

Sociology 592  
QUALITATIVE METHODS  
Winter 2022  
Wednesdays 2:00-4:50  
FAB 47

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## **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.

## **COVID-19 INFORMATION**

Required COVID-19 Precautions

- Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation](#) form.
- [Wear a mask or face covering indoors](#) at all times. Your mask or face covering must be properly worn (fully covering nose and mouth and tight fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable.
- Because a mask must be worn in the classroom, there will be no eating or drinking in the classroom.

Missing Class due to Illness

- If you are feeling sick, have been exposed to COVID-19, or have tested positive for COVID-19, do not come to campus. If you test positive, please complete this [form](#).
- If you miss a class for any reason, you can request an alternative assignment to make up the missed participation points for the week. Expect alternative assignments to take about three hours to complete. Alternative assignments must be completed two weeks from the missed class.
- If I become ill or need to quarantine during the term, I will notify you via PSU email about my absence and how course instruction will continue.
- Should it not be possible to continue to meet in person at any point in the term, we will shift to remote meetings via Zoom during the scheduled class times. To be clear, I am *not* providing an option for remote attendance during regularly scheduled class times *unless* in-person classes are no longer possible.

Guidance May Change: Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main [COVID-19 Response](#) webpage and look for emails from the University on these topics.

## COURSE REQUIREMENTS

All assignments are due via Canvas by 9am on Wednesdays. For additional detail on assignments, see guidelines attached to the syllabus.

<i>Assignment</i>	<i>Description</i>	<i>Due Date</i>	<i>Points</i>
<b>Discussion questions</b>	Write three discussion questions for five of the ten class meetings. You can write discussion questions for additional class meetings for up to 10 points of extra credit.	Weds, weekly	10
<b>Empirical examples</b>	Identify recent three qualitative peer-reviewed articles in your discipline and in your area of interest based on the guidelines provided.	January 5*	5
<b>Qualitative Content Analysis Research Question</b>	Submit a research question for a qualitative content analysis study of a topic covered in the news.	January 12	5
<b>Qualitative Content Analysis Proposal</b>	Design a qualitative content analysis study of a topic covered in the news and write a research proposal.	January 19*	10
<b>Human Subjects training</b>	Complete the CITI training at <a href="http://www.citiprogram.org/">http://www.citiprogram.org/</a> . 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.	January 19*	5
<b>Ethnography Field Notes</b>	Identify a site for field research from meetup.com. Visit your field site and write up field notes.	February 2*	5
<b>Ethnography Proposal</b>	Design an ethnography based on your initial field site observations and write a research proposal.	February 9*	10
<b>Class preparation and participation for weeks 1-5</b>	Reflect on your class preparation and participation during weeks 1-5.	February 9*	10
<b>Interview Practice</b>	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.	February 16	5
<b>Interview Proposal</b>	Design an interview study and write a research proposal, including an interview guide.	February 23*	10
<b>Pilot Interview</b>	Conduct one pilot interview to test the interview guide. Submit the audio file of the interview and a research memo.	March 2*	5
<b>Final Research Proposal</b>	Write a research proposal for either a content analysis or interview project that you will complete for either your qualitative Master's thesis <i>or</i> for your project for Qualitative Data Analysis in Fall 2022 (if neither of these apply, you can consider this a hypothetical project).	March 16	10
<b>Class preparation and participation for weeks 6-10</b>	Provide a self-evaluation of your class preparation and participation during weeks 6-10.	March 16	10

\*Assignments can be submitted up to one week late with no point penalty.

## COURSE SUGGESTION BOX

I have provided an online [suggestion box](#) for students to provide anonymous feedback and ask anonymous questions at any point in the term. I will be notified via email when this form is submitted and will address any pressing issues and/or answer questions at our next class meeting. At the midpoint in the term, I will prompt you to submit feedback to the suggestion box to help improve our course for the second half of the term.

## COURSE OUTLINE

### Week 1: January 5 Introduction and Content Analysis

#### Assignment

- Discussion questions (submit for five of the ten class meetings)
- Empirical examples

#### Reading

- Kelly, Maura. 2019. "Putting Feminist Research into Practice" Pp. 1-11 and "Overview of Sociological Research" Pp 13-19 in *Feminist Research in Practice*.
- Smith, Linda Tuhiwai. 2012. "Research through Imperial Eyes" Pp 92-115 and "Colonizing Knowledges" Pp 117-143 in *Decolonizing Methodologies*
- Schreier, Margrit. 2013. "Qualitative Content Analysis" Pp 2-19 in *The SAGE Handbook of Qualitative Data Analysis*.
- Leopold, Joy and Myrtle Bell. 2017. "News Media and the Racialization of Black Lives Matter Articles." *Equality, Diversity and Inclusion* 36(8):720-735.

### Week 2: January 12 Qualitative Research Design

#### Assignment

- Discussion questions (submit for five of the ten class meetings)
- Qualitative content analysis research question

#### Reading

- Silverman, R and K. Patterson. 2015. "Qualitative Research for Students and Professionals" Pp 1-22 in *Qualitative Research Methods for Community Development*.
- Lareau, Annette. 2012. "Using the Terms Hypothesis and Variable for Qualitative Work: A Critical Reflection." *Journal of Marriage and Family* 74(4): 671-677.
- 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: Read just the sections on qualitative research]
- Hamilton Jill B. 2020. "Rigor in Qualitative Methods: An Evaluation of Strategies Among Underrepresented Rural Communities." *Qualitative Health Research*. 30(2):196-204.

Week 3: January 19  
Ethics in Qualitative Research

Assignment

- Discussion questions (submit for five of the ten class meetings)
- Qualitative content analysis proposal
- Human subjects training

Reading

- Strohm Kitchener, Karen and Richard F. Kitchener. 2013. “Social Science Research Ethics: Historical and Philosophical Issues” Pp 2-22 in *The Handbook of Social Research Ethics*
- Thomas, Veronica. 2013. “Critical Race Theory: Ethics and Dimensions of Diversity in Research” Pp 2-19 in *The Handbook of Social Research Ethics*
- Jones, Chenelle A. 2021. “Moving Beyond Hollow Words: Strategic Approaches to Foster Inclusivity and Make Black Lives Truly Matter in Research” *Black Lives Matter in Research* 57:58 [LINK](#) [Note: Keynote starts at about the 8 minute mark]

Week 4: January 26  
Ethnography and Participant Observation I

Assignment

- Discussion questions (submit for five of the ten class meetings)

Reading

- O'Reilly, Karen. 2012. “Where to Begin” Pp 28-61 in *Ethnographic Methods*.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. “At the Desk, Creating Scenes on a Page” Pp 45-87 in *Writing Ethnographic Fieldnotes*.
- READING TBA
- READING TBA

Week 5: February 2  
Ethnography and Participant Observation II

Assignment

- Discussion questions (submit for five of the ten class meetings)
- Ethnography field notes

Reading

- Reyes Victoria. 2020. “Ethnographic Toolkit: Strategic Positionality and Researchers’ Visible and Invisible Tools in Field Research” *Ethnography* 21(2) 220–240.
- READING TBA
- READING TBA

Week 6: February 9  
Interviewing I

Assignment

- Discussion questions (submit for five of the ten class meetings)
- Ethnography proposal
- Self-evaluation of class preparation and participation for weeks 1-5

Reading

- Rubin, Herbert and Irene Rubin. 2011. "Design: Choosing Topics and Anticipating Data Analysis" Pp 2-19 in *Qualitative Interviewing: The Art of Hearing Data*.
- Baker, Sarah Elsie and Rosalind Edwards, eds. 2012 *How Many Qualitative Interviews is Enough? Expert Voices and Early Career Reflections on Sampling and Cases in Qualitative Research* [Note: Read Baker and Edwards (Pp 3-6) Adler & Adler (Pp. 8-11), Brannen (Pp. 16-17), Bryman (Pp. 18-20), Charmaz (Pp. 21-22), and Doucet (Pp. 25-26)]
- READING TBA

Week 7: February 16  
Interviewing II

Assignment

- Discussion questions (submit for five of the ten class meetings)
- Interview practice

Reading

- Rubin, Herbert and Irene Rubin. 2011. "The Responsive Interview as an Extended Conversation" Pp 2-18 And "Structuring the Interview" Pp 2-19 in *Qualitative Interviewing: The Art of Hearing Data*. [Note: Read this prior to conducting your practice interview]
- READING TBA
- READING TBA

Week 8: February 23  
Focus groups

Assignment

- Discussion questions (submit for five of the ten class meetings)
- Interview proposal

Reading due

- Acocella, Ivana. 2012. "The *Focus Groups* in Social Research: Advantages and Disadvantages" *Quality and Quantity* 46:1125–1136.
- READING TBA
- READING TBA

Week 9: March 2  
Community Based Research

Assignment

- Discussion questions (submit for five of the ten class meetings)
- Pilot interview

Reading

- Smith, Linda Tuhiwai. 2012. "Articulating an Indigenous Research Agenda" Pp 145-161 in *Decolonizing Methodologies*.
- READING TBA
- READING TBA

Week 10: March 9  
Intro to Qualitative Data Analysis

Assignment

- Discussion questions (submit for five of the ten class meetings)

Reading

- Thomas, David. 2006. "A General Inductive Approach for Analyzing Qualitative Evaluation Data." *American Journal of Evaluation* 27: 237-246.
- Gibbs, Graham G. 2013. "Using Software in Qualitative Analysis" Pp 277-294 in *The SAGE Handbook of Qualitative Data Analysis*.
- READING TBA
- READING TBA

Finals week

All assignments for the course must be submitted by Wednesday March 16 at 11:59pm

Assignment

- Research proposal
- Self-evaluation of class preparation and participation for weeks 6-10

## GUIDELINES FOR DISCUSSION QUESTIONS

**TASK: Write three discussion questions for five of the ten class meetings. These questions will be posed to the class for discussion. You can write discussion questions for additional class meetings for up to 10 points of extra credit.**

- 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 Canvas.

*Discussion questions are due via Canvas each week by 9am the day of class for five of the ten class meetings, late assignments not accepted.*

## GUIDELINES FOR EMPIRICAL EXAMPLES

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

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

- Ethnography or participant observation article
- Interview article
- Focus group article
- CBPR/PAR article

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

*Submit via Canvas.*

## **GUIDELINES FOR QUALITATIVE CONTENT ANALYSIS RESEARCH QUESTION**

**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?

Note: The content analysis assignments are designed for a qualitative content analysis of news media. If your plan for your thesis and/or your project for Qualitative Data Analysis will involve qualitative content analysis of a different type of text (e.g., written testimony submitted to the legislature, organizational documents or websites, social media posts), you can use that data for this assignment. Please check in with me for additional guidance on how to adapt this assignment for other types of texts!

*Submit your research question via Canvas.*



## **GUIDELINES FOR QUALITATIVE CONTENT ANALYSIS PROPOSAL**

**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

- Project title
- 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 Canvas. All parts of the assignment can be submitted via the same folder.*

## **GUIDELINES FOR HUMAN SUBJECTS TRAINING**

**TASK: Complete the CITI training at [www.citiprogram.org](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.**

Complete the CITI training

- Start at [www.citiprogram.org](http://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 Canvas.*

## **GUIDELINES FOR ETHNOGRAPHY FIELD NOTES**

**TASK 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. You can choose a group that meets in person or meets virtually in real time with interaction among attendees (e.g. attending a lecture will not work for this assignment) If you have an idea for an alternative field site related to your ongoing or future research, check me 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 reading 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 Canvas.*

## **GUIDELINES FOR ETHNOGRAPHY PROPOSAL**

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

Components of the proposal

- Project title
- 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 ethnographic 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 Northeastern 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 ethnographic 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](http://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 Canvas.*

## **GUIDELINES FOR SELF-EVALUATION OF CLASS PREPARATION AND PARTICIPATION WEEKS 1-5**

**TASK Reflect on your class preparation and participation during weeks 1-5. Note that students are expected to: Come to class prepared to discuss the assigned readings and course assignments; take turns leading class discussion; and participate in the conversation with thoughtful comments and questions. 100-400 words suggested word count.**

Note that students are expected to: Come to class prepared to discuss the assigned readings and course assignments; take turns leading class discussion; and participate in the conversation with thoughtful comments and questions. If you miss a class, you can request an alternative assignment to make up the missed participation points for the week. Alternative assignments must be completed two weeks from the missed class.

Components of reflection:

- Attendance. Have you missed any classes? Have you missed class time due to arriving late, leaving early, or otherwise leaving the classroom outside of scheduled breaks?
  - Note if you missed a class and completed an alternative assignment, I consider that making up the missed participation points for the week. Alternative assignments must be completed two weeks from the missed class.
  - If you missed a class and did *not* make up the points with an alternative assignment, please take that into account into assessing your preparation and participation grade (e.g. if you missed one of the five class meetings and did not

complete an alternative assignment, your self-assessment of your grade should be a maximum of 8 of 10 points)

- Preparation: Have you come to class having read and understood the material sufficiently to contribute to class discussions?
- Leading discussions: Have you effectively been able to lead discussions based on the discussion question you submit? Note: If you have not been asked to lead a discussion before the end of week five, skip this.
- Participation: How would you evaluate your contributions to large and small group discussions?
  - Level of participation (Do you tend to over-contribute or under-contribute?)
  - Quality of the content of your participation (Do you provide insights or ask questions that help move forward our collective understanding of the topics discussed?)
- If you have identified any areas for improvement, please reflect on how you can improve your preparation and/or participation in the second half of the term.

*Submit your self-reflection via Canvas.*

## **GUIDELINES FOR 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 via Canvas.*

## **GUIDELINES FOR INTERVIEW PROPOSAL**

**TASK 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. Alternately, you may also choose to develop a proposal for a qualitative study of a topic you plan to study with quantitative methods. Finally, 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 and add the necessary information about the interviews.

Components of the proposal

- Project title
- 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 Canvas.*

## **GUIDELINES FOR PILOT INTERVIEW**

**TASK 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 Canvas. All parts of the assignment can be submitted via the same folder.*

## **GUIDELINES FOR FINAL RESEARCH PROPOSAL**

**TASK Write a research proposal for either a qualitative content analysis or interview project that you will complete for either your Master's thesis or for your project for Qualitative Data Analysis in Fall 2022 (if neither of these apply, you can write a proposal for a hypothetical project).**

You can start with your most recent draft of either the content analysis proposal or interview proposal. Add in the additional required components and revise any aspects of the proposed methods, as needed. Alternately, if you plan to use interview data collected by another researcher for your thesis or for Qualitative Data Analysis, you should propose that project for this assignment. Work with the researcher who originally conducted the study to help you identify the elements of the methods section (anything that has already happened should be written in the past tense). If the original researcher provides this information about the research design in written form, be sure to rewrite in your own words. Don't forget to copy and paste the interview guide used in the original research into the appendix of your assignment (don't alter it).

### Components of the proposal

- Project title
- Introduction and (initial) lit review section: Give a brief introduction to the topic, problem, and/or gap in the research, drawing five to ten sources (i.e., peer reviewed articles, academic

books, or academic book chapters). Be sure to include a discussion of the theoretical framework and/or concepts that will guide your analysis. Include your research question.

- **Methods section:** Update the proposed methods from your earlier assignment as needed.
- **Significance of study section:** State the contribution of this study to sociology. You may also comment on relevance for policy or activism here.
- **Limitations section:** Discuss the limitations. Assess the limitations without overemphasizing them.
- **References:** List all the references used in the proposal. Use any standard formatting style for in-text citations and the references section.
- **Appendix:** Provide either an interview guide or a codebook
  - **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).
  - **Codebook:** Identify at least five codes/themes you plan to code for. Include the name and a brief description of each code/theme.

*Submit your assignment via Canvas.*

## **GUIDELINES FOR SELF-EVALUATION OF CLASS PREPARATION AND PARTICIPATION WEEKS 6-10**

**TASK Reflect on your class preparation and participation during weeks 6-10. Note that students are expected to: Come to class prepared to discuss the assigned readings and course assignments; take turns leading class discussion; and participate in the conversation with thoughtful comments and questions. 100-400 words suggested word count.**

Components of reflection:

- **Attendance.** Have you missed any classes? Have you missed class time due to arriving late, leaving early, or otherwise leaving the classroom outside of scheduled breaks?
  - Note if you missed a class and completed an alternative assignment, I consider that making up the missed participation points for the week. Alternative assignments must be completed two weeks from the missed class.
  - If you missed a class and did *not* make up the points with an alternative assignment, please take that into account into assessing your preparation and participation grade (e.g. if you missed one of the five class meetings and did not complete an alternative assignment, your self-assessment of your grade should be a maximum of 8 of 10 points)
- **Preparation:** Have you come to class having read and understood the material sufficiently to contribute to class discussions?
- **Leading discussions:** Have you effectively been able to lead discussions based on the discussion question you submit? Note: If you have not been asked to lead a discussion before the end of week five, skip this.
- **Participation:** How would you evaluate your contributions to large and small group discussions?
  - Level of participation (Do you tend to over-contribute or under-contribute?)

- Quality of the content of your participation (Do you provide insights or ask questions that help move forward our collective understanding of the topics discussed?)

*Submit your self-reflection via Canvas.*

## **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:* Links to the 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:* If assignments do not meet minimum standards (a grade of “B” or higher), you have the opportunity to revise it to receive credit (excluding assignments due during finals week). I will indicate inadequate assignments and identify the key areas to improve in my comments on Canvas. You will have two weeks to revise and resubmit your assignment from when you receive comments via Canvas.

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

*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](mailto: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.

#### LAND AND LABOR ACKNOWLEDGEMENT

Portland State is located on the traditional homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya, and many other indigenous nations of the Columbia River. We acknowledge the ancestors of this place and understand that we are here because of the sacrifices forced upon them. We recognize and honor the past, present, and future of these communities.

We also pause to recognize and acknowledge the labor upon which our country, state, and institution are built. We remember that our country is built on the labor of enslaved people who were abducted and brought to the U.S. and we recognize the continued contribution of their descendants. We also acknowledge labor of all immigrants, voluntary and involuntary, that contributed to the building of the country and continues within our labor force. We acknowledge that our institution relies on hourly, student, contingent, and unpaid labor and we recognize those contributions. Finally, we acknowledge the value of unpaid care-giving labor and the challenges that result from conflicts between care-giving, paid labor, school, and other commitments.