

SOC254H1S Intermediate Qualitative Methods
Summer 2022
Class Time: Monday & Wednesday 6:10-9pm (in person)
Class Location: RW142 (Ramsay Wright Laboratories, 25 Harbord Street)

Instructor: Man Xu

Email: manx.xu@mail.utoronto.ca

Instructor Office Hour: Thursdays 2-4pm (Room 335, 725 Spadina Ave)

TA: Yvonne Daoleuxay

Email: y.daoleuxay@mail.utoronto.ca

TA Office Hours: Wednesdays 5-6pm & Thursdays 10-11am

Pre-Requisite

The prerequisite to take this course is SOC204H1. Students without this prerequisite will be removed.

Course Description

This course teaches you the distinctive logic of qualitative research and the skills to carry out sociological research critically and reflexively. We will go beyond surveying various qualitative methods to examine the guiding principles and debates of qualitative inquiry. We will read texts on questions of positionality, ethics, reflexivity and examine issues such as: what are the methodological strengths and limits of qualitative research? What ethical issues may occur through the interaction between the researcher and the researched? What is the role of the researcher in the research process? How do we make sense of the data collected in the field? How do we represent the people we study?

In this course, you will reflect on these questions through course readings and hands-on research practices. You will share and discuss your research experiences with other students in a collaborative learning environment. By the end of this class, you will be able to:

- State the epistemological and methodological principles of qualitative research
- Identify the key differences between qualitative and quantitative research
- Evaluate the research designs of published work
- Develop the skills to design and carry out your own qualitative research project
- Develop criticality and reflexivity about the research process and the skills of writing methodological discussions

Course Readings

All course materials will be available electronically on Quercus through the Library Reading List app.

Evaluation

Assignments	Grade Percentage	Due Date
Discussion Posts	10*1pt=10%	Ongoing
Interview Research Project		
Research Statement & Interview Guide	15%	July 15 th
Interview Reflection and Analysis Memo	25%	August 1 st
Group Presentation	10%	August 15 th
Final Research Paper	30%	August 22 nd
Tutorial Participation	10%	

Discussion Posts 10%

Discussion posts help you comprehend and think critically about the readings and engage in collaborative learning through interaction with your classmates. Before each class, you will make one post in response to questions about course readings, and you will post at least one reply to your classmate's post. You will receive 1pt for completing both elements. The discussion board posts should be around 100-200 words and should be submitted **before each class (6pm, Mondays & Wednesdays)**. Each post is worth 1% (pass/fail). There is no extension for discussion posts and late submissions will not receive any credit.

Scaffolding Interview Assignment (80% in total)

The major assignment for this course is a qualitative interview project. You will be interviewing at least two friends or family members who have experienced the process of migration. This assignment aims to provide you with hands-on experience of conducting qualitative research and the ability to critically reflect on methodological and ethical issues that emerge throughout the research process. Interviews can be conducted in person at a location that is convenient for your participants, or online through video-calls.

The assignment is cumulative. You will receive feedback at each stage of the research project, and you are expected to incorporate the feedback into later assignments. Because this project involves human subjects, I have already applied for and received ethics approval for the class as a whole. You are required to receive approval on your proposed research project from us before conducting your interviews and you must follow the ethics protocol throughout the research process.

You will work in groups of 4-5 during tutorials to discuss and review the interview assignments. This will allow you to reflect on the data collection process and analyze the interview collectively. You will work on the final presentation with your group members and compile findings from your individual research for the presentation. **Detailed requirements for each assignment will be posted on Quercus.**

Attendance and Participation 10%

You are responsible for attending every lecture. Missing a class means you will likely miss important information necessary for the completion of assignments and the activity and discussion that will be carried out in-class.

Tutorial attendance is mandatory. Tutorials are designed to enhance your comprehension of lectures and readings, and to assist you completing course assignments through group discussions and peer-review activities. You will also find group members to work on the final presentation through the tutorial.

Extension Policy

Deadlines are strict, because you cannot proceed without completing the previous step, and you are expected to read and incorporate feedback into future assignments. Late assignment will be penalized 5% per day, including weekends and holidays. We cannot accept assignments that are more than a week late. However, if you do need an extension, please email the instructor *before the deadline* to request one.

Absence Declaration

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. Please use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation in the University. The tool is to be used if you require consideration for missed academic work based on the procedures specific to your faculty or campus. If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). In addition to this declaration, you are responsible for contacting me to request the academic consideration you are seeking. You will be notified by the University if this policy changes.

Plagiarism Detection Tool

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>).

Students are permitted, under our conditions of use, to opt-out of using the University's plagiarism detection tool. To opt out, students must inform the instructor at the beginning of the term. Students who choose to opt out must provide, along with their finished paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts, etc.) to establish that the paper they submit is truly their own.

Electronic Communication

Email communication is rapid, convenient, and efficient – and you are encouraged to use it to enhance your learning and experience in the course. I will try to answer your email within 48 hours of receipt. All course communication should be conducted through your university account, include the course code in the subject line, and be signed with your full name and student number. Please use appropriate language and be respectful to your instructor and TA. You can use Email to ask brief, clarifying questions about course material or assignments. If you have lengthier questions, it is better to come to our office hours.

Help and Resources

There are proactive steps you can take early in the course to make sure you start and finish strong in this class:

1) Instructor & TA office hour and appointment

You can visit us during office hours to discuss questions you have about course materials and assignments, or if you feel overwhelmed and need support. If you have questions but can't meet during regular office hours, please email me to schedule an appointment with me.

2) Use the Writing Centre: The UC Writing Centre exists to provide extra support and guidance to students that want to improve their writing and research skills. You will find links to specific resources in the assignment guidelines, but the center also offers skills workshops and one-on-one consultations: <https://writing.utoronto.ca/writing-centres/>

3) Visit Health & Wellness: It's hard to perform your best in class if you don't take care of your mind and body. The health and wellness center has a wide range of supports to help you manage stress, stay organized during a demanding school year, and keep physically and mentally healthy. <https://www.studentlife.utoronto.ca/hwc/contact-us> or at 416-287-7065.

The My SSP App (My Student Support Program) provides free, confidential 24/7 counselling support in over 146 languages. You can download the App at: <https://myssp.app/ca/home>

4) Consult your registrar: The Registrar's Office is here to help if difficult or unexpected situations are getting in the way of your academic success. <https://www.future.utoronto.ca/current-students/registrars>

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please visit <http://studentlife.utoronto.ca/as> or email accessibility.services@utoronto.ca as soon as possible. For specific COVID-19 related accessibility concerns, please visit <https://www.studentlife.utoronto.ca/as/covid-19-updates>.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and

plagiarism very seriously. The University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. All suspected cases of academic dishonesty will be investigated following procedures outlined in *the Code of Behaviour on Academic Matters*.

Be sure that you have familiarized yourself with the Code of Behaviour on Academic Matters before submitting assignments. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, seek out additional information on academic integrity from <https://www.academicintegrity.utoronto.ca/>

Grade Appeals

Instructors and teaching assistants take the marking of assignments very seriously and work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you feel the grade is not an accurate reflection of the quality of your work, you may address your concerns with the TA within three days after receiving your grade. Should you wish to contest further, you need to provide detailed explanation in a word document about why you believe the grade was inappropriate. This document should be submitted to the instructor within a week after receiving your grade. The appeal may result in your mark going down, staying the same, or going up.

Course Schedule

Every attempt will be made to follow this schedule, but it may be changed at the discretion of the instructor.

Session 1 (July 4th): The Development of Qualitative Research

Emerson, R. 2001. "Introduction: The development of ethnographic field research." Pp. 1-26. In *Contemporary field research: Perspectives and formulations*, edited by Emerson, Robert E., and Vicki Mayer. 2nd ed. Illinois: Waveland Press, Inc.

Alasuutari, P., 2004. The globalization of qualitative research. In Clive Seale et al. (eds): *Qualitative research practice*. London: Sage 2004, 595-608.

No tutorial

Session 2 (July 6th): Epistemological and Methodological Principles

Luker, K. 2009. *Salsa dancing into the social sciences*. Harvard University Press. Chapters 1-3, Pp. 1-50

Optional:

Goodwin, J. and Horowitz, R., 2002. Introduction: The methodological strengths and dilemmas of qualitative sociology. *Qualitative sociology*, 25(1), pp.33-47.

Tutorial: Introduction & Choosing a Topic

Session 3 (July 11th): Research Ethics

Fine, G. A. 1993. "Ten Lies of Ethnography: Moral Dilemmas of Field Research" *Journal of Contemporary Ethnography* 22: 267-293.

Thorne, B., 1980. "You still takin' notes?" fieldwork and problems of informed consent. *Social Problems*, 27(3), pp.284-297.

Optional:

Yeh, E.T. (2006) 'An open Lhasa welcomes you': Disciplining the researcher in Tibet, in M. Heimer and S. Thøgersen (eds), *Doing fieldwork in China*, pp. 96–109. Honolulu: University of Hawai'i Press.

Tutorial: Literature review & Assignment 1 preparation

Session 4 (July 13th): Decolonizing and Globalizing Research

Smith, Linda Tuhiwai. 2012. Chapter 1 "Imperialism, History, Writing and Theory". In *Decolonizing Methodologies*, 2nd Edition. New York: St Martin's Press.

Hsiung, P.C., 2012. The globalization of qualitative research: Challenging Anglo-American domination and local hegemonic discourse. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 13(1).

Tutorial: Evaluating qualitative research

Due July 15th: Research Statement & Interview Guide

Session 5 (July 18th): Research Question and Sampling

Luker, K. 2009. *Salsa dancing into the social sciences*. Harvard University Press. Chapters 4-5.

Small, M.L., 2009. How many cases do I need?' On science and the logic of case selection in field-based research. *Ethnography*, 10(1), pp.5-38.

Optional:

Luker, K. 2009. *Salsa dancing into the social sciences*. Harvard University Press. Chapter 6.

Tutorial: Writing Methodological Reflection

Session 6 (July 20th): Observing, Participating and Taking Notes

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. Chapter 1 "Fieldnotes in Ethnographic Research". In *Writing Ethnographic Fieldnotes*. Second edition. Chicago: University of Chicago Press.

Kondo, D. K. 2001. How the problem of “crafting selves” emerged. R. M. Emerson, ed. *Contemporary Field Research Perspectives and Formulations*, 2nd ed. Waveland Press, Prospect Heights, IL, 188–202

Tutorial: Writing Fieldnotes

Session 7 (July 25th): Interviewing

Holstein, J. & Gubrium, J. (1995). *Introduction*. In *The active interview*. SAGE Publications, Inc.

Joseph C. Hermanowicz. (2002) “The Great Interview: 25 Strategies for Studying People in Bed.” *Qualitative Sociology* 25 (4): 479-499. **Read the footnotes!**

Tutorial: Assignment 2 Preparation and Peer-interview Exercise

Session 8 (July 27th): Methodological Pluralism and Integration

Lamont, M. and Swidler, A., 2014. Methodological pluralism and the possibilities and limits of interviewing. *Qualitative Sociology*, 37(2), pp.153-171.

Flick, U., 2004. “4.5. Qualitative and Quantitative Methods: Not in Opposition” and “4.6 Triangulation in Qualitative Research”. In *A companion to qualitative research*, pp.172-183.

Tutorial: Developing Research Questions

Due August 1st: Assignment 2 Interview Reflection and Analysis Memo

August 1st Civic Holiday – No Class

Class 9 (August 3rd): Issues in Field Research: Positionality and Reflexivity

DeVault, M.L., 1990. Talking and listening from women's standpoint: Feminist strategies for interviewing and analysis. *Social problems*, 37(1), pp.96-116.

Becker, H. S. 2000. Afterword: Racism and the research process. In F. W. Twine & J. W. Warren (Eds.), *Racing research, researching race: Methodological dilemmas in critical race studies* (pp. 247–253). New York: New York University Press

Tutorial: Film Discussion

Class 10 (August 8th): Analyze the Spoken and Unspoken

Elliott, V., 2018. Thinking about the coding process in qualitative data analysis. *The Qualitative Report*, 23(11), pp.2850-2861.

Morison, T. and Macleod, C., 2014. When veiled silences speak: reflexivity, trouble and repair as methodological tools for interpreting the unspoken in discourse-based data. *Qualitative Research*, 14(6), pp.694-711.

Tutorial: Coding and Developing Themes (Review Final Paper Guidelines)

Class 11 (August 10th): Reflexive Writing: The Challenge of Representation

Pratt, M.G., 2009. From the editors: For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research. *Academy of management journal*, 52(5), pp.856-862.

Gawlewicz, A., 2016. Language and translation strategies in researching migrant experience of difference from the position of migrant researcher. *Qualitative Research*, 16(1), pp.27-42.

Optional:

Annette Lareau 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/>

Tutorial: Final Paper & Group Presentation Q&A

Class 12 (August 15th): Final Presentation

Presentation slides due before class

August 22nd: Final Research Paper due