

SOCIOLOGY 502: QUALITATIVE METHODS

SPRING 2022
Th 2:30-5:30pm EST

On Zoom Jan 13 & 20:

<https://emory.zoom.us/j/97617229386> (Passcode for entry on Canvas)

In-person starting Feb 3: Emerson Chemistry Bldg. E103

Professor: Dr. Cassidy Puckett

Email: cassidy.puckett@emory.edu

Office/office hours:

- Time: Tuesdays 2:30-4:30 sign up online (<https://calendly.com/drpuckett/office-hours>) for a 30-minute meeting at least 1 hour before the time you would like to meet.
- Location: <https://emory.zoom.us/j/3662112990>; (passcode provided through office hours sign up, above)

COURSE OVERVIEW

In this course, we will investigate what it means to utilize qualitative methods in social science research. To do so, we will 1) examine the epistemological underpinnings of qualitative research; 2) consider issues such as subjectivity, ethics, validity, rigor, and causality; 3) practice various qualitative data collection and analysis methods; and 4) discuss practical issues such as framing and operationalizing research questions, designing feasible projects, selecting samples, managing data collection and analysis, presenting and publishing findings, and pursuing funding for qualitative research. The goal of the course is for students to develop the skills, techniques, and knowledge necessary to design and undertake independent qualitative research (or mixed methods research)—or to be conversant in qualitative methods to engage with qualitative scholarship in the social sciences. The final outcome of the course is that students walk away with an initial experience in qualitative research methods as well as a draft of a grant proposal for the National Science Foundation or other equivalent that uses qualitative or mixed methods.

The course begins with present-day and past debates about how to best conduct qualitative research—and its place in the social sciences. We then move into an overview of qualitative methods and “doing” qualitative research. We will explore research design issues including developing research questions and selecting samples. We will then examine the collection, analysis, and presentation of qualitative data, using exercises and your own research projects to illustrate these processes—including observations, interviews, and content analysis. We will be concerned with practical issues that arise during the research process. We will close with a discussion of major issues in qualitative research including subjectivity, ethics, IRB, causality, validity, rigor, as well as touch upon how to conduct mixed-methods research.

LEARNING GOALS & COURSE REQUIREMENTS

There are two learning goals for the course: conceptual knowledge and applied/practical knowledge of qualitative research methods. The best way to learn qualitative methods is to “do” them. Thus, the majority of this course involves doing qualitative research and discussing

research issues and questions with each other. As outlined below the requirements for this course revolve around conducting a research project on a topic of interest as a pilot for developing an NSF proposal (or some other equivalent that you may propose).

The course is structured as a workshop, so you should come prepared with your work and be ready to give and receive feedback and discuss the readings. The goals of each day we meet are to 1) workshop what we have done outside of class in order to get peer and instructor feedback and 2) discuss the week's readings, which will guide work outside of class.

1) Class Participation - 25% of grade

Includes:

- Attendance to all classes
- Full participation in all discussions
- Facilitation of two class meetings (Weeks 3-9 & 11-13), including: 1) **posting discussion questions by Tuesday midnight** to the week's wiki on Canvas and 2) **facilitating class discussion of readings**. Some weeks you will share this responsibility with a classmate; all weeks you will be joined by Professor Puckett.
- Note taking of two class meetings (Weeks 3-9 & 11-13) on class discussion in the week's wiki on Canvas. Some weeks you will share this responsibility with a classmate.

Also includes ungraded assignments:

- Short Autobiographical Statement (due Wednesday, January 19 by 11:59pm TO CANVAS and post a link to a Google doc of your statement on the Week 2 Wiki)
- Site description and explanation of selection (due Wednesday, February 9 by 11:59pm TO CANVAS & Google doc link to WEEK 4 WIKI)
- Interview Protocol (due Wednesday, March 2 by 11:59pm TO CANVAS & Google doc link to WEEK 7 WIKI)
- CITI training completion (due Wednesday, April 13 by 11:59pm TO CANVAS)
- Draft research proposal (due Monday, April 18 by 11:59pm **to Canvas & Google docs**)
- One page of feedback for partner (due Wednesday, April 20 by 11:59pm **to Canvas & Google docs**)
- Comments on other group members' papers (due Thursday, April 21 BY CLASS at 2:30pm **to Google docs only**)

2) Qualitative Process Products – 45% of grade

Includes:

- Edited Field Notes and Memo: 15% of grade (due Wednesday, Feb 23 by 11:59pm TO CANVAS & Google doc link to WEEK 6 WIKI)
- Interview Transcript (of at least 10 minutes of interview) and Memo: 15% of grade (due Wednesday, March 16 by 11:59pm TO CANVAS & Google doc link to WEEK 8 WIKI)
- Content Analysis Memo: 15% of grade (due Monday, April 6 by 11:59pm TO CANVAS & Google doc link to WEEK 11 WIKI)

3) Final Research Proposal - 30% of grade (due Tues, May 3 by 11:59pm TO CANVAS)

Both the ungraded and graded assignments should be submitted to Canvas unless otherwise noted—there will be descriptions on Canvas of what each of these entails.

COURSE RESOURCES

This course offers an introductory survey of qualitative methods. Consequently, the class will cover a wide range of literature—most of which will be provided as .pdfs via Canvas.

However, the following text is longer, and you may wish to purchase for reference through the retailer of your choice (we will not use until Week 11 – Thursday, April 7th):

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

OTHER IMPORTANT INFORMATION

General Communication

I provide very detailed information and instructions in all of the course documents. I will also send periodic Canvas announcements and/or emails about any further course information.

- **Please read all of the written course communications thoroughly!**
- If you have questions after you have read everything in a particular course document (syllabus, instructions), **first check the Questions/Concerns thread on Canvas to see if someone asked the same question. Add the question if not already posted.** This will help everyone and add to our discussions.

Email Communication:

I try to respond to emails as soon as possible (i.e., within 24 hours). However, I will be slower to respond to emails at night and on the weekends.

General Conduct:

Please be mindful of the general code of conduct that you would use in any classroom setting. I expect us all to be respectful of one another.

- Please do not arrive late to class.
- Once in class, please refrain from carrying on private conversations with your neighbor(s). This is distracting for everyone else in the room.
- Please refrain from texting, checking Facebook, or any other non-class activities during all class meetings. If you are found to be engaging in these activities, you will be asked to leave the classroom for the remainder of the class.

Missed Classes: The expectation is that you will attend all class meetings. If you must miss a class and you know in advance, please see me right away discuss missed work. If you are sick, please contact me about missed work.

Video/Audio: Our class sessions on Zoom will all be audio visually recorded for students in the class to refer back to the information, and for enrolled students who are unable to attend live. All videos posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is prohibited. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act.

Extra Credit: There are no extra credit assignments available in this course.

Accommodating Disabilities:

If you have or acquire any sort of condition that may require special accommodation(s), please inform me as soon as possible so that we may make the appropriate arrangements. Proper documentation from the Office of Disabilities Services will be required. They can be reached at 404-727-1065 or via the web at <http://www.emory.edu/EEO/ODS/>.

Academic Conduct:

All students are expected to conduct themselves in accordance with the policies of Emory College with respect to conduct and academic honesty. Anyone engaging in acts that violate these policies, such as plagiarism or cheating will be referred to the Honors Council. For more information see: http://www.college.emory.edu/current/standards/honor_code.html

Late Policy: Unless otherwise stated, no late assignments are accepted.

Writing Support: I strongly encourage all students (both undergraduate and graduate) to use the Emory Writing Center, at any point in the semester, but especially for your final paper/grant proposal. Below is information from the Writing Center about what they offer, for undergraduate and graduate students:

Writing Center Support:

The Emory Writing Center (EWC) is open year-round to support writers (students, staff, and faculty) in Emory College, the Laney Graduate School, the School of Nursing, and the Medical Imaging Program. The EWC offers one-on-one remote and in-person tutoring for writers working on a range of composition projects (essays, applications, reports, theses, etc.), at any stage of the writing process (from brainstorming to final revisions). EWC tutors work on idea development, structure, use of sources, style, grammar, and more. They are not a proofreading or editing service, but rather offer strategies and resources writers can use as they compose, revise, and edit their own work. Tutors also support the literacy needs of English Language Learners (ELL); several tutors are trained ELL Specialists. The EWC is located in Callaway N111, but **all tutoring will occur virtually on Zoom until further notice**. A maximum of two appointments are allowed each week.

Learn more about the Emory Writing Center and make an appointment here: <http://www.writingcenter.emory.edu>. The EWC's opening day each semester is one week after the add/drop/swap deadline, to allow for tutors to finalize their schedules. Please review EWC policies before your first appointment, including our new policy on inclusivity and respect: <http://writingcenter.emory.edu/appointments/policies.html>.

COURSE SCHEDULE (subject to revision)

I: DEFINING QUALITATIVE WORK

Week 1: Introductions

DISCUSSION QUESTIONS POSTED TO WEEK 1 WIKI

1/13 (In Class) Reading:

Becker, Howard S. 2009. "How to Find Out How to Do Qualitative Research."
<http://howardsbecker.com/articles/NSF.html>. Pages 1-7 (.pdf on Canvas or read online).

Week 2: Starting Points, Part I (Contemporary Context)

DISCUSSION QUESTIONS POSTED TO WEEK 2 WIKI

DUE WEDNESDAY 1/19 BY 11:59pm to Canvas & Week 2 Wiki (post a Google doc link): Short autobiographical statement. As a way to introduce yourself and your research interests in a more formal way to the class, bring a 3-5 page double spaced autobiographical statement that talks about your interest in your field and how your own biography has shaped the scholarly topics that interest you.

1/20 Readings:

Ragin, Charles, Joane Nagel, and Patricia White. 2004. "*Workshop on Scientific Foundations of Qualitative Research*." Washington: National Science Foundation. Available at <http://www.nsf.gov/pubs/2004/nsf04219/nsf04219.pdf>. Read pages 1-18 (online or .pdf on Canvas).

Lamont, Michèle and Patricia White. 2009. "*Workshop on Interdisciplinary Standards for Systematic Qualitative Research*." Washington: National Science Foundation. Available at http://www.nsf.gov/sbe/ses/soc/ISSQR_workshop_rpt.pdf. Read pages 1-18 (online or .pdf on Canvas). Also skim the section from this report for your discipline (e.g., sociology is pages 142-146).

Recommended Readings - We will talk about choice of funding agency in Week 3 and you will use these to write your draft & final proposal.

- Grant Proposal Guidelines:

If you are a sociology graduate student: National Science Foundation Doctoral Dissertation Improvement Grant Solicitation – Sociology (https://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf18577). There is also a .pdf on Canvas.

There is also an example NSF Sociology Dissertation Improvement Grant and NSF proposal writing guides available on Canvas in "Week 2 Recommended."

If you are not a sociology (or other NSF-funded area) graduate student: Look for a solicitation that is appropriate to your field/level of experience. For example, the Global Religion Doctoral Dissertation Fellowship: <http://grii.nd.edu/dissertation>

If you are an Emory graduate student: Professional Development Support (PDS) Funds (Emory) <http://www.gs.emory.edu/professional-development/pds/index.html>

IN-CLASS WORKSHOP: Share autobiographies and discuss what you might want to study in the class and where you might apply for funding.

****NO CLASS 1/27 FOR TRANSITION TO IN-PERSON****

Week 3: Starting Points, Part II (Past Context), Research Questions & Site Selection

FACILITATORS: POST QUESTIONS TO WEEK 3 WIKI BY TUES 2/1 11:59PM.

2/3 Readings:

Becker, Howard S. 1996. "The Epistemology of Qualitative Research." Pp. 53-71 in *Ethnography and Human Development: Context and Meaning in Social Inquiry*, edited by Richard Jessor, Anne Colby, and Richard A. Shweder. Chicago, IL: The University of Chicago.

Goodwin, Jeff and Ruth Horowitz. 2002. "Introduction: The Methodological Strengths and Dilemmas of Qualitative Sociology." *Qualitative Sociology* 25 (1): 33-47.

Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture." Pp. 3-30 in *The Interpretation of Culture*. New York: Basic Books.

Lin, Ann Chih. 1998. "Bridging Positivist and Interpretivist Approaches to Qualitative Methods." *Policy Studies Journal* 26(1):162-180.

IN-CLASS WORKSHOP: Come with ideas about research questions you would like to address related to your topic that can be answered using qualitative methods. Brainstorm and discuss the types of research questions that can be answered using qualitative methods and possible questions you will pose in your research, as well as where you might observe what you are interested in studying.

NOTE: *This week we will be talking about research questions appropriate for qualitative study, as well as starting to think about what kind of field site might help you investigate a particular research question. Site selection is always a challenge and poses an even greater challenge in the context of the pandemic. I highly recommend searching for public meetings on YouTube Live that might serve this purpose. To find a public meeting, enter a topic in search field, then click on filters and check "Live." That should give you a number of live streams—e.g., if you search for "board meeting," that search provides links to a number of live school board meetings (and other types of orgs, like town and city governments, churches) across the country. If you want to observe something in person, make sure it is safe and you are not posing a risk to yourself or others (e.g., outside, where you can socially distance).*

IIA. METHODS - OBSERVATIONS

Week 4: Nuts and Bolts Overview & Finalizing Site Selection

FACILITATORS: POST QUESTIONS TO WEEK 4 WIKI BY TUES 2/8 11:59PM.

DUE WEDNESDAY 2/9 by 11:59PM TO CANVAS AND WEEK 4 WIKI: Site description and explanation of selection. As a way to start thinking about the pilot study you will do in the course, write a 3-5 page double spaced statement about the research topic that interests you, possible places you could study this topic and what kind of research design (in terms of selection of a site) will help you understand this topic, as well as discuss the logistics of gaining entry (how do you think you'll get in?). **GET ACCESS TO SITE ASAP!**

2/10 Readings:

John Lofland, David Snow, Leon Anderson and Lyn Lofland. 2006. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Belmont, CA: Wadsworth.
Read all of Part 1 (chapters 1-5; pages 9-117).

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

IN-CLASS WORKSHOP: Brainstorm and discuss research design issues you may face given the topics that interest you and your potential site. Pay particular attention to sampling issues.

Week 5: Observation, Part I (Example: Schools)

FACILITATORS: POST QUESTIONS TO WEEK 5 WIKI BY TUES 2/15 11:59PM.

2/17 Readings:

Taylor, Steven J., and Robert Bogdan. 1998. "Participant Observation: In the Field." Pp. 44-86 in *Introduction to Qualitative Research Methods: A Guidebook and Resource (Third Edition)*. New York: John Wiley & Sons, Inc.

Tichavakunda, Antar A. 2021. Chapter 1, "Learning About Campus Life from Black Engineering Majors" and Chapter 7, "Organizational Involvement: Diversity Dilution and Antiblackness." Pp. 1-18 & 109-134 in *Black Campus Life: The Worlds Black Students Make at a Historically White Institution*. Albany, NY: SUNY Press.

----. 2021. "Appendix: Notes on Theory & Methods." Pp. 227-238 in *Black Campus Life: The Worlds Black Students Make at a Historically White Institution*. Albany, NY: SUNY Press.

IN-CLASS WORKSHOP: By this class you should have gained entry to your site and scheduled your observation(s) over the next week or conducted an initial

visit/observation. Brainstorm and discuss the observations that you will conduct over the next week (you should have already selected a site and made initial steps to gain entry). Discuss a research question that interests you and plan to observe a field site that allows you to examine this question.

Week 6: Observation, Part II (Example: Courts)

FACILITATORS: POST QUESTIONS TO WEEK 6 WIKI BY TUES 2/22 11:59PM.

DUE WED 2/23 BY 11:59PM TO CANVAS & WEEK 6 WIKI (Google doc link): Edited Field Notes & Memo. See Canvas for guidelines and sample (under “Assignment Resources”).

2/24 Readings:

Michael Burawoy. 1991. “The Extended Case Method.” Pp. 271-287 in Michael Burawoy et al. *Ethnography Unbound: Power and Resistance in the Modern Metropolis*. Berkeley: University of California Press.

Gonzalez Van Cleve, Nicole. 2016. *Crook County*. “Introduction” (p. 1-14), Chapter 4 “There are No Racists Here: Prosecutors in Criminal Courts” (p. 127-156), and Appendices 195-216.

IN CLASS, WE WILL WATCH:

Gonzalez Van Cleve on Rachel Maddow: <https://www.msnbc.com/rachel-maddow/watch/firings-dont-fix-police-culture-problems-577615427813> (Warning: Contains disturbing video; skip ahead to 2:40—~9 min total)

Gonzalez Van Cleve Interview: <https://www.nbcnews.com/video/critic-of-court-system-it-wasn-t-just-one-bad-apple-it-was-an-entire-culture-680664131733> (~2 min)

IN-CLASS WORKSHOP: Share edited observation notes and memo and discuss the process of conducting your observations. What were the challenges? How did it conform to or challenge your expectations? What might you do differently next time? What kind of system did you use for taking notes and how did this work for you? Finally, to what extent do you think your observations will help you answer your research questions?

ALSO: Use your observation notes to think about interviews, working to match your interests/research question(s) with an interview topic and a set of questions. Discuss recruitment of an interviewee that will allow you to explore your research question(s).

PART IIB: METHODS - INTERVIEWS

Week 7: Interviews, Part I (Example: Elite Firms)

FACILITATORS: POST QUESTIONS TO WEEK 7 WIKI BY TUES 3/1 11:59PM.

DUE WED 3/2 BY 11:59PM TO CANVAS & WEEK 7 WIKI (Google doc link): Interview Protocol. See Canvas for guidelines.

**** SCHEDULE YOUR INTERVIEWS EARLY – THIS CAN BE CHALLENGING! ****

3/3 Readings:

Glesne, Corrine, and Alan Peshkin. 1992. "Making Words Fly." Pp. 63-92 in *Becoming Qualitative Researchers: An Introduction*. White Plains, NY: Longman.

Seidman, Irving. 2006. "Technique Isn't Everything, But It Is a Lot" Pp. 78-94 in *Interviewing As Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. 3rd ed. New York: Teachers College Press.

Rivera, Lauren. 2015. *Pedigree: How Elite Students Get Elite Jobs*. Princeton, NJ: Princeton University Press. (Chapters 1-3 and Appendices; pgs 1-82 & 287-314).

IN-CLASS WORKSHOP: Conduct "mock interviews" with classmates and give/receive feedback.

******SPRING BREAK – MARCH 7-11******

Week 8: Interviews, Part II (Example: Healthcare)

FACILITATORS: POST QUESTIONS TO WEEK 8 WIKI BY TUES 3/15 11:59PM.

DUE WED 3/16 BY 11:59PM TO CANVAS & Google doc link to WEEK 8 WIKI: Interview Transcript (of at least 10 minutes of interview) & Memo. See Canvas for guidelines and sample (under "Assignment Resources").

3/17 Readings:

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

Young, Alford. 2009. "Coming Out from Under the Ethnographic Interview." Pp. 172-180 in NSF Report (NSF 2009, from Week 2).

Shim, Janet. 2014. *Heart Sick*. New York: NYU Press (Introduction & Ch. 1 pgs.1-47; Ch. 3 pgs. 77-111; and "Methodology" pgs. 215-224).

IN-CLASS WORKSHOP: Discuss the process of conducting your interview and writing up transcripts. What surprised you? What was challenging? What would you do differently next time? Are there questions you wished you asked or said in a different way? Are there people you hadn't considered interviewing who now seem relevant to your study? Be sure to note these, so you can make changes to your interview protocol and talk about these things you've learned from piloting your research in your proposal.

PART IIC: METHODS – ANALYSIS & THEORY CONSTRUCTION

Week 9: Content analysis/historical ethnography (Example: NASA)

FACILITATORS: POST QUESTIONS TO WEEK 9 WIKI BY TUES 3/22 11:59PM.

3/24 Reading:

Vaughn, Diane. 1996. *The Challenger Launch Decision: Risky Technology, Culture, and Deviance at NASA* (Chapters 1&2 and Appendix C: “On Theory Elaboration, Organizations, and Historical Ethnography”)

IN CLASS, WE WILL WATCH:

Original broadcast of the Challenger Disaster:

<https://www.youtube.com/watch?v=fSTrmJtHLFU> (4:33)

NY Times documentary, with Vaughn Interview:

<https://www.nytimes.com/video/us/100000002913002/major-malfunction-revisiting-challenger.html> (~20 min)

IN-CLASS WORKSHOP: Discuss possible documents that you could analyze related to your chosen site (e.g., books, archival materials, websites). How could you go about collecting these materials? How might they answer some aspect of your research questions? What would you look for? Is there anything based on your observation and interviews that documents might help you to better understand?

Week 10: Qualitative Software & Coding

NO FACILITATION FOR WEEK 10

IN PREPARATION FOR CLASS, DOWNLOAD MAXQDA, WATCH HOW-TO VIDEO WITH DR. HACKMAN, & TRY CODING YOUR DATA USING MAXQDA (Download instructions will be provided).

3/31 Readings:

Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 1995. “Processing Field notes: Coding and Memoing.” Pp. 142-168 in *Writing Ethnographic Field notes*. Chicago: The University of Chicago Press.

Taylor, Steven J., and Robert Bogdan. 1998. "Working with Data." Pp. 134-160 in *Introduction to Qualitative Research Methods: A Guidebook and Resource (Third Edition)*. New York: John Wiley & Sons, Inc.

Graue, M. Elizabeth and Daniel J. Walsh. 1998. “Interpretation in Context.” Pp. 158-206 in *Studying Children in Context: Theories, Method, and Ethics*. Thousand Oaks: Sage.

Deterding, Nicole M. and Mary C. Waters. 2018. “Flexible Coding of In-Depth Interviews: A Twenty-first-century Approach.” *Sociological Methods & Research* XX(X): 1-32.

IN-CLASS WORKSHOP: Come with questions about MAXQDA for Dr. Hackman.

Week 11: Abductive Analysis and Theory Construction

FACILITATORS: POST QUESTIONS TO WEEK 11 WIKI BY TUES 4/5 11:59PM.

DUE WED 4/6 BY 11:59PM TO CANVAS & Google doc link to WEEK 11 WIKI: Content Analysis Memo. See Canvas for guidelines and sample (under "Assignment Resources").

4/7 Readings:

Charmaz, Kathy. 1983. "The Grounded Theory Method: An Explication and Interpretation." Pp. 109-126 in Robert M. Emerson (Ed.) *Contemporary Field Research: A Collection of Readings*. Boston: Little, Brown.

Tavory, Iddo, and Stefan Timmermans. 2014. *Abductive Analysis: Theorizing Qualitative Research*. Chicago, IL: University of Chicago Press. (Chapters 1-5; pages 1-86).

Puckett, Cassidy and Jennifer L. Nelson. 2019. "The Geek Instinct: Theorizing Cultural Alignment in Disadvantaged Contexts." *Qualitative Sociology* 42(1): 25-48.

IN-CLASS WORKSHOP: Discuss the process of identifying, gathering, reading, and doing your document analysis. What surprised you? What was challenging? What would you do differently as you analyze your interview and observation data?

PART III: ISSUES IN QUALITATIVE RESEARCH

******FOR WEEK 12, APRIL 14, WE WILL PICK WHICH TOPICS WE WANT TO COVER FROM 12A OR 12B BELOW******

FACILITATORS: POST QUESTIONS TO WEEK 12 WIKI BY TUES 4/12 11:59PM.

DUE WED 4/13 BY 11:59PM TO CANVAS: Be sure to upload documentation that you have passed the CITI basic course for Emory (Social/Behavioral focus).
<https://www.citiprogram.org/>

No other assignment due is due, so a recommendation is to code your qualitative data (i.e., observations and interviews) and **write up a summary of initial findings for your proposal draft** using the grant guidelines of your choice – **see Week 2 Recommended.**

Week 12A: Causality, Validity, and Rigor

Small, Mario L. 2013. "Causal Thinking and Ethnographic Research." *American Journal of Sociology*. 119(3): 597-601. [This is an overview of an AJS volume on causality in qualitative work; one of the empirical articles from this volume is included below, the rest are (highly) recommended, although I only listed one other article from the volume in the recommended readings below.]

Abend, Gabriel, Caitlin Petre and Michael Sauder. 2013. "Styles of Causal Thought: An Empirical Investigation." *American Journal of Sociology*. 119(3): 655-681. [I selected this article because it gives an overview of ethnographic scholarship making causal claims—and is an interesting example of content analysis.]

Tavory, Iddo, and Stefan Timmermans. 2014. *Abductive Analysis: Theorizing Qualitative Research*. Chicago, IL: University of Chicago Press. (Chapter 6 & 7; pages 87-120).

Recommended Readings on Causality, Validity, and Rigor:

Blee, Kathleen. 2013. "How Options Disappear: Causality and Emergence in Grassroots Activist Groups." *American Journal of Sociology*. 119(3): 655-681.

Johnson, R. Burke. 1997. "Examining the Validity Structure of Qualitative Research." *Education*. 118: 282-292.

Wolcott, Harry F. 1990. "On Seeking—and Rejecting—Validity in Qualitative Research." Pp. 121-152 in Elliot Eisner and Alan Peshkin (Eds). *Qualitative Inquiry in Education: The Continuing Debate*. New York: Teachers College.

Lamont, Michele. 2009. "Preliminary Remarks on Qualitative Research Standards in Different Disciplines." Pp. 155-160 in NSF Report (NSF 2009).

Recommended Readings on Ethics:

Thorne, Barrie. 1983. "Political Activist as Participant Observer: Conflicts of Commitment in a Study of the Draft Resistance Movement of the 1960s." Pp. 216-234 in Robert M. Emerson (Ed.). *Contemporary Field Research: A Collection of Readings*. Prospect Heights, IL: Waveland Press, Inc.

Van Maanen, John. 1983. "The Moral Fix: On the Ethics of Fieldwork." Pp. 269-287 in Robert M. Emerson (Ed.). *Contemporary Field Research: A Collection of Readings*. Prospect Heights, IL: Waveland Press, Inc.

Seidman, Irving. 2006. *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. 3rd ed. New York: Teachers College Press. Chapter 5 on IRB (pages 57-75).

Week 12B: Mixed Methods Research (Example: Social Networks)

Small, Mario L. 2011. "How to Conduct a Mixed Method Study: Recent Trends in a Rapidly Growing Literature." *Annual Review of Sociology* 37:55-84.

Small, Mario L. 2009. *Unanticipated Gains: Origins of Network Inequality in Everyday Life*. New York: Oxford University Press. [Note: I am posting Chapters 1-3 and the methods appendix, but because you will be working on your final papers, you will want to focus on Ch. 1 (intro to theory & methods), Ch. 3 (mixed methods), & appendices, and skim Ch. 2 since that chapter is primarily quantitative.]

Puckett, Cassidy. 2022. *Methods Appendix in Redefining Geek: Bias and the Five Hidden Habits of Tech-Savvy Teens*. Chicago: University of Chicago Press.
[Describes an example of a mixed-methods study in which quantitative and qualitative methods are intertwined]

IN-CLASS WORKSHOP: Reflect on your next methodological steps. What do you need to conduct your research? Are there issues involved in entry, access, and aspects of your work? What can you ask for grant funding support? We will also look at grant guidelines and discuss how to interpret them.

PART IV: PROPOSAL EDITING

Week 13: Proposal workshop

DUE MON 4/18 BY 11:59PM TO CANVAS & GOOGLE DOCS (share with group and profpuckett.edu@gmail.com "Can Edit"): Draft research proposal

DUE WED 4/20 BY 11:59PM TO CANVAS & GOOGLE DOCS: One page of feedback for partner.

4/21 Readings: Editing partner & group members' proposals

DUE FOR CLASS (THURSDAY 4/21 AT 1PM) ON GOOGLE DOCS ONLY: Read & comment on other group members' papers on Google docs.

IN-CLASS WORKSHOP: We will workshop each proposal for ~25 minutes. The proposal writer will give an overview (5 min), their editing partner will give a summary of feedback (10 min), finally we will discuss the proposal as a group (10 min).

We will also celebrate all of your hard work!

- FINAL RESEARCH PROPOSAL DUE TO CANVAS TUESDAY, MAY 3 BY 11:59PM -

Please remember to fill out course evaluations online. Thank you!