

SOCL 7213: Ethnography
Louisiana State University
Fall 2015 - TH 9:00-11:50
Stubbs Hall 26

Dr. Sarah Becker
141 Stubbs Hall
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Office Hours: Tuesdays 11-12 am and by appt

Course Description & Goals:

The goal of this course is to immerse students fully in the experience of doing ethnography. We will read methodological and substantive texts, select research sites and conduct fieldwork, do analysis and write, and engage in discussion about all of it. We will place special focus on the rougher parts of the ethnographic venture (what Lois Weis and Michelle Fine call “speed bumps”).

Required Texts:

- *Writing Ethnographic Field Notes* (2nd ed) by Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw (2011) Chicago: University of Chicago Press. ISBN: 978-0226206831
- *Racing Research, Researching Race: Methodological Dilemmas in Critical Race Studies* edited by France Winddance-Twine and Jonathan Warren (2000) NY: NYU Press. ISBN: 9780814782422
- *Tearoom Trade: Impersonal Sex in Public Places* by Laud Humphreys (1975) Aldine Transaction. ISBN: 978-0202302836
- *Breaking Women: Gender, Race, and the New Politics of Imprisonment* by Jill McCorkel (2013) NYU Press. ISBN: 978-0814761496
- *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets* by Sudhir Venkatesh (2008) Penguin Books. ISBN: 978-0143114932 **–OR–** *On the Run: Fugitive Life in An American City* by Alice Goffman (2015) ISBN: 978-1250065667 (class will split into two groups – each group will read one of these books)
- Other readings posted on Moodle

In addition, select two full-length ethnographic texts:

One must come from the “dissertation-turned-book” list on Moodle. One can be of your own selection. If you need suggestions, let me know. Be sure to get your selection approved before class on August 30th (for the one you choose off-list).

Course Requirements:

Track 1: Starting up (see p. 2)

Participation and discussion	20%
Fieldnotes	15%
Codebook & writing samples	15%
Oral Presentations (2)	20%
Research Report	30%

Track 2: Writing and Analysis (see p. 3)

Participation and Discussion	20%
Fieldnotes assessment	15%
Codebook & writing samples	15%
Oral Presentations (1)	20%
Research Report	30%

Grading Scale: A+ (98.00-100); A (94.00-97.99); A- (90.00-93.99); B+ (87.00-89.99); B (83.00-86.99); B- (80.00-82.99); C+ (77.00-79.99); C (73.00-76.99); C- (70.00-72.99); D+ (67.00-69.99); D (63.00-66.99); D- (60.00-62.99); F (59.99 and below)

FOR EVERYONE: Participation and Discussion

Graduate-level seminars depend on everyone's ability to explain and interrogate what they read for each class session. As such, we have two structural incentives built into the course requirements to maximize the number of us who come to class prepared: random writing exercises / discussion leader assignments. Each week, discussion leaders will be selected in class at random. We will also have occasional unannounced in-class writing exercises that require you to have full comprehension of the reading materials for the day. For these grade-related reasons and for the sake of a fun semester, always come to class prepared and ready to participate as a discussion leader, a writer/analyst, and a talker.

Track 1 (T1): Starting Up

Fieldnotes (5 sets)

T1 students will start up their own ethnographic research project this semester. You will select a research site, draw up a preliminary schedule of field hours, and complete 20 hours of field site observations. You will submit field notes for your observations on five occasions. If you have no observations to submit for a particular week or if you complete your required 20 hours before a set of notes is due, submit a document explaining those circumstances in place of field notes. Should you not complete your 20 hours before the 5th set of field notes is due, you can turn in the remaining notes as you complete them (before Thanksgiving at the latest) to document the completed 20 hours of observations and notes. Field notes will be assessed for completeness and rigorousness. Use the *Writing Ethnographic Field Notes* text as a guideline for writing field notes. See schedule below for due dates.

Codebook & Writing Samples

By the time we get to our readings on coding, you will have completed your field notes and should have ideas about the themes present in your data. You will use your memos on these themes and the *Writing Ethnographic Field Notes* text to develop an early coding scheme and turn it into a codebook. You will also submit two writing samples that will become part of your final research report: a summary of your methodology and two drafts of your preliminary analysis. For the analyses, you can: a) Draft a particular section covering one theme and a second covering a separate theme or b) Write up a drafted full analysis and then revise it for the second due date. It is up to you. See schedule below for due dates.

Oral Presentations (2)

T1 students will prepare two short (10-15 minute max) in-class presentations. The first will cover your chosen full-length ethnographic text. In the presentation, you will briefly explain the topic of the text and the basic findings, but will focus primarily on the data sources/methodology(ies) in the authors' work. The second is on your second full-length ethnography (chosen from the course list). Here, you will briefly discuss the topic and basic findings again, but will focus primarily on the analytical approach the author used. This will involve talking about any explicit discussion the author has about the analytical process and reflections on the way the analysis is presented in the text. See schedule below for due dates.

Research Report

Your research project will culminate in a final written report. This report will be partial in nature, by necessity. It will include an introduction, methodology, findings, and conclusion section. You will be able to skip over the literature review for now if you so choose, but if you would like to do a preliminary literature review and include it in your report so that you can get some feedback this semester and/or so you can be one step closer to submitting your work for publication and/or framing your work properly before conducting additional data collection, you are welcome to do so. They can range between 10-15 pages in length (double spaced). See schedule below for due dates.

Track 2 (marked “T2” on course schedule)

Fieldnote Assessments (2)

T2 students will have completed at least 20 hours of observations and field notes prior to the start of this course. You will turn in a full set of field notes for at least 20 hours of field observations. You will also complete two “field note assessments.” For these assessments, divide your field notes into two halves. For each half, use the text *Writing Ethnographic Field Notes* to identify a set of standards for writing field notes and then assess how well your field notes meet those standards. Assessments should be 2-4 pages in length and should: a) identify the standards you got from the text; b) draw on evidence from your field notes to assess the strengths/weaknesses of your field notes. See schedule below for due dates.

Codebook & Writing Samples

By the time we get to our readings on coding, you should know what themes are present in your data. You will use your memos on these themes and the *Writing Ethnographic Field Notes* text to develop a coding scheme and turn it into a codebook. Since T2 students will have more data to work with and will not be in the field this semester, you will spend extra time developing a coding scheme and applying it to your data in a rigorous fashion. You will submit notes/memos on possible codes; a draft of your codebook and a note explaining how your early coding process went; and then a final codebook and set of coded field notes. You will also submit two writing samples that will become part of your final research report: a summary of your methodology and two drafts of your preliminary analysis. For the analyses, you can: a) Draft a particular section covering one theme and a second covering a separate theme or b) Write up a full analysis (first draft) and then revise it for the second due date. It is up to you. See schedule below for due dates.

Oral Presentation

T2 students will prepare one formal presentation this semester. These presentations are based on your original research project and will take place in class. Each student will get between 10-15 minutes (depending on how many T2 people we have in the class).

Research Report

Your research project will culminate in a full-length final written report. Like a typical journal article based on ethnographic data, your report should include an introduction, literature review, methodology, findings, discussion and conclusion section. They can range between 25-30 pages in length (double spaced). See schedule below for due dates.

COURSE POLICIES

Laptops and taking notes: Because they distract other students, laptops are not allowed in class unless you notify me in advance that you have a documented disability requiring their use. Please take notes using paper and pen.

Late work: I will not accept late work. You therefore need to be certain that you turn in your work on time. If you have a problem submitting assignments via Moodle or in class for any reason (technical issues, etc.), get your work to me on time in another way (via email, for example).

Missing class: If you miss a class, you are responsible for the material. Network with other students so that you can get notes and any other important information distributed in class. If you will be absent for a religious holiday or because you have an emergency situation, notify me in advance (or as soon as possible). See university policy statement PS-22 for detailed explanation of excused absences. You will

need to provide documentation (like a doctor's note) via email prior to missing class or within 48 hours in order for it to be excused. You can miss one class with no excuse and no penalty to your grade.

Assessment and Feedback: I will do my best to provide you timely feedback on all your work this semester. If you ever believe that your work has been inaccurately assessed, you have 48 hours from the day the assignment was handed back in class or via email to submit a request for a secondary review. Once those 48 hours have passed, your work will no longer be eligible for assessment reconsideration.

Academic honesty: Academic dishonesty in any form will not be tolerated. See <http://saa.lsu.edu/code-student-conduct> for LSU's Code of Conduct. You are responsible for reading and understanding university policies on academic honesty. If you violate the code of conduct, sanctions will be applied.

Learning disabilities: Students who are eligible for extended time on tests and other educational accommodations need to provide documentation from LSU's Office of Disability Services so that appropriate arrangements can be made.

COURSE SCHEDULE

*Readings should be done before class starts on the day they are listed
Homework assignments are due before class starts on the day they are listed*

Aug 27: What is Ethnography? Discovering a Method, Choosing a Site, and IRB Approval

Sept 3: Writing Fieldnotes

*Writing Ethnographic Field Notes (Chapters 1-5)
Everyone (have ethnography text selection approved)
T1 (field site selected, preliminary schedule)
T2 (submit field notes)*

Sept 10: Data Sources in Ethnography

*Your first ethnography (self-selected one)
Everyone (bring notes on data sources / methods of your ethnography text)
T1 (field notes 1, in-class presentations)
T2 (field note assessment 1)*

Sept 17: Ethics and Ethnography

*The Tearoom Trade
"Autonomy and Compliance" (Moodle)
T1 (field notes 2)
T2 (field note assessment 2)*

Sept 24: Autoethnography and Innovative Ethnographic Strategies

*"Impressions of Grandmother" (Moodle)
"An Autoethnography on Learning about Autoethnography" (Moodle)
"Do You See What I See?" (Moodle)
"Beyond Participant Observation" (Moodle)
T1 (field notes 3)
T2 (notes on possible codes)*

Oct 1: Critical Traditions in Ethnography

Racing Research, Researching Race (Foreward, CH1, CH4, Afterword)
“Studying Up as a Feminist, Anti-Racist, or Social Justice Venture” (Moodle)
T1 (field notes 4)
T2 (n/a)

Oct 8: Examining Privilege and Power in the Field

Racing Research, Researching Race (CHs 2-3, 5-10)
“Scrutinizing the Street” (Moodle)
T1 (field notes 5)
T2 (codebook draft, work independently on coding field notes)

Oct 15: Ethnography on the “Edge”: Critically Examining Ethics, Power, and Privilege

Breaking Women
Gang Leader for a Day OR *On the Run*

Oct 22: Coding

Writing Ethnographic Field Notes (CH 6)
T1 (codebook)
T2 (codebook, coded field notes)

Oct 29: FALL BREAK

Nov 5: Extended Case Method

“The Extended Case Method” (Moodle)
Everyone (methodology write-up)

Nov 12: Analysis

Your second ethnography (from list)
Chapter on “Mapping” (Moodle)
Everyone (bring notes on data sources / methods of your ethnography text)
T1 (draft of analysis, in-class presentations)
T2 (draft of analysis)

Nov 19: Writing

Writing Ethnographic Field Notes (CH 7)
“Deep Play: Notes on the Balinese Cockfight” (Moodle)
Everyone (second draft of analysis)

Nov 26: THANKSGIVING BREAK

Dec 3: Final Presentations (T2)

~Final Research Report due Tuesday, December 8th by midnight~

HDFS 8970: Qualitative Methods in Social Science

Monday 9:00am – 12:00pm, Spidle 234

Spring 2016

Instructor: Megan Haselschwerdt, Assistant Professor
Office: 201 Spidle Hall

Email: mlh0050@auburn.edu
Office hours: Thursday, 9:30 – 11:00am

Course Description

This course prepares graduate students, regardless of pre-existing knowledge and training, to conduct and evaluate qualitative research in social science disciplines. This course focuses on methodology, and thus, is quite interdisciplinary; readings, approaches, and assignments will come from various disciplines, including family studies, human development, sociology, psychology, nursing, and education. Though this course provides an overview of qualitative research methods, the focus is on grounded theory methods. Topics covered in class include: data collection methods, particularly in-depth interviewing; data management; data analysis techniques; writing and presenting findings; as well as, the historical and epistemological context of qualitative research methods, research ethics and reflexivity, trustworthiness and rigor in qualitative methods, and evaluating qualitative research.

We will conduct a class project, requiring in and out of class work. Each student will collect data as part of this class; however, the data collected is for educational purposes only and NOT for thesis, dissertation, or any additional projects or publications.

Objectives

Having successfully completed this course, students should be able to:

- Describe the history and epistemology of qualitative research methods;
- Develop research questions, interview protocols, and conduct individual interviews;
- Demonstrate proficiency in various data analysis techniques;
- Demonstrate proficiency in the process of writing and presenting qualitative research findings;
- Explain ethical and practical complexities and issues related to qualitative research, including the role of researcher reflexivity; and,
- Critically evaluate qualitative research methods.

Required Book & Equipment

1. Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage.
2. Digital audio recorder (borrow or purchased on Amazon.com for around \$30-40+)

Recommended Books

1. Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
2. Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (3rd ed.). Thousand Oaks, CA: Sage.
3. Daly, K. (2007). *Qualitative Methods for Family Studies & Human Development*. Thousand Oaks, CA: Sage.
4. Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data*. (3rd ed.) Thousand Oaks, CA: Sage.

Required Articles/Chapters

All saved on the J: Drive in the HDFS 8970 Qual Methods folder

Course Points and Assignments

Assignment	Points	Date Due
In-Class Participation: 40 points		
Reflection Papers: 60 points		
<i>Reflection Paper 1: Epistemology</i>	10	January 24th
<i>Reflection Paper 2: Qualitative RQs</i>	10	January 31st
<i>Reflection Paper 3: Reflexivity</i>	10	February 14th
<i>Reflection Paper 4: Final Reflection & Responses</i>	30	May 2nd
Qualitative Research Project (QRP): 100 points		
<i>Part 1: Conduct Interview #1</i>	10	March 7th
<i>Part 2: Transcribe & Exchange with Peer</i>	10	March 7th
<i>Part 3: Interviewing Self-Critique</i>	10	March 13th
<i>Part 4: Analytic Memo #1 & Peer Collaboration</i>	10	March 28th
<i>Part 5: Analytic Memo # 2 & Peer Collaboration</i>	10	April 3rd
<i>Part 6: Theoretical Sampling Plan (group)</i>	10	April 11th
<i>Part 7: Situational Analysis Memo & Diagram</i>	10	April 18th
<i>Final Research Presentation (group)</i>	30	May 2nd
200 Total Course Points		

In-Class Participation (40 points). An essential piece of becoming a social scientist, whether inside or outside of academia, is learning to work constructively individually, but also in small and larger groups. Working constructively entails a balance between active participation and listening/observing. It is expected that all students will actively participate in small group and whole class discussions and activities, but it is also expected that all students will work hard to not dominate discussion, interrupt, or speak disrespectfully to others. If I believe you are not actively participating *or* you are dominating discussion, etc., I will request a brief meeting to discuss the situation and possible solutions. Substantial points will be deducted out of the allocated points if changes are not made following this discussion.

Reflection Papers (60 points). Being able to critically reflect on yourself as a scholar and the entire research process is essential for your success as a social scientist; thus, these reflection papers are an important part of your methodological growth, as well as your grade in the course. The purpose of these papers is to reflect on your perspective as a social scientist and to show your growth and understanding of various crucial components of qualitative research. Aside from the final reflection paper, these papers will be due before we begin the Qualitative Research Project. The reflection papers will vary in length and requirements, as they are each specific to the course period for which they are due. Details for each reflection will be provided during the class time.

Qualitative Research Project (QRP: 100 points). The largest portion of points for this class are allocated to the ongoing research project that you will be working on throughout the semester, beginning towards the end of February – both individually and collaboratively. You will have time during the second half of most class periods to begin working on most parts of this assignment, with the exceptions of Part 1 (Interviewing) and Part 2 (Transcribing). However, it is expected that you will finalize and refine all work for this project outside of class time. With the exception of Parts 6 (Theoretical Sampling Plan) and the Final Research Presentation, students will turn in their own parts to the project, although much of work and analyses will be done collaboratively. Please keep every part of this project, including your coding, diagrams, and memos, as you will need to submit this for evidence of your findings/final presentation and grade at the end of the semester. Details for each part of this assignment will be provided during class time.

Class Policies & Environment

Course Readings. It is expected that you will have thoroughly read the assigned readings prior to coming to class. It is imperative that read all assigned readings to actively and fully participate in this course.

Attendance and Tardiness. Attendance and arriving to class on time is required and expected. It is expected that all students will be present in class each week unless there are extenuating circumstances, including a family emergency or attending a conference or job interview. If you know you will be absent for any reason, please notify me as soon as you become aware of upcoming absences. Missing class is not an excuse to avoid the readings or assignments for that week. Students who develop a pattern of tardiness or early departures from class will lose substantial points from their In-Class Participation grade.

Submitting Late Assignments. Late assignments will lose 30% of the total points for every 24 hours late, including weekends and holidays. In other words, if an assignment is worth 10 points, you will lose 3 points for every 24 hours late.

Emergency Contingency Plan: If normal class activities are disrupted due to illness, emergency, or crisis situation (e.g., death of a family member, sexual assault), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. It is essential that you notify me in this event; I can only provide you with support if I know there is a problem.

Academic Integrity. All portions of the Auburn University Honesty Code (Title XII) found in the TigerCub will apply in this class.

Students Needing Special Accommodations. Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a meeting with me or come during office hours as soon as possible to discuss the Accommodation Memo. If you have not established accommodations through the Office of Accessibility, but need accommodations, you should make an appointment with Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Auburn University Diversity Statement: Diversity at Auburn University encompasses the whole human experience and includes such human qualities as race, gender, and ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population. It is expected that all students in this course abide by and respect the AU Diversity Statement when working and interacting with classmates and the instructor.

NOTE: I reserve the right to modify this syllabus as needed. However, I will provide you with advance notice of any modifications, and the most current version of the syllabus will always be saved in our class folder.

Course Schedule

Date	Topic	Readings to be Completed by Date Listed	Other Assignments
1/25	Qualitative Research Epistemological/Ontological Perspectives	<ol style="list-style-type: none"> Taylor & Bogdan (1998; Ch.1) Creswell (Chapter 2) Daly (Chapter 2) 	<p><i>Reflection Paper #1:</i> Write a reflection paper based on Daly's questions (pg. 40-41)</p> <ul style="list-style-type: none"> <i>Due by email Sunday the 24th at 8pm</i>
2/1	Research Questions & Methods of Data	<ol style="list-style-type: none"> Creswell, Hanson, Clark Plano, & Morales (2007) Sandelowski (2000) 	<p><i>Reflection Paper #2:</i> Choose a substantive topic of interest. Based on this substantive topic, create a different research question or purpose statement for each of the 6 reviewed qualitative study designs.</p> <ul style="list-style-type: none"> <i>Due by email Sunday the 31st at 8pm</i>
2/8	History and Epistemology of GTM	<ol style="list-style-type: none"> Charmaz (Chapter 1) Suddaby (2006) Exemplar, choice of (a), (b), or (c): <ol style="list-style-type: none"> Shade et al. (2013) Oswald & Masciadrelli (2008) Edwards (2004) changed to Hardesty 	
2/15	Sensitizing concepts, research ethics, reflexivity, Introduction to memos	<ol style="list-style-type: none"> Guillemain & Gillam (2004) Daly (Chapter 8) Birks, Chapman, & Francis (2008) 	<p><i>Reflection Paper #3:</i> Reflexivity memo TBD; based on Chapter 8 of Daly</p> <ul style="list-style-type: none"> <i>Due by email Sunday the 14th at 8pm</i>
2/22	Research questions Interview protocols	<ol style="list-style-type: none"> Charmaz (Chapter 3) Rubin & Rubin (Chapters 7,8) 	<p>In class: Establish our class research question and interview protocol</p>
2/29	Interviewing individuals Transcription	<ol style="list-style-type: none"> Charmaz (Chapters 4, 5) 	<p><i>Start identifying potential participants to interview before 3/7</i></p>
3/7	Evaluating interviews Introduction to open coding	<ol style="list-style-type: none"> Poland (2002) 	<p><i>QRP Part 1:</i> Conduct one individual interview and upload to class network folder</p> <p><i>QRP Part 2:</i></p> <ol style="list-style-type: none"> Transcribe your interview and upload to the class network folder Trade transcripts and sound files with a classmate – verify each other's work.
3/14			<p><i>*Bring verified hard-copy transcript to class*</i></p>

QRP Part 3: Interviewing self-critique (submit via email before Sunday, March 13th at 8pm)

SPRING BREAK

3/21	Open coding (continued) Focused coding	<ol style="list-style-type: none"> 1. Corbin & Strauss (2008, pp. 65-86) 2. Charmaz (Chapter 5) 	<p><i>Note to Megan: use Corbin & Strauss next time and separate out focused coding</i></p> <p><i>QRP Part 4: Analytic Memo #1 & Peer Collaboration:</i> based on assigned reading</p> <ul style="list-style-type: none"> • <i>Due by email Sunday the 27th at 8pm</i>
3/28	Memos Diagrams	<ol style="list-style-type: none"> 1. Charmaz (Chapter 7) 2. Corbin & Strauss (Chapter 6) 3. Buckley & Waring (2013) 	<p><i>QRP Part 5: Analytic Memo # 2 & Peer Collaboration:</i> based on 3/28 in-class activities</p> <ul style="list-style-type: none"> • <i>Due by email Sunday the 3rd at 8pm</i> <p><u>In class:</u> Each team will begin develop a theoretical sampling plan to extend their analyses. Options include at least 2 of the following: 1) conduct 1 or 2 interviews, 2) unobtrusive observations, 3) eliciting texts and/or identifying extant documents. Your plan should reflect what makes most sense given the data you have collected and analyzed to date.</p> <p><i>QRP Part 6: Theoretical Sampling Plan (group)</i></p> <ol style="list-style-type: none"> 1. Transcribe interviews/notes and upload to the class network folder 2. Check transcripts/notes and sound files <p>*Bring verified hard-copy transcripts to class*</p> <p><i>QRP Part 7: Situational Analysis Memo & Diagram</i></p>
4/4	Axial coding Coding Families Theoretical Sampling Theorizing in GTM	<ol style="list-style-type: none"> 1. Reread Charmaz (Chapter 6 specific to axial and theoretical coding) 2. Charmaz (Chapter 8) 3. Strauss & Corbin (1990) 	<p><i>QRP Part 7: Situational Analysis Memo & Diagram</i></p> <ol style="list-style-type: none"> 1. Charmaz (Chapter 11) 2. Goldberg & Allen (2015) 3. Sandelowski article of your choice: <ol style="list-style-type: none"> a. (1998) – Writing a good read b. (1998) – The use of quotes c. (1999) – Time and qual research
4/11	Situational Analysis	<ol style="list-style-type: none"> 1. Clarke & Friese (2007) 2. Khaw (2012) 	<p><i>QRP Part 7: Situational Analysis Memo & Diagram</i></p> <ol style="list-style-type: none"> 1. Charmaz (Chapter 12; only p. 336-8) 2. Hood (2007) 3. GTM exemplar (TBD)
4/18	Analyzing new data Writing the Findings section Using the Literature	<ol style="list-style-type: none"> 1. Charmaz (Chapter 11) 2. Goldberg & Allen (2015) 3. Sandelowski article of your choice: <ol style="list-style-type: none"> a. (1998) – Writing a good read b. (1998) – The use of quotes c. (1999) – Time and qual research 	<p><i>QRP Part 7: Situational Analysis Memo & Diagram</i></p>
4/25	Evaluating GTM Reflecting on process Trustworthiness	<ol style="list-style-type: none"> 1. Charmaz (Chapter 12; only p. 336-8) 2. Hood (2007) 3. GTM exemplar (TBD) 	<p>Come to class prepared to critique a GTM exemplar</p>
5/2	<p style="text-align: center;">Research Team Presentations</p> <p style="text-align: center;">Reflection Paper & Question Responses #4 (Final) due by 5:00pm (Megan's door folder or in person)</p>		

Sociology 609: Qualitative Methods Fall 2012

Class: Thursdays 4–6:45 pm, sociology conference room (W4-022)

Instructor: Dr. Andrea Leverentz

Office: Department of Sociology

Wheatley 04-19

617-287-6265

andrea.leverentz@umb.edu (NOTE: email is the best way to reach me outside of class time and office hours)

Office Hours: Thursdays 2-3:30, and by appointment

Course description:

This course is designed to introduce students to qualitative research methods. The course functions as both a seminar and a research workshop. We will read and discuss articles and books about qualitative data collection and analysis, including issues of methodology, researcher role, ethics, and representation. Students also will conduct qualitative data collection and analysis around a question of their choosing. Class time will be spent discussing readings and related issues of methods, ethics, and data analysis and on student presentations of field notes and interview transcripts.

Books and readings:

Emerson, Robert M. 2001. *Contemporary Field Research: Perspectives and Formulations*. Waveland Press.

Luker, Kristin. 2008. *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Harvard University Press.

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

Other readings on ereserve at Healy Library (password: field).

Course website:

There is a course website set up on Blackboard. It will contain the syllabus, assignments, and selected readings (those not on ereserve). See boston.umassonline.net

Course goals:

- Become acquainted with various methods of qualitative research, the theory and logic underlying them, and the strengths, weaknesses, and debates.
- Become acquainted with ethical issues involved in qualitative data collection and presentation of findings.
- Acquire first hand experience conducting qualitative research and analyzing data.
- Practice giving and receiving constructive feedback to/from peers.

Assignments and requirements (more detailed guidelines will be distributed):

1. Preliminary research question: brief description of what you plan to research and why qualitative methods are appropriate. You should include a brief discussion of expected issues of access and ethics (this is a starting point, and your focus can, and likely will, change over the course of the semester. But, you should give serious thought to coming up with a clearly thought out and articulated question) (10 %).
2. Critique of existing ethnography/qualitative study. Identify a sociological ethnographic work (see syllabus (p. 7-8) for suggestions; see me if you need additional help selecting one) and evaluate the ethnography: what question does it set out to answer? Assess the use of qualitative methodology in answering the question and the presentation of the argument. Pay particular attention to the methodological appendix or any discussion the author provides on methods. 4-5 pages (20 %)
3. Participant observation: You should expect to do a *minimum* of 4 hours of participant observation (related to your research question) and write field notes, including physical description, observations, and reactions. Also, code the data with preliminary thematic codes and write a brief memo of your attempt at analyzing and interpreting the data. Observation need not be limited to a single day/time/place. (15 %)
4. Key informant interview. Complete and transcribe at least one interview. Include field notes with interview dynamics, details of interview setting, how respondent seemed to respond to you and the questions. Also, code the interview with preliminary thematic codes and write a brief memo summarizing your interpretation of the data. (15 %)
5. Final paper: This should be an expanded and revised proposal, including some discussion of your preliminary data analysis from the previous assignments and a proposal for continued research, with a revised research question and proposed methodology for continued data collection and analysis (including issues of access). (30 %)
6. Course participation: including class preparation, engagement with the material, providing constructive feedback and critiques to fellow students, etc. (10 %)

Summary of requirements:

Research question (9/20):	10 %	Fieldnotes (10/25):	15 %
Ethnography critique (10/11):	20 %	Interview (11/29):	15 %
Participation:	10 %	Final proposal (12/13):	30 %

Grades.

Final grades will be assigned according to the following scale:

A	93-100 %	B+	87-89 %	C+	77-79 %	D+	67-69 %
A-	90-92 %	B	83-86 %	C	73-76 %	D	60-66 %
		B-	80-82 %	C-	70-73 %	F	< 60 %

Notes:

- I reserve the right to change the syllabus, if needed, as the course develops. I will keep these changes to a minimum and notify you all of any changes as soon as possible.
- On mistakes:
“Any research project, regardless of the methodology, is one where you will make mistakes. For instance, you might not ask the right questions; you might miss an opportunity to probe respondents further in interviews; you might spend too much time analyzing a phenomenon of little import; you might enter the field with preconceptions that prevent you from seeing some important emergent phenomenon. All of this is to be expected and if you are not prepared to make mistakes you probably should never do serious social research. So, prepare to make mistakes in this course because, as clichéd as it sounds, you will only truly learn when you make mistakes. I still strive to design and execute the perfect study. It will never happen, but that will not prevent me from trying.” –Patrick Carr (Sociology, Rutgers University)

I am borrowing this quote, because it is absolutely true! And because this course is an excellent time to push yourself, to try new things, to make mistakes, and to learn from them. Embrace this, and embrace the idea that we are all here to support each other in the mistakes and the learning from them!

Weekly outline

Week one - September 6: Introduction and overview. What is qualitative research and why would we do it??

Week two – September 13: Why qualitative research? Types of qualitative research.

Luker: Chapters 1-3 (pp. 1-50)

Weiss: Chapter 1 (pp. 1-14)

Emerson: Introduction and “The Face of Contemporary Ethnography” (intro to Part I; pp. 1-54), chapter 13 (Becker, pp. 317-330)

Week three – September 20: Issues of representation in contemporary ethnography

Luker: Chapter 4 (pp. 51-75), Chapter 6 (pp. 99-128)

Recommended: Luker: Chapter 5 (pp. 76-98)

Emerson: Part I (chapters 1 – 4; pp. 55-112)

DUE: Statement of research question/focus

Week four – September 27: Issues in fieldwork: self-representation, insider/outsider status

Weiss, Chapter 5 (pp. 121-150)

Emerson, Part II: "Field Work Practice" (Intro to part II; pp. 113-152); chapter 5 (Goffman, pp. 153-158); chapter 6 (Zinn; pp. 159-166); chapter 7 (Duneier, pp. 167-187).

GUEST: Temitope Oriola, Assistant Professor, Department of Sociology

"The Ambivalent Insider/Outsider Status of Academic 'Homecomers': Observations on Identity and Field Research in the Nigerian Delta."

Week five – October 4: Relationships between researcher and researched

Emerson, Part II: chapter 8 (Kondo, pp. 188-202); chapter 9 (Warren, pp. 203-223); chapter 11 (Emerson and Poller, pp. 239-259);

O'Brien, Erin and Julie Mazzei. 2009. "You Got It, So When Do You Flaunt It?: Building Rapport, Intersectionality, and the Strategic Deployment of Gender in the Field." *Journal of Contemporary Ethnography*. 38(3): 358-383.

Irwin, Katherine. 2006. "Into the Dark Heart of Ethnography: The lived ethics and inequality of intimate field relationships." *Qualitative Sociology* 25: 175-199.

Week six – October 11: Access, ethics, and IRB's

Luker: Chapters 7-8 (pp. 129-189)

Emerson, Part II: chapter 10 (Thorne, p. 224-238); chapter 12 (Leo, pp. 260-280)

Fine, Gary Alan. 1993. "Ten Lies of Ethnography: Moral Dilemmas of Field Research." *Journal of Contemporary Ethnography*. 22 (3): 267- 294.

DUE: Ethnography critique

Online IRB training (Note: if you've done this at UMB in the past three years, you do not need to do it again).

Week seven – October 18: Observation and writing field notes

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. "Writing up fieldnotes I: From field to desk." Chapter 3 in *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. (pp. 39-65)

Suttles, Gerald. "Some rules of thumb for doing fieldwork" (on Blackboard)

May, Reuben A.B. and Mary Pattillo-McCoy. 2000. "Do You See What I See: Examining a Collaborative Ethnography." *Qualitative Inquiry* 6(1): 65-87.

Week eight – October 25: Qualitative Interviewing and focus groups

Weiss, Chapters 2 – 4 (pp. 15-120)

Peek, Lori and Alice Fothergill. 2009. "Using focus groups: Lessons from studying daycare centers, 9/11, and Hurricane Katrina." *Qualitative Research* 9 (1): 31-59.

DUE: Fieldnotes, with your preliminary themes/response memo.

Week nine – November 1: Qualitative analysis

Weiss, chapter 6 (pp. 151-182)

Lofland, John and Lyn Lofland. 1995. "Developing analysis." Chapter 9 in *Analyzing Social Settings*. Wadsworth Publishing. (pp. 181-203).

Emerson, Part III, Producing ethnographies (intro to part III; ppp. 281-316)

Week ten – November 8: Making sense of data: Developing theory from data

Luker: Chapters 10-11 (pp. 198-225)

Burawoy, Michael. 1991. "Reconstructing Social Theories" Chapter 2 in *Ethnography Unbound: Power and Resistance in the Modern Metropolis*. University of California Press. (pp. 8-27)

Solari, Cinzia. 2006. "Professionals and Saints: How Immigrant Caseworkers Negotiate Gendered Identities at Work." *Gender and Society* 20: 301-331.

GUEST: Cinzia Solari, Assistant Professor, Department of Sociology

"Moving from Data to Writing: The Nuts and Bolts of Turning Rambling Interviews into a Sociological Paper."

Week eleven – November 15: American Society of Criminology annual meetings

NO CLASS (keep working on observations and interviews, and reading for your final paper)

Week twelve – November 22: THANKSGIVING

NO CLASS

Week thirteen – November 29: Writing qualitative research

Weiss, chapter 7 (pp. 183-206)

Adler, Patricia A. and Peter Adler (2008). "Of Rhetoric and Representation: The Four Faces of Ethnography." *The Sociological Quarterly* 49(1): 1-30.

Emerson, Part III, chapter 14 (Katz, pp. 331-334); chapter 15 (Charmaz, pp. 335-352); chapter 16 (Becker 353-360)

DUE: Transcribed interview, with preliminary themes/codes

Week fourteen – December 6: Writing and presenting qualitative research

Emerson, Part III, chapter 17 (Katz, pp. 361-382); chapter 18 (Bloor, pp. 383-396)

FINAL PAPER DUE DECEMBER 13

Classroom Protocol:

The key to classroom behavior is to treat all others in the class with respect. If someone does not treat a fellow student or myself with respect, you will be asked to leave the class. With that in mind, please keep in mind the following guidelines:

- ◆ Talk and share your opinions; engage with your classmates! However, do not talk out of turn (i.e., when someone else is talking) and be considerate and respectful when others disagree with your viewpoint.
- ◆ Turn cell phones and pagers off or to vibrate while in class.
- ◆ Try to avoid coming to class late or leaving early. If this is unavoidable, please let me know before class starts. If this becomes a pattern, your participation grade will be reduced accordingly.
- ◆ Stay awake.
- ◆ If you eat during class, please use basic table manners (e.g., eat with your mouth closed, dispose of your leftovers and wrappings during the break or after class).

Academic Integrity:

The following is an excerpt from the University's statement on academic standards and cheating. See http://www.umb.edu/admissions/ugrad_catalog/plagiarism.html for more information and plagiarism guidelines.

"The first obligation of students is to pursue conscientiously the academic objective which they have determined for themselves. Students are expected to conform to all regulations of the university, of the college in which they are enrolled, and of the classes in which they are registered. It is further expected that all examinations, tests, written papers or other assignments completed as a part of academic programs are the product of the student's own work and effort.

This means that students may not solicit or use unauthorized material or assistance for their own benefit and may not offer or give such assistance to another student. Every written report or similar class assignment must indicate fully the sources from which the information used is obtained, and any verbatim quotations or paraphrases must be clearly indicated as such and properly credited to the source from which they were extracted or adapted. Academic dishonesty may also involve cheating or plagiarism" (see the undergraduate catalogue for more detailed definitions of plagiarism).

Disability Services:

If you have a disability and feel you will need accommodations in order to complete course requirements, please contact the Ross Center for Disability Services (Campus Center UL Room 211) at 617-287-7430.

Bibliography: Additional Recommended Readings

- Abbott, Andrew. 2004. *Methods of Discovery: Heuristics for the Social Sciences*. W.W. Norton and Company.
- Becker, Howard. 1986. *Writing for Social Scientists: How to start and finish your thesis, book, or article*. University of Chicago Press.
- Becker, Howard. 1998. *Tricks of the Trade: How to think about your research while you're doing it*. University of Chicago Press.
- Booth, Wayne C., Gregory Colomb, and Joseph Williams. 2003. *The Craft of Research*. Chicago: University of Chicago Press.
- Cresswell, John W. 2007. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Thousand Oaks, CA: Sage Publications.
- Emerson, Robert et al. 1995. *Writing Ethnographic Fieldnotes*. University of Chicago Press.
- Gray, Paul, John B. Williamson, David A. Karp, and John R. Dalphin. 2007. *The Research Imagination: An Introduction to Qualitative and Quantitative Methods*. Cambridge: Cambridge University Press.
- Lofland, John, David Snow, Leon Anderson, and Lyn Lofland. 2005. *Analyzing Social Settings: A guide to qualitative observation and analysis*. Wadsworth Publishing Company.
- Twine, France Winddance and Jonathan Warren. 2000. *Racing Research Researching Race: Methodological Dilemmas in Critical Race Studies*. New York: New York University Press.
- Van Maanen, John. 1988. *Tales of the Field: On Writing Ethnography*. Chicago: University of Chicago Press.

Selected ethnographies/qualitative studies

(a not-at-all exhaustive list)

- Anderson, Elijah (1990). *Streetwise: Race, Class, and Change in an Urban Community*. Chicago: University of Chicago Press.
- Anderson, Elijah (1999). *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. New York: W. W. Norton and Company.
- Bourgois, Philippe (1996). *In Search of Respect: Selling Crack in El Barrio*. New York: Cambridge University Press.
- Braman, Donald (2004). *Doing Time on the Outside: Incarceration and Family Life in Urban America*. Ann Arbor: University of Michigan Press.
- Carr, Patrick (2005). *Clean Streets: Controlling Crime, Maintaining Order, and Building Community Activism*. New York: New York University Press.
- Comfort, Megan (2008). *Doing Time Together: Love and Family in the Shadow of the Prison*. Chicago: University of Chicago Press.
- Desmond, Matthew (2009). *On the Fireline: Living and Dying with Wildland Firefighters*. University of Chicago Press.
- Dollard, John (1988 [1937]). *Caste and Class in a Southern Town*. Madison, WI: University of Wisconsin Press.
- Duneier, Mitchell (1999). *Sidewalk*. New York: Farrar, Strauss, Giroux.
- Edin, Kathryn and Maria Kefalas (2005). *Promises I Can Keep: Why Poor Women Put Motherhood before Marriage*. Berkeley: University of California Press.
- Eliasoph, Nina (2011). *Making Volunteers: Civic Life after Welfare's End*. Princeton University Press.
- Gans, Herbert (1982). *The Urban Villagers: Group and Class in the Life of Italian-Americans*. New York: Vintage Books.
- Grazian, David (2005). *Blue Chicago: The Search for Authenticity in Urban Blues Clubs*. Chicago: University of Chicago Press.
- Grazian, David (2007). *On the Make: The Hustle of Urban Nightlife*. Chicago: University of Chicago Press.
- Haney, Lynne (2010). *Offending Women: Power, Punishment, and the Regulation of Desire*. University of California Press.
- Harding, David (2010). *Living the Drama: Community, Conflict, and Culture among Inner-City Boys*. University of Chicago Press.
- Hannerz, Ulf (1969). *Soulside: Inquiries into Ghetto Culture and Community*. New York: Columbia University Press.
- Humphreys, Laud (1970). *Tearoom Trade: Impersonal Sex in Public Places*. New York: Aldine de Gruyter.
- Irwin, John (1970). *The Felon*. Englewood-Cliffs, NJ: Prentice Hall, Inc.

- Jones, Nikki (2009). *Between Good and Ghetto: African American Girls and Inner-City Violence*. Rutgers University Press.
- Lichterman, Paul (2005). *Elusive Togetherness: Church Groups Trying to Bridge America's Divisions*. Princeton University Press.
- Liebow, Elliott (2003 [1967]). *Tally's Corner: A Study of Negro Streetcorner Men*: Rowman and Littlefield Publishers, Inc.
- Liebow, Elliot (1995). *Tell Them Who I Am: The Lives of Homeless Women*. New York: Penguin Books.
- Maruna, Shadd (2001). *Making Good: How Ex-Convicts Reform and Rebuild Their Lives*. Washington, D.C.: American Psychological Association.
- Merry, Sally E. (1981). *Urban Danger: Life in a Neighborhood of Strangers*. Philadelphia: Temple University Press.
- Miller, Jody (2001). *One of the Guys: Girls, Gangs, and Gender*. New York: Oxford University Press.
- Miller, Jody (2008). *Getting Played: African American Girls Urban Inequality and Gendered Violence*. New York: New York University Press.
- O' Brien, Patricia (2001). *Making It in The "Free World": Women in Transition from Prison*. Albany: State University of New York Press.
- Owen, Barbara (1998). *"In the Mix" Struggle and Survival in a Women's Prison*. Albany: State University of New York Press.
- Paik, Leslie (2011). *Discretionary Justice: Looking Inside a Juvenile Drug Court*. Rutgers University Press.
- Pattillo-Mc Coy, Mary (1999). *Black Picket Fences: Privilege and Peril in the Black Middle Class*. Chicago: University of Chicago Press.
- Rios, Victor (2011). *Punished: Policing the Lives of Black and Latino Boys*. New York University Press.
- Siegel, Jane. 2011. *Disrupted Childhoods: Children of Women in Prison*. Rutgers University Press.
- Spradley, James P. (1970). *You Owe Yourself a Drunk: An Ethnography of Urban Nomads*. Prospect Heights, IL: Waveland Press, Inc.
- Stack, Carol (1974). *All Our Kin*: Basic Books.
- Sullivan, Mercer (1989). *Getting Paid: Youth Crime and Work in the Inner City*. Ithaca: Cornell University Press.
- Suttles, Gerald (1968). *The Social Order of the Slum*. Chicago: University of Chicago Press
- Thorne, Barrie (1995). *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press.
- Venkatesh, Sudhir Alladi (2000). *American Project: The Rise and Fall of a Modern Ghetto*. Cambridge, MA: Harvard University Press.

Venkatesh, Sudhir Alladi (2006). *Off the Books: The Underground Economy of the Urban Poor*. Cambridge, MA: Harvard University Press.

Venkatesh, Sudhir (2008). *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*. New York: The Penguin Press.

Wacquant, Loic (2006). *Body and Soul: Notebooks of an Apprentice Boxer*. Oxford University Press.

Whyte, William Foote (1993 [1945]). *Street Corner Society: The Social Structure of an Italian Slum*. Chicago: University of Chicago Press.

Williams, Terry and William Kornblum (1985). *Growing up Poor*. Lexington, MA: Lexington Books.

Willis, Paul (1977). *Learning to Labour: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

NEW COURSE PROPOSAL PROGRAM EVALUATION

1. Course Name: Qualitative Research Methods
2. Full Course Title: Qualitative Research Methods for Program and Policy Analysis
3. Credits: three (3)
4. Course Components: Lecture/discussion: three credits
5. Course Level: 600-level; course cap of 40 for Dual Track
6. Catalog Description: The course will instruct students on qualitative methods for the purpose of program and policy evaluation. Interpretive policy analysis will be used to examine program or policy effectiveness. Qualitative research methodologies to be examined include case study, content analysis, ethnomethodology, focus groups, interviewing, and action research.
7. Prerequisites: None
8. Rationale: As practitioners, our students will be required to work within public or private organizations that typically have little funding. Employees in criminal justice or criminal justice related organizations are often required to find funding for new or existing programs. Part of this task is to understand how to conduct evaluations of programs and policies. Furthermore, these organizations typically do not have sophisticated data processing programs. As a result, employees (our students) are often forced to find effect ways to determine policy or program needs and effectiveness. Qualitative research methods gives employees these tools. Qualitative research methods focuses on the meanings of policies as expressed by the language, values, symbols, and frames of the policy communities. These communities include the policy makers, policy implementing agency, and the policy clients. Instead of solely engaging in number crunching and not understanding the reasons why the agency is faced with various outcomes, interpretive policy analysis via qualitative research methodologies allows the employee to reveal the gap between the policy as it is written and the policy in action. Examining the policy in action allows the agency to understand the dynamics of the policy as it is implemented, its successes and its failures. This allows the agency to be in a better position to improve its effectiveness. This course will place emphasis on qualitative research methodologies that can be achieved within any organization. They include content analysis of official and unofficial documents, ethnomethodology via interviewing (formal and informal), focus groups, and participant and non-participant observation. These skills are very marketable and can bridge the gap between academia and the criminal justice field.

9. Student Learning Outcomes (SLO): By the end of this course, students will be able to:
1. Explain the different qualitative research designs within the context of interpretive policy and program analysis, including understanding artifacts and meaning within a theoretical framework.
 2. Apply interpretive analysis to criminal justice policy and programs in the 21st century.
 3. Analyze the effectiveness of qualitative methodologies for particular research questions and studies.
 4. Evaluate the issues faced when using various research methodologies, including ethics in research and the use of Institutional Review Boards.
 5. Synthesize a policy or program evaluation proposal using several major techniques.

10. Instructional Procedures: Instructional procedures are designed to provide the knowledge and skills students are expected to have by the end of the course. They are also designed to reach students with various learning styles and personalities. Instructional procedures include:

Instructional Procedure	SLO
Lecture	1, 2, 3, 4
Discussion: class & group	2, 3, 4, 5
Research papers	1, 2, 3, 4, 5
Presentations	4, 5

11. Course Content: The course content will be covered using lectures and discussions (both class and group) in order to achieve all SLO 1-5)

Week	Topic	Readings	Evaluation	SLO
1	Understanding Qualitative Research Methods	Berg, Ch. 1 Saldana, Ch. 1		1
2	Designing Qualitative Research	Saldana, Ch. 2-3	In-class Essay Group work: Research Design	1-4
3-4	Ethics in Research Methods & Human Subjects (IRB)	Berg, Ch. 3	In-class Essay Group work: IRB	1, 4
5	Library Research From Research Questions to Literature	Berg, Ch. 2	Group work: Peer Review IRB Proposal Due	2-4

	Reviews to Research Design			
6	Dramaturgy and Interviewing	Berg, Ch. 4	Group work: Dramaturgical interviewing	1-3
7	Focus Group Interviewing	Berg, Ch. 5	In-class Essay Group work: Conducting focus groups	1-4
8	Ethnographic Field Strategies	Berg, Ch. 6 Macgilchrist & Van Hout	Group work: Ethnographic observation	1-4
9	Action Research	Berg, Ch. 7	In-class Essay Group work: Program effectiveness	1-4
10	Unobtrusive Measures	Berg, Ch. 8	Group work: Archival strategies	1-4
11	Social Historical Research and Oral Traditions	Berg, Ch. 9	In-class Essay Group work: Oral history	1-4
12	Case Studies	Berg, Ch. 10	Group work: Designing a case study	2-5
13	Content Analysis	Berg, Ch. 11	In-class Essay Group work: Latent content analysis	1-4
14	Writing Research Proposals/Papers	Berg, Ch. 12 Saldana, Ch. 4-5	Group work: Peer review	1-5
15	Presentation of Research Proposals		Presentations Research Papers	2-5

12. General Education: NA

13. Graduate Course Status: Most research methods courses cover all research designs. These include both qualitative and quantitative research designs. Because this course only covers social science qualitative research designs, this course will be able to prepare students to conduct interpretive program and policy evaluations. The focus on the particular methodologies will be more in depth than any

undergraduate research methods course and will be more focused than the current graduate research methods course. The course will also spend considerable time instructing students on the laws and guidelines of human subjects research, writing critical literature reviews, selecting appropriate research designs, and data interpretation. Research methods courses at the undergraduate level only introduce human subject issues and do not give substantial guidance on how to write effective literature reviews. This course will expand on tangible skills our graduate students can take into the workforce.

14. Degree Requirements: This course will serve as an elective so will not change the number of credits required for the major.

15. Specialized Accreditation, Certification, and Licensure: This course does not affect this area.

16. Assessment/Evaluation of Student Outcomes and Determining Student Grades: The SLO will follow the above outline in the Course Content (Section 11) Students will be evaluated as follows:

Assessment	Percent of Grade	SLO
Bi-weekly essays	25%	1, 2, 3, 4
Group work on research methodologies and data interpretation	20%	2, 3, 4
Research papers (A writing rubric will be used and given to the students at the beginning of the semester)	40%	1, 2, 3, 4, 5
Presentations (An oral presentation rubric will be used and given to the students at the beginning of the semester)	10%	1, 2, 3, 4, 5
Attendance	5%	

17. Bibliography:

a. Required Texts: (APA; * indicates Library holding)

Berg, B. L. & Lune, H. (2012). *Qualitative Research Methods for the Social Sciences*, 8th Ed. Boston, MA: Pearson Education, Inc.

Macgilchrist, F. & Van Hout, T. (2011). Ethnographic discourse analysis and social science. *Forum: Qualitative Social Research*, 12(1), Art. 18, <http://nbn-resolving.de/urn:nbn:de:0114-fqs1101183>.

Saldana, J. (2011). *Fundamentals of qualitative research*. NY: Oxford University Press.*

b. Supporting Bibliography:

Boje, B. (2001). *Narrative methods for organizational and communication research*. SAGE Publications.*

Booth, W. C. (2003). *The craft of research*, 2nd Ed. Chicago, ILL: University of Chicago Press.*

Fink, A. (2005). *Conducting research literature reviews: From the Internet to paper*, 2nd Ed. Thousand Oaks, CA: SAGE Publications.*

Girden, E. R. (2011). *Evaluating research articles from start to finish*. Thousand Oaks, CA: SAGE Publications.*

Have, P. (2004). *Understanding qualitative research and ethnomethodology*. London: SAGE Publications Ltd.*

Hennink, M. Hutter, I. & Bailey, A. (2011). *Qualitative Research Methods*. Thousand Oaks, CA: SAGE Publications Inc.

Hillyard, S. & Hand, M. (2014). *Big data?: Qualitative approaches to digital research*. Bingley, UK: Emerald Group Publishing.*

Kleinman, S. (2007). *Feminist fieldwork analysis*. Los Angeles, CA: SAGE Publications.*

Lapan, S. D., Quartaroli, M. T., & Riemer, F. J. (Eds.) (2012). *Qualitative Research: An introduction to methods and designs*. San Francisco, CA: John Wiley & Sons, Inc.

Leedy, P. D. & Ormrod, J. E. (2014). *Practical research: Planning and design*, 11th Ed. Pearson Education. (*Library has 9th Ed.)*

Nevin, A. SooHoo, S. & Berryman, M. (2013). *Culturally responsive methodologies*. UK: Emerald Group Publishing.*

Noaks, L. & Wincup, E. (2004). *Criminological research: Understanding qualitative methods*. London: SAGE Publications.*

Ogle, A., Megehee, C. & Woodside, A. G. (2009). *Perspectives on cross-cultural, ethnographic, brand image, storytelling, unconscious needs, and hospitality guest research*. Bingley, UK: Emerald Group Publishing.*

Schapp, G. (2009). *Interpreting television news*. Berlin: De Gruyter Mouton.*

Skinner, J. (2012). *The interview: An ethnographic approach*. London: Bloomsbury Academic.*

Spring, H., Sen, B., & Grant, M. J. (2013). *Research evaluation and audit: Key steps in demonstrating your value*. London: Facet Publishing.*

Taylor, G. R. (Ed.) (2010). *Integrating quantitative and qualitative methods in research*, 3rd Ed. Lanham, MD: University Press of America.*

Taylor, S. J., Bogdan, R. & DeVault, M. (2016). *Introduction to qualitative research methods: A guidebook and resource*. New Jersey: John Wiley & Sons, Inc.
Tonts, M. & Thompson, S. (2008). *Qualitative urban analysis: An international perspective*. Amsterdam: Emerald Group Publishing Limited.*

c. Relevant Classic Works

Chang, M. (1998). *Inside stories: Qualitative research reflections*. Mahwah, NJ: Lawrence Erlbaum Associates.*
Sociologist for Women in Society. (1985). *Scholarly writing and publishing: Issues, problems and solutions*. Boulder, CO: Westview Press.*

d. Relevant Periodical Sources

Relevant Periodicals Available at NJCU:

American Journal of Evaluation
Canadian Journal of Program Evaluation
Contagion: Journal of Violence, Mimesis, and Culture
Criminal Law Handbook
Criminology
Criminology & Criminal Justice
Criminology & Public Policy
Criminology, Criminal Justice, Law & Society
Criminology in Europe
Evaluation Review
Human Rights
International Journal of Terrorism and Political Hot Spots
Japanese Journal of Evaluation Studies
New Directions for Evaluation
Research Evaluation
Victims and Offenders
Violence Against Women
Violence and Victims

Library Databases Specific to Criminal Justice Available at NJCU:

Catalog of U.S. Government Publications
CQ Researcher
eBook Academic Collection (EBSCOhost)
Ethnic Newswatch
Homeland Security Digital Library
Gale Virtual Reference Library
HomelandSECURITYnetBASE
International Security & Counter Terrorism Reference Center
Legal Information Reference Center
Praeger Security International Online
ProQuest Criminal Justice
ProQuest Dissertations & Theses
ProQuest Social Science Journals

SAGE Premier

e. Relevant Online Materials:

American Association for Budget and Program Analysis: <http://www.aabpa.org/>

American Evaluation Association: <http://www.eval.org/>

Association for Qualitative Research: <http://www.aqr.org.uk/>

National Criminal Justice Reference Service: <https://www.ncjrs.gov/>

National Institute of Health Office of Extramural Research, Protecting Human Research Participants: <https://phrp.nihtraining.com/users/login.php>

Robert Wood Johnson Foundation, Qualitative Research Guidelines:
<http://www.qualres.org/>

United Nations, Evaluation: <http://web.undp.org/evaluation/>

World Criminal Justice Library Electronic Network:

<http://andromeda.rutgers.edu/~wcjlen/WCJ/index.htm>

18. Budget: The department's budget is sufficient for this course.

19. Enrollment and Scheduling: The course will be offered every other year (every 4th semester). Class size will be 40 students for a dual track structure.

Qualitative Research Methods in Criminal Justice
CJC 5515*
Spring 2015
(*cross-listed with SOCI 5510)

Instructor	Dr. Jessica Hodge
Office	5215 Rockhill Road, Room 207
Office Phone	(816) 235-5164
Email	hodgejp@umkc.edu It is a policy of UMKC that all email communications with students must go through students' UMKC email accounts.
Office Hours	Thursdays from 1 to 4 pm (or by appointment)
Class Hours	Thursday 5:30 pm to 8:15 pm CJC Conference Room



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Course Description

This course focuses on qualitative research methods, such as interviewing techniques, focus groups, content analysis, and field observation. Emphasis is placed on research design, data collection, and data analysis. (3 credits; prerequisite: CJC 483 or equivalent)

Course Overview

The purpose of this course is to acquaint students with qualitative research methods, focusing particularly on methods utilized most often by criminologists and criminal justice researchers. In this course, we will explore the epistemology of qualitative methods and examine the differences and similarities between qualitative and quantitative research. We will discuss the methodological and ethical implications of qualitative research, and through this discussion, students will be introduced to human subjects' issues and IRB procedures. We will also examine the major methods of qualitative research, including interviewing, observation (ethnography), focus groups, and content analysis. Finally, students will gain hands-on experience in qualitative methods and analysis techniques through various written assignments.

This course has four primary goals:

1. To familiarize you with the methodological and epistemological debates concerning qualitative research.
2. To provide you with the tools needed to conduct qualitative research.
3. To allow you the opportunity to practice and implement these tools.
4. To help you understand how to move from project design, to project implementation, to data analysis and reporting.

Student Learning Outcomes – Upon completion of this course, students should be able to:

1. Articulate a rigorous research approach regarding the development of a qualitative field research project and/or content analysis.

2. Operationalize definitions, questions, observations, and other techniques related to the implementation of qualitative field research project and/or content analysis.
3. Create measures and/or other appropriate instruments in order to collect qualitative data.

Required Readings

There is one required textbook for this course; students are responsible for obtaining a copy of the textbook. Other readings will be assigned by the instructor and will be listed on Blackboard or distributed in class. **Students are expected to come to class prepared to discuss all of the assigned readings.**

Hennink, M., Hutter, I., & Bailey, A. (2011). *Qualitative research methods*. Thousand Oaks, CA: Sage Publications.

Suggested texts:

Saldaña, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage Publications.

American Psychological Association manual (more commonly referred to as the APA manual)

This manual will be the required reference guideline for this course. Please see my examples on Blackboard on how to properly cite sources in APA format. It is very important to understand and utilize this method to cite references.

Course Requirements

Field Research Projects

There will be three (3) field research projects that require the implementation of important qualitative techniques: an interview, an observation, and an analysis of archival documents. The assignments will provide you with the opportunity to experience hands-on the methods utilized by qualitative researchers. Further details will be provided separately; handouts are available on Blackboard.

Research Proposal

The course will culminate in a formal proposal for future research. If you are thinking of doing a thesis project, the proposal could be an early version of your thesis proposal. The objective of the proposal is for you to demonstrate the knowledge you have acquired through the course readings, class discussions, and the implementation of the field research projects. Further details will be provided separately; a handout is available on Blackboard.

Reading Summaries/Participation

As this is a graduate seminar, you are expected to participate on a regular basis. The class sessions will consist of discussions based upon the assigned readings; I will not merely lecture on the material. Instead, it is through class discussions that we will examine the substance of the readings. Therefore, it is imperative that each person reads the assigned materials in order to have thoughtful and critical discussions.

Tangible evidence of your contribution to the seminar will be provided by submitting summaries of the required readings. The purpose of these summaries is for you to highlight the key points of each reading in a concise and coherent manner. The summaries are an opportunity for you to organize your thoughts about the readings and will only help with your participation in class discussions.

Each student is responsible for completing twelve (12) reading summaries. The specific readings are designated with a (*) in the course outline section of the syllabus. Each summary will be one (1) page in length. The student is responsible for highlighting the most important points within that one page, which requires the student to be both perceptive and succinct in the summary. The summaries are to be typed in a 12-point font and double-

spaced. The summaries are due at the beginning of the designated class; late summaries will not be accepted. Each summary is worth up to 10 points. Included within this score is the student's *actual* participation within the specific class as well. Students will be assessed on the *quality* of their participation; see the grading rubric regarding student participation on Blackboard for an example of how participation is evaluated.

If you know you are going to be absent from a class, you may submit up to one (1) summary ahead of time in order to receive any credit. The summary must be turned in to the instructor before the start of class (either a hardcopy or through email). Because your *actual* participation is also included within this score, you may only receive up to five (5) points on this summary since you will not have been in class to actually participate in the class discussion.

Grades will be based on the following criteria:

IRB training completion	25 points (5%)
Reading Summaries/Participation (12@10 pts each)	120 points (22%)
Interview Assignment	100 points (18%)
Observation Assignment	100 points (18%)
Archival Document Assignment	100 points (18%)
Research Proposal	100 points (18%)
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TOTAL	545 points

545-505=A	487-477=B+	433-423=C+	378-368=D+
504-488=A-	476-450=B	422-396=C	367-341=D
	449-434=B-	395-379=C-	340-325=D-
			324 and below=F

Blackboard

During this course, we use Blackboard on a regular basis. I will communicate to the class through Blackboard email. In addition, on the course webpage, you can find the course syllabus, materials regarding the assignments, and additional resources that will help you be successful in this course. You will also submit electronic copies of specified assignments to TurnItIn on Blackboard. It is the students' responsibility to check Blackboard on a regular basis. If you have problems accessing Blackboard, you need to let me know as soon as possible.

The Important "Basics"

1. Assignments are due on the date and time specified in the syllabus. Late assignments (excluding Reading Summaries) will be deducted five points per day, including weekend days.
2. All assignments must be typed in black ink, double-spaced, using a 12-point font (Times Roman or Arial) with 1-inch margins on all sides.
3. All assignments must be checked for spelling and grammar errors.
4. All assignments must be stapled. Paper clipped or "dog-eared" assignments will not be accepted.
5. Students are responsible for keeping copies of assignments in the event that one is misplaced or lost.
6. Students are responsible for maintaining the original graded copy until the final grades are posted at the end of the semester. This serves as your personal record of points earned throughout the course.
7. Unless otherwise noted, do not email me your assignment. If you know you are going to be absent from class when an assignment is due, it is the student's responsibility to hand in the assignment to me prior to the class session (otherwise, it is considered late and points will be deducted).

Academic Honesty

Please note that ALL WORK IS TO BE DONE INDEPENDENTLY. Cheating will result in a zero (0) for that assignment and may result in further action not inconsistent with the University policy. Be sure to review and fully understand the UMKC student code of conduct and rules related to plagiarism in the student handbook. Do not collaborate in any manner with fellow students to complete an assignment and certainly not for quizzes or tests. Please note that UMKC considers it to be a form of plagiarism when students collaborate on assignments

when directed to complete the work independently. Please appreciate the possible consequences that can result from university policy when allegations of plagiarism are demonstrated.

Course Policies & Resources

Please refer to the following web page and the linked resources for critical information regarding course policies and resources: <http://cas.umkc.edu/CPR/>. You are expected to abide by all the rules and regulations regarding student conduct referenced on these pages.

Other Resources

Campus Safety: <http://www.umkc.edu/umkcalert/> or Police: 816-235-1515 or 911

Counseling Services: <http://www.umkc.edu/chtc/>

LGBT Services: <http://www.umkc.edu/lgbt/>

A&S Life Coach: aslifecoach@umkc.edu or (816)235-1446

UMKC Help Line: <http://www.umkc.edu/helpline/default.asp> or helpline@umkc.edu

Violence Prevention and Response: <http://www.umkc.edu/endviolence/default.asp>

Writing Studio: <http://www.umkc.edu/writingstudio/>

Course Outline and Reading Assignments

This is a general outline and is subject to change based on the discretion of the instructor. Additional or substituted readings may be added at the discretion of the instructor. Therefore, if you miss a class, it is your responsibility to find out if the course outline and/or reading assignments changed.

If there is a “BB” before the title of the reading, the article is available on Blackboard. On BB, first go to the “Course Content” area – the additional readings are listed under the folder labeled “Additional Readings.”

	Topic	Assigned Readings	Assignments Due
Week 1			
1/22/15	Course Introduction		Go over syllabus and discuss course requirements.
Week 2			
1/29/15	Introducing Qualitative Research <ul style="list-style-type: none"> • Understanding qual research • Distinctions between qual and quantitative research • Reliability and validity issues 	Hennink, Chapters 1 & 2* BB: Auerback & Silverstein, Chapter 8	
Week 3			
2/5/15	NO CLASS—IRB Training	Access the IRB training at: http://ors.umkc.edu/research-compliance/institutional-review-board-(irb)/irb-training-requirements	Complete IRB training for <i>Group 2: Social/ Behavioral Investigator</i>
Week 4			
2/12/15	Unique Issues and Dilemmas in Qualitative Research <ul style="list-style-type: none"> • Ethical issues • Reflexivity 	Hennink, Chapter 4* BB: Dunbar, et al., Chapter 7 BB: Pierce, Appendix One BB: Sherman article	Hand in IRB Training Certificate of Completion.
Week 5			
2/19/15	Designing the Research Strategy <ul style="list-style-type: none"> • Designing research questions • Using theory to guide qual 	Hennink, Chapter 3* BB: Richards & Morse, Chapter 12 BB: Flavin (2001) article*	

	research	BB: Vandiver, Dial, & Worley article	
Week 6			
2/26/15	Designing the Research Strategy, cont. <ul style="list-style-type: none"> • Sampling • Access and entrée Literature Reviews	Hennink, Chapter 5* BB: Anderson, Daly, & Rapp article	
Week 7			
3/5/15	Interviewing <ul style="list-style-type: none"> • Focus groups • Interviews Coding: Interview Guides and Analytical Memos	Hennink, Chapters 6* & 7* BB: Bennett & Brookman article BB: Hirschlinger-Blank, et al. article	
Week 8			
3/12/15	Analysis and Interpretation <ul style="list-style-type: none"> • Transcription • Coding • Building analysis/theory 	Hennink, Chapter 9* & 10* BB: Snedker article	Send Research Question (RQ), draft of Interview Guide and References List through email no later than Wednesday so that I can provide feedback on the process.
Week 9			
3/19/15	Writing Up Qualitative Research <ul style="list-style-type: none"> • Choosing what to include in text • Publishing qual research 	Hennink, Chapter 11* BB: Ambert, et al. article BB: Berg, Chapter 12	Work on Interviews
Week 10			
3/26/15	NO CLASS – SPRING BREAK		Work on Interviews
Week 11			
4/2/15	Observations <ul style="list-style-type: none"> • Participant Observation • Non-Participant Observation 	Hennink, Chapter 8* BB: Vander Ven article BB: Nguyen article BB: Marquart article	Interview Assignment due – this includes posting an electronic copy on BB and bringing a hardcopy to class.
Week 12			
4/9/15	Observations – Office Hours		Send RQ and References List through email no later than Wednesday so that I can provide feedback on the process.
Week 13			
4/16/15	Unobtrusive Methods <ul style="list-style-type: none"> • Archival documents • Media reports 	BB: Berg, Chapter 8* BB: Holt, Blevins, & Kuhns article BB: Beard & Payne article	Observation Assignment due – this includes posting an electronic copy on BB and bringing a hardcopy to class.
Week 14			
4/23/15	Unobtrusive Methods – Office Hours		Send RQ, References List, and Coding Sheet through email no later than Wednesday so that I can provide feedback on the process.
Week 15			
4/30/15	Overview: Making sense of it all		Archival Document Assignment due – this

			includes posting an electronic copy on BB and bringing a hardcopy to class.
Week 16			
5/7/15	Research Proposal – Office Hours		Finalize Research Proposal to be handed in next week
Week 17			
Monday, 5/11/15			Research Proposal due by 11:59 pm; this includes posting an electronic copy on BB. No hardcopies are necessary.

Electronic Submissions:

How do I submit an electronic copy on Blackboard???

Step 1:

Log in to Blackboard as you normally would to access the course site.

Step 2:

Go to the *Electronic Submissions* folder (listed on the left-hand menu).

Step 3:

You will see *Interview Assignment* listed – click on “view/complete.”

Step 4:

Fill in your last name, first name, and the title of assignment (e.g. *Interview Assignment*)

Step 5:

Click on “browse” to attach your file (this is similar to how you would attach a file to an email).

Step 6:

Finally, click on “submit.” You will receive a message stating that you have successfully submitted the assignment.

That’s it!

Be sure to also bring a hardcopy of the assignment to class on the due date listed on the syllabus!! Points will be deducted if you do not bring a hardcopy to class or do not submit an electronic copy on Blackboard by the due date.

If you fail to bring a hardcopy to class or fail to submit an electronic copy on Blackboard, you will receive a ZERO on this assignment.

Final Project: Research Proposal

The final project for this course is a formal proposal for future research. The objective of the proposal is for you to demonstrate the knowledge you have acquired through the course readings, class discussions, and the implementation of the field research projects.

If you are thinking of doing a thesis project, the proposal could be an early version of your thesis proposal. Use this opportunity to start (or to continue) gathering literature on your thesis topic, and organizing this literature into a literature review. Use this opportunity to start (or to continue) brainstorming about how you could develop this project by articulating your methodological approach. Even if you are not considering a qualitative approach with your thesis, this is an opportunity to explore a mixed methods approach and/or explore how qualitative research could address the limitations of a quantitative study. In sum, this is a viable forum to be productive with your thesis project.

If you are not planning on doing a thesis project, think about how you might implement a research project as a practitioner working within your field of study. For instance, if you are currently working for an agency, use this opportunity to explore possible policy or procedural changes. Or, use this opportunity to explore how research could inform current practices within your field of study. This knowledge can be very worthwhile to current or future employers.

The proposal should include the following sections and will be approximately 10 to 15 pages in length.

- Section I: Introduction/Statement of Problem (4 to 5 pages)
 - Present the topic and explain why it is a problem/issue that warrants study (1 page)
 - Provide an overview of the extant literature on the topic (3-4 pages)

- Section II: Research Questions (1/2 page)
 - Clearly state and explain your research question(s).

- Section III: Methodology (5 to 7 pages)
 - This section is where you will need to justify your methods and address some of the key methodological issues with qualitative research.
 - What method(s) will you use in your study? Why is this approach the most appropriate for your research question(s)?
 - Identify the population and how you will obtain access to this population. What issues/obstacles may you encounter and how will you address these issues/obstacles?
 - How will you organize and analyze the data?
 - What codes will you use? How did you develop these codes?
 - What are the known/potential limitations of your methodological approach? How will you address these limitations?

- What are the known/potential ethical issues with your study? How will you address these ethical issues?
- What role, if any, will UMKC's SSIRB play in your study?

**While it is important to properly address all sections of the research proposal, because of the nature of our course, this section plays a particularly important role. As such, it is very important to use this section to *clearly and thoroughly* demonstrate your knowledge of the qualitative approach. It is strongly recommended to utilize any and all terminologies and concepts that have been discussed in the course that are related to your qualitative study.

- Section V: References
 - While there is no maximum number of sources to be used, you must utilize and cite at least 8 scholarly references. You can use non-scholarly sources (e.g., a newspaper article or information obtained from a website) but these will not count towards the eight sources.
 - These references should inform your literature review and your methodological approach.
 - The references should be formatted with the APA style.
- Section VI: Appendix of Instruments
 - This section includes all of the supplemental materials that you will need to conduct the study proposed in this paper.
 - While not everyone may have an Interview Guide or a Coding Worksheet, everyone should have Code Notes.

See the due date listed on the syllabus. Late submissions will not be accepted.

You only need to submit an electronic copy through Blackboard; no hardcopies are necessary.

Written Assignment #1: Interviews

It is very common for folks to underestimate what goes into the process of preparing and conducting an interview. For example, as discussed in class and in the readings, there are different types of interviews, different ways to conduct an interview, and a variety of methods for analyzing the data obtained from interviews. Therefore, this assignment allows you to practice your skills as an interviewer.

There are three objectives to this assignment:

1. Learn how to create an interview guide
2. Learn how to conduct interviews
3. Learn how to analyze and write-up the data obtained from the interviews

For this assignment, you need to conduct two interviews on the same subject with two different people. The choice of topic and subjects is up to you. However, you may not interview any faculty member at UMKC or a student in this class.

To complete this assignment, you must follow these steps:

1. Choose a topic that you want to learn more about and formulate a specific research question. Remember, we are not testing hypotheses in qualitative research, so the question should be exploratory and broad (but not too broad).
2. Create an interview guide that is informed by your research question.
3. Conduct the interview with the first subject. You may want to record the interview, but you must also take detailed notes at the same time as you will be handing in your notes with the final paper. Remember, the notes are your data, so you need to take very detailed and accurate notes. If you record the interview, do not take for granted that the recording device will work – you still need to take notes in case of technical difficulties.
4. Analyze your notes/transcripts from interview #1 before conducting interview #2. You may find that you need to refine your interview guide. Keep in mind, the qualitative research process is cyclical – we analyze the data throughout the collection process.
5. Conduct the interview with the second subject.
6. Analyze your notes/transcripts from both interviews. Look for themes, categories, and typologies through coding and simple counting techniques.
7. Write up the results in a short paper. This paper will be approximately 8-10 pages long. See further details below.
8. Turn in the paper, along with the interview guide, the hand written notes, the coded interview transcripts, the coding sheet, etc. You must upload your final paper to Blackboard, and then turn in the other documents with your hardcopy in class.

Your paper must include the following sections:

I. Introduction (approx 2-3 pages)

- a. Include a brief discussion of the topic – this is where you will discuss the importance of the topic and a brief overview of the literature.
- b. This section is also where you will state the purpose of the study – i.e., what is the research question?

II. Methods (approx 3-4 pages)

- a. Include a description of your methods – this is where you will discuss how you implemented and conducted the interviews and the data analysis. You will also include a brief description of your experiences doing this project, and a brief discussion of the limitations of your study.
 - How did you select your respondents? What was the process for setting up and conducting the interviews? Where did the interviews take place? How did this affect the data?
 - Did you record the interviews? Why or why not? How did this affect data collection?
 - What are the advantages/disadvantages to this methodology? For example, how did insider/outsider status affect data collection?
 - If you revised your interview guide after Interview #1, explain why and how this affected data collection.
 - What codes were used (inductive or deductive)? What systematic way did you code and analyze the data?
 - What were the limitations of your study and how can future research address these limitations?

III. Results/Discussion (approx 3-4 pages)

- a. Focus on what you learned from the substance of the interviews – this is where you will discuss the themes that you discovered within your data. In other words, how do the data inform your research question?
- b. You should use a few direct quotes from your transcripts in this section. It is up to you to decide the most appropriate way to incorporate these direct quotes, but it is suggested that you look to our course readings as examples of how to do this. If you do not record the interviews, you need to use shorter quotes or paraphrased material.
- c. In this section you should also connect your findings to past research – how do your findings conform or contradict what has been discovered in previous studies?

IV. Conclusion (approx ½ page)

- a. Include a brief summary of your key findings and possible directions for future research.

V. References Page

- a. You must use at least four (4) academic/scholarly sources for this paper. These sources will be used in your literature review and will help inform your research question and coding strategy.

Written Assignment #2: Observation

As someone who is studying criminal justice and criminology, you are probably interested in the study of human interaction. You may even be a self-proclaimed “people watcher.” What we often do not realize though is the considerable effort that it takes to successfully complete an observation for analytical purposes. Therefore, this assignment allows you to practice your skills as an ethnographer.

There are two objectives to this assignment:

1. Learn how to conduct either a participant or a non-participant observation
2. Learn how to analyze and write-up the data obtained from the observation

For this assignment, you need to conduct an observation – either as a participant or a non-participant. Which one you decide to do will depend upon the chosen topic and research question. The choice of topic and site is up to you. However, you may not participate in any illegal behaviors for this assignment. If you have any questions about the appropriateness of your topic and site location, please ask the instructor.

To complete this assignment, you must follow these steps:

1. Choose a topic that you want to learn more about and formulate a specific research question.
2. Select a site, guided by your research question, where you can observe an activity or interaction.
3. Conduct the observation. You may want to record the observation (if applicable), but you must also take detailed field notes at the same time as you will be handing in your notes with the final paper.

As discussed in class and in the readings, field notes are particularly important with participant and non-participant observation techniques. This is because you are often not able to record (either through a tape recorder or a video recorder) observations/data that may be vital to your research – in other words, these machines do not record observations such as smells, personal feelings and emotions, etc. As such, it is critical for this type of research that your field notes are extremely detailed, including even the most “insignificant” observations. What may seem insignificant in the field may actually turn out to be the most noteworthy data.

4. After your observation, you must expand your field notes into a journal entry. The journal entry will be a very detailed account of what you experienced during the observation. This is where you “fill in the gaps” within your field notes; in other words, you take your short-hand notes and expand them into a long, detailed account of what happened during the observation. The journal entry is also where you start to theorize about your observations (e.g., start asking yourself – what does this all mean?)
5. Analyze your journal entry from the observation. Look for themes, categories, and typologies through coding and simple counting techniques.

6. Write up the results in a short paper. This paper will be approximately 8-10 pages long. See further details below.
7. Turn in the paper, along with the hand written field notes, any theoretical memos, and the coded journal entry. You must upload your final paper to Blackboard, and then turn in the other documents with your hardcopy in class.

Your paper must include the following sections:

I. Introduction (approx 2-3 pages)

- a. Include a brief discussion of the topic – this is where you will discuss the importance of the topic and a brief overview of the literature.
- b. This section is also where you will state the purpose of the study – i.e., what is the research question?

II. Methods (approx 3-4 pages)

- a. Include a description of your methods – this is where you will discuss how you implemented and conducted the observations and the data analysis. You will also include a brief description of your experiences doing this project, and a brief discussion of the limitations of your study.
 - How did you select the site of your observation? Why was this particular site chosen for this study?
 - Did you conduct a non-participant observation or a participant observation? What are the advantages/disadvantages to this methodological technique? Insider/outsider status?
 - How did you facilitate the observation? How did you take notes in the field?
 - What codes were used (inductive or deductive)? What systematic way did you code and analyze the data?
 - What were the limitations of your study and how can future research address these limitations?

III. Results/Discussion (approx 3-4 pages)

- a. Focus on what you learned from the substance of the observation – this is where you will discuss the themes that you discovered within your data. In other words, how do the data inform your research question?
- b. In this section you should also connect your findings to past research – how do your findings conform or contradict what has been discovered in previous studies?

IV. Conclusion (approx ½ page)

- a. Include a brief summary of your key findings and possible directions for future research.

V. References Page

- a. You must use at least four (4) academic/scholarly sources for this paper. These sources will be used in your literature review and will help inform your research question and coding strategy.

Written Assignment #3: Archival Documents and Media Reports

Researchers have utilized archival documents to conduct research for many years; yet, the use of such data has been increasing with the advent of the internet and other technologies. This type of research serves several purposes and is favored by some researchers because of the unobtrusiveness nature of the data collection method. As you have discovered through the first two written assignments, each methodological technique comes with its own learning curve. Therefore, this assignment provides you with the opportunity to conduct an analysis of archival documents.

There are three objectives to this assignment:

1. Learn how to select appropriate documents
2. Learn how to conduct a content analysis of the documents
3. Learn how to analyze and write-up the data obtained from the content analysis

For this assignment, you need to select at least three documents that are related to the same topic. These three documents might include newspaper articles, internet blogs, web pages, television shows, video games, music videos, etc. The choice of topic and documents are up to you.

To complete this assignment, you must follow these steps:

1. Choose a topic that you want to learn more about and formulate a specific research question.
2. Create a coding sheet that is informed by your research question.
3. Code one of the documents with the coding sheet. Scrutinize your notes from the first analysis before conducting the second analysis. You may find that you need to refine your coding sheet.
4. Repeat step #3 with the second and third documents.
5. Analyze your coding sheets from the three documents by looking for themes, categories, and typologies.
6. Write up the results in a short paper. This paper will be approximately 8-10 pages long. See further details below.
7. Turn in the paper, along with the code notes, analytical memos, and the coded coding sheets. If possible, you should also turn in the three documents used for the analysis. You must upload your final paper to Blackboard, and then turn in the other materials with your hardcopy in class.

Your paper must include the following sections:

I. Introduction (approx 2-3 pages)

- a. Include a brief discussion of the topic – this is where you will discuss the importance of the topic and a brief overview of the literature.
- b. This section is also where you will state the purpose of the study – i.e., what is the research question?

II. Methods (approx 3-4 pages)

- a. Include a description of your methods – this is where you will discuss how you implemented and conducted the content analysis. You will also include a brief description of your experiences doing this project, and a brief discussion of the limitations of your study.
 - How did you select your archival data? Why did you select these documents?
 - What are the advantages/disadvantages to this methodology? Insider/outsider status?
 - What codes were used (inductive or deductive)? What systematic way did you code and analyze the data?
 - What were the limitations of your study and how can future research address these limitations?

III. Results/Discussion (approx 3-4 pages)

- a. Focus on what you learned from the substance of the analysis – this is where you will discuss the themes that you discovered within your data. In other words, how do the data inform your research question?
- b. In this section you should also connect your findings to past research – how do your findings conform or contradict what has been discovered in previous studies?

IV. Conclusion (approx ½ page)

- a. Include a brief summary of your key findings and possible directions for future research.

V. References Page

- a. You must use at least four (4) academic/scholarly sources for this paper. These sources will be used in your literature review and will help inform your research question and coding strategy.