

SOC6712H: Qualitative Methods¹

Professor Jessica Fields

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I respectfully acknowledge that the land on which the University of Toronto operates is the traditional territories of the Huron-Wendat, the Seneca and the Mississaugas of the Credit. Today, the land on which we meet, teach, and learn is home to many Indigenous people from across Turtle Island. Acknowledging these people and this history reminds us of our connection and responsibilities to this land where we live, learn and study.

Meeting Time and Place

Wednesday 4-6

725 Spadina, Room 240

COURSE DESCRIPTION

Researchers use qualitative methods to study the everyday interactions, experiences, and meanings that contribute to, challenge, and sustain ideas, institutions, and inequalities. Qualitative researchers consider gender, race, class, and sexuality in public street behavior; play during children's recess; support groups for women with post-partum depression; drag king and queen competitions; and survival strategies among the homeless. In these studies, researchers interview people, watch their behavior, participate in groups' activities, look at the documents and other texts that people produce, and try to immerse themselves in people's everyday experiences and meanings. The aim is usually to explore the relationship between the day-to-day and broader social structures and ideologies.

This semester's seminar on qualitative methods will focus on (1) data gathered through archival research, interviewing, and participant observation, (2) emotion as a source insight in qualitative research, and (3) writing as a means to record information, develop analyses, and share ideas. Our seminar discussions, in-class writing workshops, readings, and assignments will engage canonical, Chicago School, community-engaged, critical race, feminist, intersectional, and queer qualitative research. Readings will come primarily from sociology, and many appear on the Sociology Department's Qualitative Methods comprehensive exam list. Like qualitative methods, we will reach across disciplines and fields. We will read work by Canadian, international, women, queer, racialized, Black, and Indigenous authors.

Our class will function largely as a workshop. We will discuss readings, freewrite, share work in progress, practice data collection and analysis, and apply ideas from the readings to our research projects and goals. We'll pay special attention to writing, thinking about how we can best use writing (1) to record the information we gather through observation or interviews, (2) to develop our analyses, and (3) to present our ideas to others. We'll also grapple with the challenges of relying on writing to generate and convey our analyses. Throughout the semester we will consider how field methods illuminate, challenge, and sometimes reinforce social conditions; we'll also think about the influence of social conditions, including inequalities, on people's experiences as researchers and as research subjects.

¹ I thank Sinikka Elliott (University of British Columbia), Sherryl Kleinman (University of North Carolina at Chapel Hill), and Judith Taylor (University of Toronto), whose syllabi inspired my own.

TEACHING AND LEARNING TOGETHER

Our work together will be brief and intense over the next twelve weeks. We will read, write, and meet deadlines at a brisk pace. I encourage us all to make this course a focus over the next twelve weeks: stay on top of the readings, don't fall behind on assignments, and attend each seminar meeting. Steady attention and consistent engagement will keep us on track.

We do this work in what I hope will soon be the wake of a pandemic. Public health restrictions may resume in some form, and much of our lives will continue to be online and at a distance. Our seminar will meet in person. One-on-one meetings with me will likely happen online, and we will communicate over email and through Quercus. This a ranging set of learning conditions, and they bring some challenges, including taking special care to get to know one another, engage thoughtfully with one another's ideas, and respect that some of us work from home in the company of family members who require our attention and care. Some of us will feel the strain of long months of restrictions on our movement and time. Still others will contend with an ongoing vulnerability to infection and the lingering consequences of social and physical distancing.

We have a chance to think and learn together, even during challenging circumstances. We can support one another's progress as students and researchers, and we can show up, as best we can, every Wednesday to discuss deeply important methodological and sociological ideas with people who share our commitment to intellectual exploration. Finally, we can be gentle with ourselves and one another if some days prove difficult. This is my vision for this seminar. Please let me know what support I can offer as we strive to work with one another respectfully and creatively.

COURSE ASSIGNMENTS

All submitted assignments should be in 12-pt font with one-inch margins and edited for typographical, spelling, and grammatical errors.

Semester plan—3 @ 5% = 15%, dates below

Working in groups of three to five people (and for some shared grades), students will complete a series of assignments in which they explore experiences and expressions of identity.

Before beginning data collection regarding family, groups will submit a series of documents in which they plan their qualitative research for the term: topics will include their group's research question, ethical considerations in the proposed Semester Plan, and the group's data collection plan. The Semester Plan assignments will be for a shared grade.

Research question, due January 13

The first graded assignment is a 300-word description of a group or setting in which you would like to explore questions of identity this term. These proposals should draw on course readings and seminar discussions to address each of the following questions:

- What is the group or setting? For example, who belongs, where is it, what distinguishes the group or setting from other people or places?
- What sociological questions do you already have about the group or setting as a site, experience, or expression of identity?
- What sort of access do you have to the setting or group? What challenges do you expect to face in gaining access?

Ethical considerations, due January 27

“Identity” offers us a shared theme with many threads to explore across the term. Because this is a course for beginner qualitative researchers, we will aim to steer clear of especially sensitive issues in identity research like violence, abuse, and trauma. This will help us avoid thornier ethical and methodological concerns and to focus instead on (1) becoming familiar with ongoing methodological debates and (2) gaining some experience in qualitative design, data collection, and analysis. That said, researchers always have a legal duty to report any suspicion of danger to a child. Since there is some possibility that such suspicion will arise during interviews you conduct for this course, we will address this possibility directly in our discussion of ethical concerns on January 25.

The second graded piece of your Semester Plan is a 400-word reflection on the ethical considerations of the setting or group the group would like to study this semester. These proposals should draw on course readings and seminar discussions to address the following:

- Your plans to ensure voluntary participation, informed consent, confidentiality, and protection from harm;
- The multiple, overlapping, and perhaps conflicting group memberships and ethical systems you navigate as a research team and your plans for navigating that terrain;
- Practices you plan to adopt to center the interests and needs of those you will study; and
- Your understanding of the legal duty to report any suspicion of danger to a child, as it relates to your Semester Plan.

Data collection plan, due February 3

The final task in your Semester Plan is a 400-word description of your plans for collecting data. Plans should draw on course readings and seminar discussions to address the following questions. Your plan should ensure all group members will complete the required data collection assignments (see below) and strive toward depth (Lareau and Rao 2016).

- Where and when do you plan to conduct participant observation? What will be the initial focus of your observations? What balance do you plan to strike between participation and observation?
- Whom do you plan to interview? What will be the focus of your qualitative interviews?
- How often and when will you conduct participant observation (for example, what times or events)? How many interviews do you plan to conduct? How will you strive for, and even achieve, depth in your data collection?

Fieldnotes, with notes-on-notes—2 @ 10% = 20%, first set due February 17

All students will conduct participant observation at least twice and submit fieldnotes and notes-on-notes recording and reflecting on their two times in the field. Participant observation will focus on experiences and expressions of family and reflect the Semester Plan submitted earlier in the term.

Please limit participant observation sites to either (1) those in which there is no expectation of privacy or (2) easily accessible sites in which they may be some expectation of privacy. In the latter case, you should announce your presence as researchers to participants and to share an Informed Consent document with setting participants. A template for this document is available on our Quercus site.

All participant observation data, no matter the research site, should not allow for the identification of the participants; should not be staged by the researchers; and should be non-intrusive. Please do not audio record, video record, or photograph participants.

The first assignment will be an account of an initial effort to gain access to your setting. We will discuss (1) the process of gaining and maintaining access and (2) guidelines for the initial fieldnotes assignment in class on February 8; fieldnotes are due February 17. Students will submit a second fieldnote assignment (fieldnotes and notes-on-notes) for an individual grade by March 31. These fieldnotes and notes-on-notes, along with those from any additional participant observation, will become part of the portfolio each group submits at the end of the term.

Interview transcripts, with notes-on-notes—2 @ 12.5% = 25%, first set due March 17

Each student will conduct at least two interviews focusing on experiences and expressions of family and submit a transcripts and notes-on-notes documenting and reflecting on the interview.

We will discuss interviewing, write interview guides, and outline additional requirements for this assignment in class March 8. I will also distribute and discuss an informed consent form for the interview assignment; this form will be available on Quercus, for your convenience.

Students will submit one interview assignment (transcript and notes-on-notes) for an individual grade on March 17. The two required interview transcripts and notes-on-notes (and any additional interviews conducted) from each student will become part of the portfolio the group submits at the end of the term.

Facilitation—5%, dates TBD

All students will facilitate an hour-long seminar discussion of at least two assigned readings. You should come to class with questions for discussion. You may organize group work and brief exercises, but please do not prepare PowerPoint slides and presentations. We will use Quercus to schedule these meetings.

Work in progress—5%, dates TBD

All groups will share their work in progress for seminar discussion and receive a shared grade. We will create a calendar for these workshops during our second seminar meeting.

Portfolio—30%, due April 19

Groups will submit a single qualitative data portfolio for a shared grade. The portfolio should include the following:

- revised versions of project planning assignments, reflecting feedback received when initially submitted, and
- fieldnotes and interview transcripts and notes-on-notes collected by the group throughout the term.

Students will submit the following for an individual grade:

- a pie chart indicating the relative contributions of all group members and
- a 15-page (double-spaced) “spew draft” a la Howard Becker (2020).

We will discuss the spew draft more toward the end of the term. For now, know that I intend for you to take the word almost literally: you will “spew” about your emerging methodological and empirical insights: experiences in the field and during interviews, frustrations, triumphs, exciting ideas, and emerging analysis. You will draw on the data (fieldnotes, transcripts, and notes-on-notes) gathered across the term, readings and seminar discussions, consultations with, **TA** (Cinthya Guzman) discussions of your work-in-progress, and feedback you’ve received on your written work. The point of “spewing” is to write freely about this large assemblage of material, without editing or correcting yourself and without

fear of “getting it wrong.” On April 5, I’ll distribute questions to answer in your spew draft as well as a sample spew draft.

Subject to change

COURSE SCHEDULE

January 11

introductions

Because our time together is short and precious, we will read for our first meeting. Readings by Kleinman, et al., Piper, et al., and Stevenson will help us think about the experience of being a beginner and not knowing, whether in qualitative research or in Indigenous methodologies. These readings, along with Behar, will help us begin clarifying the epistemological particularities—understandings of how we know what we know—of qualitative research. Behar will elaborate a theme that carries across this week’s readings: the importance of reading, writing, and imagination to creative and incisive qualitative research.

reading

- Kleinman, Sherryl, Martha Copp, and Karla Henderson. 1997. “Qualitatively Different: Teaching Fieldwork to Graduate Students.” *Journal of Contemporary Ethnography* 25(4):469-99.
- Piper, Daniel, Jacob Jacobe, Rose Yazzie, and Dolores Calderon. 2019. “Indigenous Methodologies in Graduate School.” Pp. 86-100 in *Applying Indigenous Research Methodologies: Storying with Peoples and Communities*, edited by Sweeney Windchief and Timothy San Pedro. Milton: Taylor & Francis.
- Stevenson, Lisa, 2020. “Looking Away.” *Cultural Anthropology* 35(1):6-13.
- Behar, Ruth. 2020. “Read More, Write Less.” Pp. 47-53 in *Writing Anthropology: Essays on Craft & Commitment*, edited by Carole McGranahan. Durham, NC: Duke University Press.

January 18

asking questions in qualitative research

We will continue to explore the epistemology of qualitative research as we begin to identify research interests and frame the research questions that will occupy us for the remainder of the term. We will read our first chapters from Luker and Ghodsee, authors who will accompany us all term. The chapters we read this week from Luker will consider questions central to qualitative research: the position of the researcher, rigor and integrity, and the interplay between uncertainty and systematic inquiry. Fine will explore the “lies” at the heart of qualitative research, while Lareau will hone our understanding of qualitative research in the contexts of quantitative norms. Esterberg and Ghodsee will turn our attention to the practical question of what to study. The readings will help us appreciate research questions as an issue of feasibility, value, and interest—our own and others’.

reading

- Fine, Gary. 1993. “Ten Lies of Ethnography.” *Journal of Contemporary Ethnography* 22(3):267-94.
- Esterberg, Kristin G., 2002. “Deciding What to Research.” Pp. 28-33 in *Qualitative Methods in Social Research*. Boston: McGraw Hill.
- Luker, Kristin. 2008. “Salsa Dancing? In the Social Sciences?” Pp. 1-21 in *Salsa Dancing into the Social Sciences: Research in the Age of Info-Glut*. Cambridge, MA: Harvard University Press.

- Luker, Kristin. 2008. "What's It All About?" Pp. 22-39 in *Salsa Dancing into the Social Sciences: Research in the Age of Info-Glut*. Cambridge, MA: Harvard University Press.
- Lareau, Annette. 2012. "Using the Terms 'Hypothesis' and 'Variable' for Qualitative Work: A Critical Reflection," *Journal of Marriage and Family* 74:671-77.
- Ghodsee, Kristen. 2016. "Choose a Subject You Love." Pp. 9-22 in *From Notes to Narrative: Writing Ethnographies that Everyone Can Read*. Chicago: University of Chicago Press.

written assignment due by 5:00pm January 13

- semester plan: research question

January 25

ethics

As this week's readings make clear, ethical considerations in qualitative research are far-ranging. Researchers have ethical obligations to the people we study, the communities we belong to, our institutional homes, and ourselves. We cannot anticipate every ethical issue we will encounter in research, but we can anticipate some and we can develop an ethical code that reflects our professional, political, moral, and interpersonal responsibilities to ourselves and others. Islam will consider the seeming inevitability of betrayal in research, while readings by Taylor & Patterson and González-López will examine the institutional strategies and mindful practices that qualitative researchers may adopt to chart alternative paths through the fraught ethical terrain of qualitative research.

reading

- Islam, Naheed. 2000. "Research as an Act of Betrayal." Pp. 35-66 in *Racing Research, Researching Race: Methodological Dilemmas in Critical Race Studies*. New York University Press.
- Taylor, Judith, and Matthew Patterson. 2010. "Autonomy and Compliance: How Qualitative Sociologists Respond to Institutional Ethical Oversight." *Qualitative Sociology* 33(2):161-83.
- González-López, Gloria. 2011. "Mindful Ethics: Comments on Informant-Centered Practices in Sociological Research." *Qualitative Sociology* 34(3):447-61.

written assignment due by 5pm January 27

- semester plan: ethical considerations

literature reviews

Literature reviews often come later in qualitative research. Since theories and analysis emerge primarily from the data in qualitative research, literature reviews are often postponed until researchers have a sense of what their emerging analysis even is. At the same time, however, we enter the field as sociologists who are already engaged with the literature: we have inherited methodological traditions, theoretical understandings, and empirical insights, and one task is to figure out what role these ideas will play in our ongoing research. This question will become more pressing as our projects progress and the analysis is increasingly clear. For now, we will rely on Luker and Ghodsee to help us establish an initial relationship to the literature in our reading, research, and writing.

reading

- Luker, Kristin. 2008. "Reviewing the Literature." Pp. 76-98 in *Salsa Dancing into the Social Sciences: Research in the Age of Info-Glut*. Cambridge, MA: Harvard University Press.
- Ghodsee, Kristen. 2016. "Integrate Your Theory." Pp. 51-61 in *From Notes to Narrative: Writing Ethnographies that Everyone Can Read*. Chicago: University of Chicago Press.

February 1*data, cases, and generalization*

With a sense of our research question and the ethics and history of asking that question, we are ready to consider what data or information we need to answer that question. What ideas are central to our study? What and who will be the objects of our study? What can those objects teach us? How will we render the complexities of social life intelligible through data? Luker will complicate taken-for-granted ideas about concepts and cases and help us notice and articulate what we're trying to understand. Luker, Small, and Lareau & Rao will similarly consider sampling, operationalization, and generalization in qualitative research that speaks across methods, fields, and disciplines.

reading

- Luker, Kristin. 2008. "What Is This a Case of, Anyway?" Pp. 51-75 in *Salsa Dancing into the Social Sciences: Research in the Age of Info-Glut*. Cambridge, MA: Harvard University Press.
- Luker, Kristin. 2008. "On Sampling, Operationalization, and Generalization." Pp. 99-128 in *Salsa Dancing into the Social Sciences: Research in the Age of Info-Glut*. Cambridge, MA: Harvard University Press.
- Small, Mario Luis. 2009. "How Many Cases Do I Need? On Science and the Logic of Case Selection in Field-Based Research," *Ethnography* 10(1):5-38.
- Lareau, Annette, and Aliya Hamid Rao. 2016. "It's About the Depth of Your Data," *Contexts*. <https://contexts.org/blog/its-about-the-depth-of-your-data/>

written assignment due by 5pm February 3

- semester plan: data collection plan

February 8*entering the field*

Learning begins in qualitative research well before we're in the field. As we formulate questions, consider ethical concerns, elaborate our plans to answer our questions, we gain insight into the topics and communities that interest us; we also learn more about the traditions we've inherited and ourselves as researchers. Then learning continues as we enter the field, when our preconceptions, dispositions, and locations come up against those of the people and places we hope to understand. Luker will help us clarify these questions of the "nitty gritty." Tuck & McKenzie and Elliott, et al. will point to the insights to be gained through a mindful approach to what might seem like mundane considerations like place and time. Mayorga-Gallo & Hordge-Freeman will highlight how these are all racialized, classed, and gendered considerations. Finally, Ghodsee will encourage us to find ways to write these details into our data—a helpful reminder as the class prepares to submit its first set of required fieldnotes.

reading

- Luker, Kristin. 2008. "Getting Down to the Nitty Gritty." Pp. 129-54 in *Salsa Dancing into the Social Sciences: Research in the Age of Info-Glut*. Cambridge, MA: Harvard University Press.
- Tuck, Eve, and Marcia McKenzie. 2015. "Relational Validity and the 'Where' of Inquiry: Place and Land in Qualitative Research." *Qualitative Inquiry* 21(7):633-38.
- Ghodsee, Kristen. 2016. "Incorporate Ethnographic Detail." Pp. 31-40 in *From Notes to Narrative: Writing Ethnographies that Everyone Can Read*. Chicago: University of Chicago Press.
- Elliott, Sinikka, Josephine McKelvy, and Sarah Bowen. 2017. "Marking Time in Ethnography: Uncovering Temporal Dispositions." *Ethnography* 18(4): 556-576.
- Mayorga-Gallo, Sarah, and Hordge-Freeman, Elizabeth. 2017. "Between Marginality and Privilege: Gaining Access and Navigating the Field in Multiethnic Settings." *Qualitative Research* 17(4):377-94.

February 15*participant observation*

Participant observation is perhaps the emblematic form of qualitative research, invoking as it does the romantic and romanticized image of the ethnographer in the field, immersed in a community, coming to a deep interpretive understanding of everyday social life. Luker will provide an overview of the method, while Thorne and Emerson, et al. take up the thorny and practical questions of being in the field, recording notes, and documenting other people's behavior and lives. Ghodsee will explore how best to render places and events in our fieldnotes and eventual analysis. Elliott & Bowen offer an example of published qualitative research on the family that draws on ethnographic data; as you read that article, consider how they deploy the ethnographic and interview data in their analysis. (I encourage you to read Luker [2008, 155-89] for an overview of the method.)

reading

- Thorne, Barrie. 1980. "'You Still Takin' Notes?' Fieldwork and Problems of Informed Consent." *Social Problems* 27(3):284-97.
- Emerson, Robert, Rachel Fretz, and Linda Shaw. 1995. "Fieldnotes in Ethnographic Research" and "In the Field: Participating, Observing, and Jotting Notes." Chapters 1 and 2 in *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- Ghodsee, Kristen. 2016. "Describe Places and Events." Pp. 41-50 in *From Notes to Narrative: Writing Ethnographies that Everyone Can Read*. Chicago: University of Chicago Press.
- Elliott, Sinikka, and Sarah Bowen. 2018. "Defending Motherhood: Morality, Responsibility, and Double Binds in Feeding Children." *Journal of Marriage and Family* 80(2):499-520.

written assignment due by 5pm February 17

- fieldnotes, with notes-on-notes

February 22—Reading Week

March 1

emotion and self in the field

A common saying in qualitative research is that “the researcher is the instrument.” We are the tool through which data is collected; and we are the research tool that participants interact with. Much as the quality of the online survey, interview questions, or archival system helps to shape the data available for study, the researcher’s biography, body, behavior, social location, and social identities (projected and claimed) will help determine the data available in a qualitative study. The authors we read for today’s class will join other qualitative researchers approach these questions of “positionality” as a source of methodological strength and sociological insight. González-López will consider researchers’ relationships to the people we study, while Kovach, et al. will explore the additional issue of our relationships to ideas and histories. Hordge-Freeman and Moussawi will examine the value of our emotional lives and corporeal selves in the field, and Ghodsee will support our efforts to write these experiences as researcher and as instrument into our data and our analysis.

reading

- González-López, Gloria. 2010. “Ethnographic Lessons: Researching Incest in Mexican Families.” *Journal of Contemporary Ethnography* 39(5):569-81.
- Kovach, Margaret, Jeannine Carriere, M. J. Barrett, Harpell Montgomery, and Carmen Gillies. 2013. “Stories of Diverse Identity Locations in Indigenous Research.” *International Review of Qualitative Research* 6(4):487-509.
- Ghodsee, Kristen. 2016. “Put Yourself into the Data.” Pp. 23-30 in *From Notes to Narrative: Writing Ethnographies that Everyone Can Read*. Chicago: University of Chicago Press.
- Hordge-Freeman, Elizabeth. 2018. “Bringing Your Whole Self to Research: The Power of the Researcher’s Body, Emotions, and Identities in Ethnography.” *International Journal of Qualitative Methods* 17(1):1-9.
- Moussawi, Ghassan. 2021. “Bad Feelings: On Trauma, Nonlinear Time, and Accidental Encounters in ‘the Field.’” *Departures in Critical Qualitative Research* 10(1):78-96.

March 8

interviewing

Interviewing is the most frequently used method in qualitative research. It’s often a more practical route than ethnography and participant observation for busy researchers, and many are drawn to the idea of talking to people about their experiences of the social order and inequalities that interest us. However, as Holstein & Gubrium point out, interviews are interactions in which meaning is made; thus the conversations we pursue and achieve in interviews, like other conversations, are subject to social conditions. DeVault will help us consider the ways gender threads through what women say and how they say it, while May interrogates the ways race and racism thread through even our conversations about race and racism. Pugh will offer further strategies for not taking interviewees at face value and instead thinking carefully about what we can learn through the complicated talk generated in interviews. González-López offers another example of empirical family research; consider her use of interview data and our earlier encounters with her methodological considerations.

reading

- DeVault, Marjorie L. 1990. "Talking and Listening from Women's Standpoint: Feminist Strategies for Interviewing and Analysis." *Social Problems* 37(1):96-116.
- Holstein, James, and Jaber Gubrium. 2002. "Active Interviewing." Pp. 112-26 in *Qualitative Research Methods*, edited by Darin Weinberg. Hoboken, NJ: Blackwell.
- González-López, Gloria. 2004. "Fathering Latina Sexualities: Mexican Men and the Virginity of Their Daughters." *Journal of Marriage and Family* 66(5):1118-30.
- Pugh, Allison. 2013. "What Good are Interviews for Thinking about Culture?" *American Journal of Cultural Sociology* 1(1):42-68.
- May, Reuben A. Buford. 2014. "When the Methodological Shoe is on the Other Foot: African American Interviewer and White Interviewees." *Qualitative Sociology* 37(1):117-36.

March 15*archival and unobtrusive research*

[readings TBD]

written assignment due by 5pm March 17

- interview transcript, with notes-on-notes

March 22*analysis*

Data collection and analysis are usually simultaneous and dialectic in qualitative research. An inductive approach to analysis and theory building involves systematic and consistent reflection on the data we've collected. New questions emerge, sampling takes a new direction, and concepts gain new clarity as researchers spend more time in the field learning more about the setting and people and gaining a new appreciation of what they still need to learn. The readings for today emphasize the importance of simultaneous data collection and analysis, but they will also turn our attention to that moment in a study in which data collection ends and analysis becomes the focus. Esterberg will offer some practical tips for organizing and making sense of our data. while Charmaz & Belgrave will offer an overview of grounded theory, the most cited method of data collection and analysis in qualitative research.

reading

- Esterberg, Kristin G., 2002. "Making Sense of Data" Pp. 151-80 in *Qualitative Methods in Social Research*. Boston: McGraw Hill.
- Charmaz, Kathy, and Linda Liska Belgrave. 2015. "Grounded Theory." In *The Blackwell Encyclopedia of Sociology*, edited by George Ritzer. New York: John Wiley & Sons.

March 29*analysis, continued*

We continue to focus on analysis this week as we explore recent innovations that build on and critique the grounded theory tradition. Deterding & Waters offer a flexible model that engages with recent and established technological advances in data analysis. Clarke's model of situational analysis engages with the questions postmodernism raises about the human and nonhuman actors that constitute social life in all its complexity and instability.

reading

- Clarke, Adele. 2005. "Doing Situational Maps and Analysis." Pp. 83-144 in *Situational Analysis: Grounded Theory after the Postmodern Turn*. Thousand Oaks, CA: Sage Publications.
- Deterding, Nicole M., and Mary C. Waters. 2018. "Flexible Coding of In-Depth Interviews: A Twenty-First-Century Approach." *Sociological Research & Methods* 1-32.

written assignment due by 5pm March 31

- all remaining fieldnotes and interviews, with notes-on-notes

April 5*good enough*

In this last seminar meeting, we will reflect on what we've learned and accomplished as qualitative researchers this term. Luker will send us off with one more consideration of life as a salsa-dancing sociologist, and Ghodsee will encourage us to find our own practices and ambitions as qualitative researchers and writers. Luttrell will argue that, in the end, it might be enough to be "good enough."

reading

- Luttrell, Wendy. 2000. "'Good Enough' Methods for Ethnographic Research." *Harvard Educational Review* 70(4):499-523.
- Luker, Kristin. 2008. "Living Your Life as a Salsa-Dancing Social Scientist." Pp. 217-25 in *Salsa Dancing into the Social Sciences: Research in the Age of Info-Glut*. Cambridge, MA: Harvard University Press.
- Ghodsee, Kristen. 2016. "Find Your Process." Pp. 117-26 in *From Notes to Narrative: Writing Ethnographies that Everyone Can Read*. Chicago: University of Chicago Press.

April 19—final portfolio due by 11:59pm

COURSE POLICIES

Late assignments

I will assign a late penalty of 5% per day to all assignments, except in the case of legitimate reasons beyond the student's control.

Academic Integrity

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.

Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the Code of Behaviour on Academic Matters (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) and Code of Student Conduct (<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "Statement of Commitment Regarding Persons with Disabilities" at <https://governingcouncil.utoronto.ca/secretariat/policies/disabilities-statement-commitment-regarding-persons-february-25-2021>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this

course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

Equity and Diversity

All members of the learning environment in this course should strive to create an atmosphere of mutual respect. It is our collective responsibility to create a space that is inclusive and welcomes discussion.

Discrimination, harassment and hate speech will not be tolerated; please alert me to any behaviour that undermines the dignity or self-esteem of any person in this course or otherwise creates an intimidating or hostile environment. You'll find additional information and reports on Equity and Diversity at the University of Toronto online at <http://equity.hrandequity.utoronto.ca>.