findings and data, and less so on their content. In 2 pages, please identify the theoretical argument of the book, describe some of the evidence used to support it, and evaluate the strengths and weaknesses of the study and the kind of excellence that it illustrates (if any). **Post by Wednesday 9 am.** Your short paper will serve as background for class discussion on standards of production and evaluation for qualitative social science, which will be informed by the readings. We will reconstruct together what an excellent qualitative paper looks like.

Week 3 (February 14): Choosing a Question/Case/Object and a Research Strategy

Read a few essays from the *Sociologica* symposium on “How Do Sociologists Discover a Research Topic?” <https://sociologica.unibo.it/article/view/8428/8240>

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

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.

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

Spillman, Lyn. 2014. “Mixed Methods and the Logic of Qualitative Inference.” *Qualitative Sociology*. 37:189-205.

Optional:

Emigh Rebecca Jean. 1997. “The Power of Negative Thinking: The Use of Negative Case Methodology in the Development of Sociological Theory.” *Theory and Society*. 26 (5): 649-684.

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

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.

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

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

Wagensknecht, Susann and Jessica Pfluger. 2018. Making Cases: On the Processuality of Casing in Social Research." *Zeitschrift für Soziologie*. 47(5): 289–305

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

Assignment 3: 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.**

Week 4 (February 21): Ethnography and Fieldwork, and Mixed Methods Research

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.

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

Goffman, Erving. 2001. "On Fieldwork." Pp. 153-158 in *Contemporary Field Research: Perspectives and Formulation*, edited by R. Emerson. Prospect Heights, IL: Waveland Press.

Lareau, Annette. 2003. "Appendix--Common Problems in Field Work: A Personal Essay," *Home Advantage*. Berkeley, CA: University of California Press, pp. 187-223

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.

Optional:

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.

Charmaz, Kathy, 2001. "Grounded Theory." Pp. 335-352 in *Contemporary Field Research: Perspectives and Formulations*, edited by R. Emerson. Prospect Heights, IL: Waveland Press.

Doerr, Nicole and Noa Millman. 2014. "Working with Images." Pp. 418-45 In *Methodological Practices in Social Movement Research*, edited by Donatella della Porta. New York: Oxford University Press.

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. [On reserve]

Katz, Jack. 2001. "Ethnography's Warrants." Pp. 361-382 *Contemporary Field Research: Perspectives and Formulations*, edited by R. Emerson. Prospect Heights, IL: Waveland Press.

Nielsen, Laura Beth. 2012. "The Need for Multi-Method Approaches in Empirical Legal Research." in *The Oxford Handbook of Empirical Legal Research*, edited by Peter Cane and Herbert M Kritzer. New York: Oxford University Press.

Lareau, Annette and Jeffrey Shultz, 1996. *Journeys Through Ethnography. Realistic Accounts of Fieldwork*. Boulder, CO: Westview Press. [On reserve]

Lichterman, Paul and Isaac Reed. 2015. "Theory and Contrastive Explanation in Ethnography." *Sociological Methods and Research* 44(4): 585-635.

Morgan, David L. 1996. "Focus Groups." *Annual Review of Sociology* 22: 129-52.

Trouille David and Iddo Tavory, 2016. "Shadowing: Warrants for Intersituational Variation in Ethnography," *Sociological Methods and Research* 1-27.

Assignment 4: 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 **February 20th at 9am**. Post comment to your response-pair by **8 pm**.

Week 5 (February 28): Sampling, Interviewing, and Developing Interview Instruments

Guests post from Ali, Syed and Philip Cohen, eds. 2016. "How to do Ethnography Right," *Contexts* <https://contexts.org/blog/how-to-do-ethnography-right/>
-Deluca, Stefanie, Susan Clampet-Lundquist and Kathryn Edin. "Want to Improve your Qualitative Research? Try Using Representative Sampling and Working in Teams"

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

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

Rubin, Herbert and Irene Rubin. 2005. "Designing Main Questions and Probes." Pp. 152-72 in *Qualitative Interviewing: The Art of Hearing Data* (second edition). California: Sage.

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

Optional:

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

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.

Pugh, Alison. 2013. "What good are interviews for thinking about culture? Demystifying interpretive analysis." *American Journal of Cultural Sociology* 1(1): 42-68.

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.

Assignment 5: Develop your interview guide based on the feedback you will have received on your blueprint and on the readings. The questions should be open-ended and intended to elicit narrative accounts pertinent to your research concerns. Post your interview guide by 9am; Comment to your response-pair by 8pm.

Sample interview guides are available on Canvas. For more references on interviewing, see also

<https://www.sociology.northwestern.edu/documents/faculty-docs/syllabi/soc-476-interview-methods-watkins-hayes.pdf>

Week 6 (March 7): 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.

Cobb, Jessica S and Kimberly Kay Hoang. 2015. "Protagonist-Driven Urban Ethnography." *City and Community*. 14(4):348-51

Moore, Mignon. 2018. "Challenges, Triumphs, and Praxis: Collecting Qualitative Data on Less Visible and Marginalized Populations." Pp 169-184 in Other, Please Specify: Queer Methods in Sociology. D. L. Compton, T. Meadow and K. Schilt. Oakland, University of California Press.

Stuart, Forrest. 2018. "Reflexivity : Introspection, Positionality, and the Self as Research Instrument – Toward a Model of Abductive Reflexivity." In *Approaches to Ethnography: Analysis and Representation in Participant Observation*, edited by Colin Jerolmack and Shamus Kahn. New York: Oxford University Press.

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.

Optional:

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.

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

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.

Assignment 6: 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. Record your interview with them 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. Share it with our partner for additional feedback

Week 7 (March 14): The Ethics of Qualitative Research

Elena and I will host a movie on research ethics at my house during that week. Q and A with staff (TBD). Institutional Review Board office.

Guests posts from Ali, Syed and Philip Cohen, eds. 2016. "How to do Ethnography Right," *Contexts* <https://contexts.org/blog/how-to-do-ethnography-right/>
-Fisher, Dana R. "Doing Qualitative Research as if Counsel is Hiding in the Closet.;"
-Cameron, Abigail E. 2016 "The Unhappy Marriage of IRBs and Ethnography."

Humphreys, Laud. 1975. "Postscript." *Tearoom Trade*. New York: Aldine de Gruyer. Pages 167-174.

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

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. 2017. *Code of Ethics and Policies and Procedures of the ASA Committee on Professional Ethics*. Washington, DC: ASA.
http://www.asanet.org/sites/default/files/asa_code_of_ethics-june2018.pdf

Heimer, Carol A. and JuLeigh Petty. "Bureaucratic Ethics: IRBs and the Legal Regulation of Human Subjects Research," *Annual Review of Law and Social Science* 6: 601-26.

Optional:

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

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

Cassell, Joan. 1978. "Risks and Benefits to Subjects of Fieldwork." *The American Sociologist* 13: 134-43.

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

Assignment 7: 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.

March 21: NO CLASS – SPRING RECESS: CONDUCT INTERVIEWS!!!

Week 9 (March 28): Analyzing Qualitative Data: Thematic Analysis and Coding

A brief intro to Nvivo led by Elena

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

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

Saldana, Johnny M. 2015. *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: Sage Publications. Pp

Nicole M. Deterding and Mary C. Waters. 2018. "Flexible Coding of In-Depth Interviews; A 21st Century Approach." Online First, *Sociological Methods and Research*

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 and tables only.

Miles, Michael and A. Michael Huberman, 1994. *Qualitative Data Analysis*. Thousand Oaks, CA: Sage Publications, 3-16, 69-104 and 107-120.

Optional:

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

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.

McLellan, Eleanor, Kathleen MacQueen and Judith Neidig. 2003. "Beyond the Qualitative Interview: Data Preparation and Transcription." *Field Methods* 15(1): 63-84.

Ryan, Gery and H. Russell Bernard. 2003. "Techniques to Identify Themes." *Field Methods* 15(1): 85-109.

Weston, Cynthia, et al. 2001. "Analyzing Interview Data: The Development and Evolution of a Coding System." *Qualitative Sociology* 24: 381-400.

Assignment 8 Develop a coding key. Spell out how the key relates to the main concepts and hypotheses of the study. Post by 9 am. Comment on your response pair by 8 pm. Examples of coding keys and coding are posted on the **course website**.

Week 10 (April 4): Making Sense of it all (Part 1); Work-shopping your coding key (small group discussion)
Faculty guest lecturers

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?

Week 11 (April 11): Making Sense of it All (Part 2).
Faculty guest lecturers

Week 12 (April 18): Writing and Evaluating

Joli Jensen. 2017. *Write No Matter What: Advice for Academics*. Chicago: University of Chicago Press. Pp

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

ASR reviewer guidelines: <https://journals.sagepub.com/page/asr/help/reviewer-guidelines>

Optional:

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

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

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

Sword, Helen. 2017. *Air & Light & Time & Space*. Cambridge, MA: Harvard University Press. Part 4: Emotional Habits (pp. 153-194).

Van Maanen, John 2011. *Tales of the Field*. 3rd Ed. Chicago: University of Chicago Press: xiii-xx, 45-72, and 145-182.

Weeks 13-14 (April 25 and May 2): Presentation of Student Projects

Solving Problems (Thank you, Michael Bastedo, U of Michigan)

Conference proposals. Smith, M. Cecil and Russell N. Carney. 1999. "Strategies for Writing Successful AERA Proposals." *Educational Researcher* 28 (1): 42-45.

Constructing interesting theories. Davis, Murray S. 1971. "That's Interesting! Towards a Phenomenology of Sociology and a Sociology of Phenomenology." *Philosophy of the Social Sciences* 1: 309-344.

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