

Sociology 592
QUALITATIVE METHODS
Winter 2020
Wednesdays 2:00-4:50
Cramer 265

Dr. Maura Kelly
Email: maura@pdx.edu
Office: Cramer 217 R
Office hours: Wednesdays 11-1

COURSE DESCRIPTION

This course provides an overview of qualitative research in sociology, including the contribution of qualitative research, qualitative research design, best practices for high quality research, and research ethics. It covers a variety of methods for collecting qualitative data, such as qualitative content analysis, ethnography or participant observation, interviews, and focus groups.

COURSE REQUIREMENTS

For additional detail on assignments, see guidelines attached to the syllabus

Class preparation and participation (10 points) Come to class prepared to discuss the assigned readings and course assignments. Participate in the conversation with thoughtful comments and questions. Note that being absent from more than one class will negatively affect the course grade.

Discussion questions (16 points) Write three discussion questions for eight of the ten class meetings.

Assignment 1: Empirical examples (4 points) Identify recent three qualitative peer-reviewed articles in your discipline and in your area of interest.

Assignment 2: Qualitative content analysis proposal (20 points) Part A: Submit a research question for a qualitative content analysis study of a topic covered in the news. Part B: Design a qualitative content analysis study of a topic covered in the news and write a research proposal.

Assignments 3: Human subjects training (5 points) Complete the CITI training at <http://www.citiprogram.org/>. If you have previously completed the CITI training, you do not need to do it again, just submit your certificate of completion to receive credit.

Assignment 4: Ethnography proposal (20 points) PART A: Identify a site for field research from meetup.com. Visit your field site and write up field notes. Part B: Design an ethnography based on your initial field site observations and write a research proposal.

Assignment 5: Interview practice (10 points) Work in groups in class to develop a research question and an interview guide. Pair up with a student from another group to interview each other outside of class. Submit the audio file of the interview and a research memo.

Assignment 6: Interview proposal (20 points) Part A: Design an interview study and write a research proposal, including an interview guide. Part B: Conduct one pilot interview to test the interview guide. Submit the audio file of the interview and a research memo.

Assignment 7: Thesis/dissertation research (5 points) Identify your thesis/dissertation title, the method(s) you will be using, your thesis/dissertation committee chair, and your two additional thesis/dissertation committee members. First year sociology students are required to finalize their committees (tentative is fine for all other students).

COURSE OUTLINE

Note: All assignments are due by midnight before the class meeting. All readings must be completed prior to the class meeting.

Week 1: January 8
Introduction and content analysis

Assignment

- Assignment 1: Empirical examples
- Discussion questions

Reading

- Hesse-Biber, Sharlene. 2016. "An Invitation to Qualitative Research" *The Practice of Qualitative Research*.
- Lareau, Annette. 2012. "Using the Terms Hypothesis and Variable for Qualitative Work: A Critical Reflection." *Journal of Marriage and Family* 74(4): 671-677. [LINK](#)
- McIntosh, Heather and Lisa Cuklantz. 2016 "Researching Mass Media: Images and Texts" *The Practice of Qualitative Research*.
- Milkie, Melissa A, Joanna R. Pepin, and Kathleen E. Denny. 2016. "What Kind of War? 'Mommy Wars' Discourse in U.S. and Canadian News, 1989-2013" *Sociological Inquiry* 86(1): 51-78. [LINK](#)

Week 2: January 15
Qualitative Research Design

Assignment

- Assignment 2A: Qualitative content analysis research question
- Discussion questions

Reading

- Hesse-Biber, Sharlene. 2016. "Designing Qualitative Approaches to Research" *The Practice of Qualitative Research*.
- Kelly, Maura. 2019. "Chapter 1: Putting Feminist Research into Practice" Pp. 1-11 in *Feminist Research in Practice*. Rowman and Littlefield. D2L
- Tracy, Sarah J. 2010. "Qualitative Quality: Eight 'Big-Tent' Criteria for Excellent Qualitative Research." *Qualitative Inquiry* 16(10):837-851. [LINK](#)
- Sovacool, Benjamin K., Jonn Axsenc, and Steve Sorrella. 2018. "Promoting Novelty, Rigor, and Style in Energy Social Science: Towards Codes of Practice for Appropriate Methods and Research Design." *Energy Research & Social Science* 45:12-42. [Note: Focus on the sections on qualitative research] [LINK](#)

Week 3: January 22
Ethics in Qualitative Research

Assignment

- Assignment 2B: Qualitative content analysis proposal
- Assignments 3: Human subjects training
- Discussion questions

Reading

- Hesse-Biber, Sharlene. 2016. "The Ethics of Social Research" *The Practice of Qualitative Research*.
- Thomas, Veronica. 2013. "Critical Race Theory: Ethics and Dimensions of Diversity in Research" in *The Handbook of Social Research Ethics*, edited by Donna M. Mertens and Pauline E. Ginsberg. SAGE. [LINK](#)
- READING TBA

Week 4: January 29
Ethnography and Participant Observation I

Assignment

- Discussion questions

Reading

- Hesse-Biber, Sharlene. 2016. "Ethnography" *The Practice of Qualitative Research*.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. "Chapter 3: At the Desk, Creating Scenes on a Page" in *Writing Ethnographic Fieldnotes*. University of Chicago Press. D2L

- READING TBA

Week 5: February 5
Ethnography and Participant Observation II

Assignment

- Assignment 4A: Ethnographic field notes

Reading

- READING TBA
- READING TBA

Week 6: February 12
Interviewing I

Assignment

- Assignment 4B: Ethnography proposal

Reading

- Hesse-Biber, Sharlene. 2016. "In-Depth Interviewing" *The Practice of Qualitative Research*.
- Baker, Sarah Elsie and Rosalind Edwards. 2012 *How Many Qualitative Interviews is Enough?* Read the following excerpts: Adler & Adler (Pp. 8-11), Brannen (Pp. 16-17), Bryman (Pp. 18-20), Charmaz (Pp. 21-22), and Doucet (Pp. 25-29) [LINK](#)

Week 7: February 19
Interviewing II

Assignment

- Assignment 5: Interview practice

Reading

- READING TBA
- READING TBA
- READING TBA

Week 8: February 26
Focus groups and CBPR

Assignment

- Assignment 6A: Interview proposal

Reading due

- Hesse-Biber, Sharlene. 2016. "Focus Group Research" *The Practice of Qualitative Research*.
 - READING TBA
 - READING TBA

Week 9: March 4
Mixed methods

Assignment

- Assignment 6B: Pilot interview

Reading

- Hesse-Biber, Sharlene. 2016. "Mixed Methods Research" *The Practice of Qualitative Research*.
- READING TBA
- READING TBA

Week 10: March 11
Future Directions of Qualitative Research

Assignment

- Assignment 7: Thesis/dissertation research

Reading

- Hesse-Biber, Sharlene. 2016. "Future Directions of Qualitative Research Inquiry" *The Practice of Qualitative Research*.
- Reich, Jennifer. 2015. "Old Methods and New Technologies: Social Media and Shifts in Power in Qualitative Research." *Ethnography* 16(4):394-415. [LINK](#)
 - READING TBA

Finals week: March 16

Assignment

- If needed, revise and resubmit assignments by end of day on Monday March 16

GUIDELINES FOR DISCUSSION QUESTIONS

TASK: Write three discussion questions for eight of the ten class meetings. These questions will be posed to the class for discussion.

- Write DQs in the form of a question
- Be as concise as possible (you do not need to provide significant background information, commentary, or an answer to your question).
- DQs should focus on methods rather than only on findings or implications of empirical studies.
- If applicable, provide a page number to direct our attention to a specific part of the reading
- Each individual question may focus on one reading or may make comparisons across readings for that week.
- DQs may include questions to clarify points in the readings (e.g. what did the author mean by X? Is Y a best practice? How can we accomplish Z goal?)
- If you have question you *really* want answered, make a note to me in your assignment.

Note: I may not be able to include a question from each student each week. This is generally not a reflection on the quality of your work! If I have any feedback on the quality of your work, I will provide that via D2L.

Discussion questions are due each week by midnight before class via D2L (e.g. D2L course home--Activities--Assignments--Discussion question week 1). COPY AND PASTE your discussion questions into the comments field, in addition to attaching a document.

GUIDELINES FOR ASSIGNMENT 1: EMPIRICAL EXAMPLES

TASK: Identify three recent qualitative peer-reviewed articles in your discipline and in your area of interest.

Identify one article from three of the following categories/methods:

- Empirical article with significant discussion of ethics, any qualitative method(s)
- Ethnography or participant observation article
- Interview article
- Focus group article
- CBPR article
- Mixed methods article
- Empirical article with an innovative research design, any qualitative methods(s)

Identify articles and create permanent proxied links for articles held by the PSU library

1. Start at the PSU library homepage <https://library.pdx.edu/>
2. Click on “Databases & Articles”
3. Choose a relevant database for your discipline (for example, sociologists should choose SocINDEX or Sociological Abstracts)

4. Use the search feature and read abstracts to identify three articles (one from three different categories). Articles must meet all the following criteria:
 - a. Fits category/method described above
 - b. Published in a journal for your discipline
 - c. Topic is in your area of interest
 - d. Peer reviewed (restrict your search to peer-reviewed journals if the databases does not do this automatically)
 - e. Published 2018 or later
5. Once an article has been identified, navigate all the way to the full text PDF
6. Create a permanent proxied link to the PDF of the article using this site
<https://library.pdx.edu/services/persistent-links/>

Example

- Milkie, Melissa A, Joanna R. Pepin, and Kathleen E. Denny. 2016. "What Kind of War? 'Mommy Wars' Discourse in U.S. and Canadian News, 1989-2013" *Sociological Inquiry* 86(1): 51-78.
- <https://stats.lib.pdx.edu/proxy.php?url=https://onlinelibrary-wiley-com.proxy.lib.pdx.edu/doi/epdf/10.1111/soin.12100>
- Category/method: Content analysis

For each of the three articles, include a formatted citation, a link to the article held by the PSU library, and a note on which category/method the article fits. Submit via D2L. COPY AND PASTE the text of your assignment into the comments field, in addition to attaching a document.

GUIDELINES FOR ASSIGNMENT 2: QUALITATIVE CONTENT ANALYSIS PROPOSAL

Part A TASK: Submit a research question for a qualitative content analysis study of a topic covered in the news.

Crafting a good research question

- Posed in the form of a question
- Can be answered with the *method* being utilized
- Can be answered with the *data* being utilized
- Appropriate in scope for the proposed research design (i.e. not too broad, not too narrow)
- Does not make assumptions about what the results will be

Example (Kelly 2010):

How were the welfare reforms of the 1990s covered in television news media?

Submit your research question via D2L. COPY AND PASTE the text of your assignment into the comments field, in addition to attaching a document.

Part B TASK: Design a qualitative content analysis study of a topic covered in the news and write a research proposal.

Define the parameters of the study so that approximately 40-50 newspaper articles are included in the sample by either limiting the population (e.g. limit the date range or newspapers included) or including a sampling strategy (random or stratified).

Components of the proposal

- Brief introduction to the topic, problem, and/or gap in the research
- Research question (revise from Part A after workshopping in class)
- Method (i.e. qualitative content analysis)
- Source of the data (e.g. U.S. Major Dailies database via PSU library, *New York Times* website)
- Criteria for inclusion of cases:
 - Date range (and justification)
 - Search terms (and justification)
 - Exclusion of articles where topic of interest is not the central focus, and how many (if relevant)
 - Exclusion of duplicate articles (if relevant)
 - Inclusion/exclusion of editorial content (i.e. editorials, op-eds, letters to the editor)
 - Inclusion/exclusion of short articles (if excluding, give word count cutoff)
 - Inclusion/exclusion of specific newspapers (and justification)
 - Any other criteria for inclusion (and justification)
- Sampling strategy
 - Number of cases in population
 - Number of cases in sample
 - Sampling strategy (e.g. random, stratified, sample is entire population)
- Description of the sample
 - Number of news stories by paper, time period, etc
 - Any other relevant information about the sample

Note: for this assignment, write in the past tense, as you will have done the data collection (that is, you will have identified your sample of articles) when you write up this proposal.

Example (Kelly 2010)

The Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) was passed within the context of welfare reform debate that employed the stereotypes associated with the controlling image of the welfare mother in order to promote restrictive and punitive policies regulating the reproduction, mothering, and labor force participation of poor women. In this analysis, I will examine news coverage of welfare in order to examine how elites deployed the stereotypes associated with the welfare mother controlling image within welfare reform discourse. Specifically, this research will address: How were the welfare reforms of the 1990s covered in television news media?

In this analysis, I will use qualitative content analysis to address examine television network news coverage of welfare reform. I obtained videos of television news stories from the Vanderbilt University Television News Archive. The search term used was “welfare” as this was the term used in abstracts of news stories in the Vanderbilt archive. National discussion of welfare reform began with the run up to the presidential election in 1992 and PRWORA legislation was passed in 1996. Thus, 1992–2007 was chosen to include the time before, during, and after the debate over the welfare reforms of the 1990s. Television network news stories have few editorials, but these were not excluded from the sample. Television stories from ABC, NBC, and CBS were chosen because they are watched by a large audience and are also an influence on other news sources. Of the 276 stories that met the criteria for this study, 180 were over two minutes and 96 were under two minutes (and thus excluded). The 180 stories over two minutes were stratified by network (to ensure a similar number of stories from each network) and a random sample of 40 stories was selected and videotapes were obtained from the archive. The sample of 40 news stories represents about 14% of all news stories on welfare during the time period.

This sampling strategy resulted in a sample that was representative of the distribution of news stories over the time period. There are seven stories from the years leading up to the debate (1992–1994); twenty-one from the years during which the legislation was debated (1994–1996); and twelve stories from the years after PRWORA was passed (1996–2007). As noted above, the stratified sampling resulted in a similar number of stories from ABC, NBC, and CBS.

Submit your proposal via D2L. All parts of the assignment can be submitted via the same folder. COPY AND PASTE the text of your assignment into the comments field, in addition to attaching a document.

GUIDELINES FOR ASSIGNMENT 3: HUMAN SUBJECTS TRAINING

TASK: Complete the CITI training at www.citiprogram.org. If you have previously completed the CITI training, you do not need to do it again, just submit your certificate of completion to receive credit.

Complete the CITI training

- Start at www.citiprogram.org
- Click on “Register” in the top right
- Step 1: Search for Portland State University in the “Select Your Organization Affiliation” field and tick the required boxes;
- Step 2: Provide name and email
- Step 3: Create username and password
- Step 4: Enter country of residence
- Step 5: Answer questions as you see fit (answers will not impact your completion of the training)
- Step 6: Provide additional information
- Step 7: Answer questions
 - Question 1: choose “Group 1: Human Subjects Researcher”
 - Question 2: choose “no”

- Question 3: Do not tick the boxes
- Question 4-7: choose “no”
- Question 8: Do not tick the boxes
- Click through until you get to the “Institutional Courses” page
- Click on the “View Courses” button next to “Portland State University”
- Find “Group 1: Human Subjects Researcher” and click “Start now”
- Complete the training
- Save the certificate of completion (make sure you also save a copy for your files, to submit with your IRB application)

Submit the certificate of completion via D2L.

GUIDELINES FOR ASSIGNMENT 4: ETHNOGRAPHY PROPOSAL

TASK Part A: Identify a site for field research from meetup.com. Visit your field site and write up field notes.

Choose a meetup.com group that will meet for one to four hours in the time frame for the field research assignment. If you have an idea for an alternative field site related to your ongoing or future research, check with the instructor first for approval.

Visit your field site for one visit of one to four hours. Write up detailed fieldnotes of your observations. Include fieldnotes (with asides) as well as a commentary section at the end. See course readings from Hesse-Biber (2016) and Emerson et al (2011) for guidelines on how to take field notes. Length of field notes will vary but aim for 2,000-3,000 words.

Submit your field notes via D2L. COPY AND PASTE the text of your assignment into the comments field, in addition to attaching a document.

TASK Part B: Design an ethnography based on your initial field site observations and write a research proposal.

Components of the proposal

- Brief introduction to the topic, problem, and/or gap in the research
- Research question (after your site visit, come up with a specific research question that can be addressed with ethnographic data)
- Method (ethnography or participant observation)
- Describe setting
 - Describe the site, including the nature of the group and the setting (use pseudonym for identifiable locations);
 - Give criteria/explanation for choosing the setting (specifically in relation to the research question);

- Data collection
 - How the researcher identified and entered the site, including gaining permission from gatekeepers (if relevant)
 - Any initial and ongoing consent processes
 - Plan for time spent in the setting (date range, number of visits, and/or number of hours). For this assignment, assume that you will conduct one year of field work
 - (Approximate) numbers of people in the site and demographics of people in the site (note that names are pseudonyms)
 - How the researcher will take jottings/notes in the setting (if at all) and after leaving and what kind of data will be collected (e.g. conversations, behavior) (based on your initial site visit)
- The role of the researcher in the setting
 - The degree the researcher will participate in the activities of the site
 - Relevant identities/experiences of the researcher, how these may shape data collection, and how any potential concerns were mitigated

Note: for this assignment, write in the past tense for things you have already done (e.g. accessed the site), in present tense where relevant (e.g. description of the group), and future tense for things you have not yet done (i.e. the full year of data collection).

Example (Kelly 2014)

Note: this example does not quite have all the elements I require for the assignment! Also, note that this is a methods section of an article, written in the past tense. Your assignment is a proposal, written in the present/future tenses.

In order to investigate contemporary knitting culture as a site of feminist politics, I conducted interviews and ethno- graphic research in local and online knitting communities. Previous scholars had placed particular emphasis on the “stitch 'n bitch” knitting group as a location for feminist politics; however, these claims have not been empirically investigated (Minahan & Wolfram Cox, 2007). My primary ethnographic site was a stitch 'n bitch group in a Northeast- ern U.S. state. I attended the meetings of the group from fall 2007 through summer 2010. Prior to attending the first meeting, I emailed the organizer and told her I was a graduate student researcher interested in knitting groups. She checked with the group and then gave me permission to be a participant observer in the group. Throughout my time as a member of the group, my identity as a researcher was generally known to the other members. My consistent and long-term participation in the group permitted me to be viewed as an “insider.” The stitch 'n bitch group met twice a week in a coffee shop in a strip mall located just off a major highway. Membership fluctuated over the years, but the group generally had a dozen or so regularly attending core members. Three to ten people usually attended each meeting with the largest meetings consisting of fifteen people. In addition to the extended participation in my primary group, I also attended several meetings of three other knitting groups (I obtained permission from organizers prior to attending these groups as well). I also attended fiber festivals and other (knitting and non-knitting) social events with members of my primary stitch 'n bitch group. The sites for my ethno- graphic work were selected based on convenience and are not intended to be

representative of all knitting groups. As with all ethnographic research, the meanings articulated by members are context-specific. Knitting groups in other locations or time periods may significantly differ. However, empirically examining local knitting groups provides an important contribution to a discussion that has been primarily theoretical and/or drawn on public examples of knitting as art or activism. It allows for close examination the ways in which knitting groups may (or may not) be explicitly feminist and may (or may not) be participating in a larger feminist project without explicitly feminist intentions.

Over the same time period, I participated in Ravelry, an online knitting community (www.ravelry.com). In the course of my ethnographic work, I found that Ravelry was widely used by knitters and all of the members of my primary stitch 'n bitch group were active participants. Ravelry is both a social networking site with a wide variety of groups and forums as well as a place to share information about patterns, techniques, and tools associated with knitting, crocheting, spinning (a fiber art in which fiber such as wool or silk is made into yarn using a spinning wheel or drop spindle), and other fiber arts. In the context of “third wave” feminism and “cyberfeminism,” scholars have emphasized the potential for the use of technology in supporting feminist communities and activism (Duncan, 2005; Minahan & Wolfram Cox, 2007). In examining Ravelry as a location of feminist culture and politics, I considered both the online community as a whole as well as the explicitly “feminist” spaces on Ravelry, primarily focusing on the “This is What a Feminist Knits Like” group.

Submit your proposal via D2L. All parts of the assignment can be submitted via the same folder. COPY AND PASTE the text of your assignment into the comments field, in addition to attaching a document.

GUIDELINES FOR ASSIGNMENT 5: INTERVIEW PRACTICE

TASK: Work in groups in class to develop a research question and an interview guide. Pair up with a student from another group to interview each other outside of class. Submit the audio file of the interview and a research memo.

Students will work in groups in class to develop a research question and a short interview guide (details to be discussed in class).

Students in different groups will be paired up to interview each other outside of class. Interviews must be audiotaped but not transcribed.

As soon as possible after conducting the pilot interview, write your research memo.

Research memo

- Developing the interview guide
 - The original guide
 - A revised interview guide based on your pilot interview
 - A written assessment of the interview guide, noting what worked and the changes you made

Information about the interview not captured on audiotape

- Where and when the interview took place
- A physical description of the interviewee
- Perceptions of how the interviewee was feeling (e.g. bored, excited, nervous)
- Any non-verbal communication any time during the interview
- Anything that happened before or after the audio recorder was turned on
- Reflect on how much rapport was established (and how easy or challenging it was to establish)
- Reflect on how easy or challenging this interview was for you to conduct
- Analytical memoing
 - Any initial thoughts about how the content of this interview might begin to answer the research question
 - Any new questions this interview raised for you
 - Things you want to keep in mind as you continue interviewing

Submit the audio file and research memo to D2L. All parts of the assignment can be submitted via the same folder. COPY AND PASTE the text of the research memo into the comments field, in addition to attaching a document.

GUIDELINES FOR ASSIGNMENT 6: INTERVIEW PROPOSAL

TASK Part A: Design an interview study and write a research proposal, including an interview guide.

If you are considering a qualitative thesis or dissertation, use that project for this proposal. If you are not planning on future qualitative work, you may also choose to extend your ethnography proposal for this course to include an interview component; if so, include the full text of the ethnography proposal you previously completed for assignment 4 and add the necessary information about the interviews. You may also choose to develop a proposal for a qualitative study of a topic you plan to study with quantitative methods.

Components of the proposal

- Brief introduction to the topic, problem, and/or gap in the research
- Research question (if continuing your ethnography, use or expand the research question developed for that proposal)
- Method (qualitative interviews or in-depth interviews)
- Data collection
 - Number of interviews planned
 - Inclusion criteria for participation in the study (e.g. identities, experiences, geographic location)
 - Plan for recruitment
 - Month/year interviews will be conducted
 - Geographic location and type of space where interviews will be conducted
 - Expected range or average length of interviews
 - State interviews will be audiotaped and transcribed

- Topics to be addressed and/or examples of interview questions
- Relevant identities/experiences of the researcher, how these may shape data collection, and how any potential concerns were mitigated
- Interview guide: Include ten questions on your interview guide; each question may also have some additional prompts. Assume you will use a pre-interview survey or face sheet to identify all relevant demographics (do not include these in your interview guide).

Note: for this assignment, write in the future tense as you have not yet collected this data.

Example (Kelly 2014)

Note: This is the continuation of the methods section used as an example for the ethnography assignment. Again, this does not include all the elements I require for your assignment. Also, this is written in the past tense as it is part of a methods section; your assignment should be written in the future tense.

...I also conducted 28 semi-structured interviews (10 men and 18 women) involved in the knitting community in two Northeastern U.S. states. I recruited knitters through Ravelry, the online knitting community, as well as knitters I met at knitting groups and events. In order to focus on the experiences of men and women who came of age after second wave feminism, I initially limited my participants to those who were born after 1964, the census definition of the birth year of youngest of the “baby boomers.” However, given the difficulty in recruiting men who knit, I also interviewed two men born before 1964 (these two men were born in 1961 and 1962). As in the larger knitting community, most of my participants were European American, although I made an effort to invite women and men of color to participate in the study. All of the participants had completed some college or more and a few were pursuing advanced degrees. Overall, the participants had fairly privileged class backgrounds. However, two participants had recently been laid off as a result of an economic recession, one participant was unemployed due to health issues, and another had recently applied for public assistance after separating from her husband. The majority (but not all) of female participants identified as heterosexual. About half of the men identified as gay, one identified as “mostly straight,” and the remainder identified as heterosexual. Both married and single participants were represented (at the time of the study, both states included in the sample had legalized marriage for same gender couples). Six female participants and one male participant had children.

I asked my participants a wide variety of questions about their experiences with knitting as well as their participation in local stitch 'n bitch groups and online knitting communities. I also asked about their views on feminism and their thoughts about the connection between feminism and knitting. As with the ethnographic research, interview participants are not intended to be representative of all knitters. However, I find a range of orientations towards feminism and a variety of views about the connection between knitting and feminism that make this sample useful in considering the multiple meanings of knitting. Most interviews took place in coffee shops or participants' homes and five were conducted over the phone. The length of the interviews ranged from 40 to 160 minutes.

Submit your proposal via D2L. COPY AND PASTE the text of your assignment into the comments field, in addition to attaching a document.

Part B: Conduct one pilot interview to test the interview guide. Submit the audio file of the interview and a research memo.

The pilot interview does not have to be with someone who would meet the criteria for the study, but choose someone willing to roleplay the part of this type of person. Interviews must be audiotaped but not transcribed.

As soon as possible after conducting the pilot interview, write your research memo.

Research memo

- Developing the interview guide
 - The original guide
 - A revised interview guide based on your pilot interview
 - A written assessment of the interview guide, noting what worked and the changes you made
- Information about the interview not captured on audiotape
 - Where and when the interview took place
 - A physical description of the interviewee
 - Perceptions of how the interviewee was feeling (e.g. bored, excited, nervous)
 - Any non-verbal communication any time during the interview
 - Anything that happened before or after the audio recorder was turned on
 - Reflect on how much rapport was established (and how easy or challenging it was to establish)
 - Reflect on how easy or challenging this interview was for you to conduct
- Analytical memoing
 - Any initial thoughts about how the content of this interview might begin to answer the research question
 - Any new questions this interview raised for you
 - Things you want to keep in mind as you continue interviewing

Submit your audio file and research memo via D2L. All parts of the assignment can be submitted via the same folder. COPY AND PASTE the text of your assignment into the comments field, in addition to attaching a document.

GUIDELINES FOR ASSIGNMENT 7: THESIS/DISSERTATION RESEARCH

TASK: Identify your thesis/dissertation title, the method(s) you will be using, your thesis/dissertation committee chair, and your two additional thesis/dissertation committee members. First year sociology students are required to finalize their committees (tentative is fine for all other students).

Example

- “Feminist Identity, Feminist Politics: A Sociological Exploration of Contemporary U.S. Feminism”
- Interviews and secondary analysis of quantitative data
- Dr. Mary Bernstein (chair), Dr. Nancy Naples, and Dr. David Weakliem

Submit your assignment via D2L. COPY AND PASTE the text of your assignment into the comments field, in addition to attaching a document.

APPROPRIATE CITATIONS AND PLAGARISM

Citing sources in this course

When you draw ideas from someone else, you need to cite the source in the text and provide a references section. For this course, appropriate citations are essential, but any style of citation is acceptable. Note that readings listed in the syllabus and the examples below use the American Sociological Association (ASA) style. More on ASA style here [LINK](#).

Defining plagiarism

According to the MLA Handbook, plagiarism is “using another person’s ideas, information or expressions without acknowledging that person’s work.”

How to avoid plagiarizing:

Rule #1: If you use another person’s ideas, you must cite your source in the text (author last name and year);

Rule #2: If you use another person’s exact words, you must put those words in quotation marks as well as cite your source in the text (author last name, year, and page number)

Examples of appropriate citations and plagiarism

Text from original source

- *Karen’s transgressive campiness is also manifest in her flagrant sexuality.*

Appropriate citations

- *Karen’s sexuality is transgressive and campy (Cooper 2003)*
- *The character of Karen shows “transgressive campiness” (Cooper 2003:519).*
- *Cooper stated, “Karen’s transgressive campiness is also manifest in her flagrant sexuality” (2003:519).*

Plagiarism

- *Karen’s transgressive campiness is also manifest in her flagrant sexuality.* [copy and paste, no quotation marks, no citation]
- *Karen’s transgressive campiness is shown in her flagrant sexuality.* [almost identical language, no citation]

POLICIES

Required Readings: The required text for the course is Sharlene Hesse-Biber's (2016) *The Practice of Qualitative Research*. Links to the additional required readings available through the PSU library are included in the syllabus. If you cannot access a reading through the link, you are responsible for navigating to the reading from the PSU library homepage.

Revising Assignments: For assignments 1-7, if the assignment does not meet minimum standards (a grade of "B" or higher), you will be required to revise it to receive credit. I will indicate inadequate assignments and identify the key areas to improve in my comments on D2L. You will have two weeks to revise and resubmit your assignment from when you receive comments via D2L.

D2L: The syllabus and other course materials will be posted on D2L. All assignments will be submitted via D2L (no hard copies). Points earned and written feedback for all assignments will be posted on D2L.

Email: I will regularly communicate with students individually and as a class via email. My emails will be sent to your PSU email. It is your responsibility to check your PSU email daily during the school week and respond in a timely manner. In emails to me, please put the title of the course in the subject line and sign your emails using your first and last name. Use the email address on the first page of the syllabus. I will generally respond to email within 24 hours. Emails sent after 5:00pm on Friday will generally be answered by 5:00pm on Monday.

Academic honesty: You are expected to demonstrate complete academic honesty. Please refer to the Student Conduct Code for more detailed information on PSU policies. Cheating or plagiarizing will result in failing the assignment and will be reported. If you use a direct quote (i.e. someone else's written or spoken words), you must include it in quotation marks. Any time you take a direct quote, as well as when you summarize or paraphrase an idea from another person, you must cite the source and include a references section at the end of the paper. Failure to cite your sources, whether intentional or not, is plagiarism.

Access and inclusion for students with disabilities: If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <http://www.pdx.edu/drc>. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.

Title IX reporting: As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited

discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672.