

**Sociology 204H1F LEC0101**  
**Summer 2023**  
**Introduction to Qualitative Methods in Sociology**  
**Scheduled Times: Mondays and Wednesdays 10:10 am-1pm**

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Office hours: Mondays and Wednesdays 1pm-2pm via Zoom (Instructor)  
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*Course Description*

In this course, you will become familiar with how and why social research is done and develop the skills necessary to evaluate and design qualitative research studies. In the first part of the course, you will confront issues regarding the nature of qualitative research design. In the second part we will complete our survey of qualitative methods, concluding with your final project submissions. As with any skill, learning how to conduct social research requires practice, and this course will give you hands-on experience so you will gain competence in the logic of qualitative research.

The prerequisite to take this course is SOC100H1+ SOC150H1. Students without this prerequisite can be removed at any time without notice.

*Course Goals*

After completing this course, students should be able to:

- Create thoughtful, qualitative research questions
- Describe, develop, and evaluate qualitative research methodologies
- Code, analyze, and synthesize insights from collected qualitative data

*Requirements and Grading*

<b>Scaffolding assignments</b>	<b>35%</b>
Expectations – May 17	(5%)
Data collection – May 29	(5%)
Preliminary data analysis – Jun 5	(25%)
<b>Reading comprehension quizzes</b> (throughout)	<b>20%</b>
<b>Analysis &amp; Write-Up</b> – Jun 19	<b>35%</b>
<b>Lecture and workshop participation</b>	<b>10%</b>

Date	Topic	Readings	Assignments due/important tasks	Workshop material (to be presented following the lecture)
May 8	Introduction	N/A	Become acquainted with webpage layout and syllabus	No workshop scheduled
May 10	What is qualitative sociology?	Goodwin, Jeff and Ruth Horowitz. 2002. "Introduction: The Methodological Strengths and Dilemmas of Qualitative Sociology." <i>Qualitative Sociology</i> , 25(1), 33-47.	Introduction to major assignment and minor assignments	No workshop scheduled
May 15	Grounded theory	Corbin, Juliet, and Anselm Strauss. 1990. "Grounded Theory Research: Procedures, Canons, and Evaluative Criteria." <i>Qualitative Sociology</i> 13(1):3-21	RCQ 1 (2%) Beginning participation activities	Introduction and expectations
May 17	Case studies	Baxter, Pamela and Susan Jack. 2008. "Qualitative case study methodology: Study design and implementation for novice researchers." <i>The Qualitative Report</i> 13(4): 544-559.	Expectations (5%) RCQ 2 (2%)	Learn how to collect and format data
May 24	Ethics	Taylor, Judith and Matthew Patterson. 2010. "Autonomy and Compliance: How Qualitative Sociologists Respond to Institutional Ethical Oversight." <i>Qualitative Sociology</i> 33: 161-183.	RCQ 3 (2%)	Developing a research question part 1
May 29	Content analysis	Hsieh, Hsiu-Fang and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." <i>Qualitative Health Research</i> 15(9):1277-1288	Data collection (5%) RCQ 4 (2%)	Learn how to perform content analysis
May 31	<b>Instructions for final Paper</b>	Read the instructions posted on Quercus	RCQ 5 (2%)	Extra office hour
Jun 5	Interviewing	Pugh, Allison. 2013. "What good are interviews for thinking about culture? Demystifying interpretive analysis." <i>American Journal of Cultural Sociology</i> 1(1): 42-68.	Preliminary data analysis (25%) RCQ 6 (2%)	Developing a research question part 2
Jun 7	Focus groups	Taylor, Judith, Josee Johnston, and Krista Whitehead. 2016. "A Corporation in Feminist Clothing? Young Women Discuss the Dove "Real Beauty" Campaign." <i>Critical Sociology</i> 42:	RCQ 7 (2%)	Developing themes and findings

Jun 12	Ethnography	Burroway, Michael. 1998. "The Extended Case Method." <i>Sociological Theory</i> 16: 4-33	RCQ 8 (2%)	Developing a methods section
Jun 14	Mixed methods	Lannigan, James. 2020. "Making a space for taste: Context and discourse in the specialty coffee scene." <i>International Journal of Information Management</i> 51, 101987.	RCQ 9 (2%)	Developing introduction and conclusion section
Jun 19	Analysis and Evaluation	Duneier, Mitchell. 2002. "What kind of combat sport is sociology?" <i>American Journal of Sociology</i> 107(6): 1551-1576.	Analysis and write up (35%) RCQ 10 (2%)	No workshop scheduled

\* Schedule of topics may be altered at the discretion of the Course Instructor

### **Course Policies**

#### *Course Website*

The course website on Quercus is available at <https://q.utoronto.ca/>. The site will contain the course syllabus, all handouts, links of interest and course announcements. Students are responsible for the content of all course materials. You will also find all of the above readings available here as well.

#### *Course Expectations*

This course will be conducted remotely via the use of Quercus, Zoom, and Microsoft Powerpoint. It is necessary for you to familiarize yourself with these platforms in order to contact the instructor or TAs, and to receive the course content. Lectures will be conducted synchronously on Mondays and Wednesdays using Zoom. It is your responsibility to attend these sessions and give them the same attention as you would in a regular in-person lecture. Anticipate that each of these lectures will require two hours of your attention.

The workshop for this course will also be held synchronously. Again, it is your responsibility to give them the same attention as you would in a regular in-person workshop. Anticipate that each of these workshops will require one hour of your attention.

This course will also feature weekly reading comprehension quizzes which will be available to you on Quercus. It is your responsibility to complete these quizzes prior to 10:10am Toronto time on the scheduled lecture date.

### *Email*

When contacting your professor or TAs, use your utoronto.ca e-mail address only. **We will not respond to Quercus e-mails.** Please also include “SOC204” and a brief description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 72 hours, during the workweek (i.e. Monday through Friday, between 9am-5pm). Keep in mind that for simple questions, e-mail is the preferred method of communication. However, for longer questions, students should schedule an appointment with the appropriate TA or the professor.

### *Late Assignments*

Unless otherwise specified, all assignments must be submitted on Quercus **by 10:10am EDT** on the due date provided. Since the scaffolding assignments are low-stakes and designed to keep students on task with the larger course project, **late submissions will not be accepted and grades will not be reweighed to earlier or later assignments.**

For the final project submission, late assignments will be penalized 10 percentage points per day (starting at 10:10am EDT on the due date), including weekend days. Work handed in late should be submitted to Quercus per usual. **Late assignments will not be accepted via email, and assignments later than 5 days will not be accepted.**

### *Requests for Extensions*

Students are responsible for submitting term work in accordance with the timeline outlined on the course schedule. Requests for extensions **will not** be considered within 72 hours of an assignment deadline, with the exception of students experiencing serious illness and/or unforeseen circumstances (such as a death in the family). In these cases, students are expected to contact the professor at the earliest available opportunity, so that accommodations can be arranged. It is additionally advised that students take the proactive step of contacting their college Registrar if due dates are missed for personal reasons, and have their Registrar email the instructor (NOT the TA).

### *Missed Quiz*

Students who miss a reading comprehension quiz will be assigned a grade of 0. Absences must be declared on ACORN. A make-up quiz will be scheduled for one week from the original test date. Makeup tests will cover similar content as the original test. Students who do not complete the scheduled make-up test will receive a grade of 0.

### *Re-Grading Assignments*

All requests for re-grading course assignments should be made to your TA within **one week** of the date when the assignments are returned to the class. A short memo that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment **must** be submitted to your TA. No re-grading requests will be considered if they are submitted more than one week after the assignments are

returned to the class. This deadline applies to all students including those who missed the class when the assignments were returned. A re-grade may result in an increase or decrease of the original grade.

### *Ouriginal*

Sometimes, students will be required to submit their assignments 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>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its Privacy Policy.

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

### *Writing Centres*

All students are encouraged to visit and make use of the available writing centres. Writing tutors may help you brainstorm ideas, develop a thesis, structure and organize your paper, present your evidence effectively, argue logically, cite appropriately and express yourself clearly and concisely. However, proofreading and copyediting for spelling, grammar, or format are not within the primary scope of the writing centres. Please visit <http://www.writing.utoronto.ca/writing-centres/arts-and-science>

### *Accessibility*

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible. **If you are registered with Accessibility Services, please forward your accommodations paperwork to the professor within the first two weeks of the course so that arrangements can be made.** Accommodations must be requested and arranged for each course assignment/test/exam for which they are sought. Accommodations will not be implemented retroactively.

### *Academic Integrity/Academic Misconduct*

The University of Toronto treats academic integrity and academic misconduct very seriously. To participate honestly, respectfully, responsibly, and fairly in the academic community at U of T, you should familiarize yourself with the University of Toronto's

## Code of Behaviour on Academic Matters

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>).

In addition, students should acquaint themselves with the rules concerning plagiarism and other forms of academic misconduct, including but not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source without quotation marks.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including (e.g.) working in groups on assignments that are supposed to be individual work
- Lending your work to a classmate who submits it as his/her own.
- Letting someone else look at your answers on a test.
- Falsifying or altering any documentation required by the University.