



SOC6713H

Qualitative Methods II: Feeling Differently About Qualitative Research

Professor Jessica Fields

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Tuesday/Thursday 2:10-5

700 University Avenue, Room 171466

Quercus: <https://q.utoronto.ca/courses/346772>

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 them reminds us of our connection to this land where we live, learn, and study and calls on us to consider the emotional worlds we study, imagine, and create in our research.

COURSE DESCRIPTION

We will spend this term considering emotion as a tool of analysis and path to insight in qualitative sociological research. Drawing on feminist, queer, and sociological theories and methods, we will consider feelings as methodological signals. These signals are sometimes flashes that mark a breakdown in social worlds and in conventional research practices; other times, feelings of ease and comfort can make it difficult for us to think critically about research practices and settings; and still other times, our feelings can make it difficult for us to declare or pursue an interest. Always, emotion and feeling are “part of the ‘stuff’ connecting human beings to each other and the world around them, like an unseen lens that colors all our thoughts, actions, perceptions, and judgments” (Goodwin, Jasper, and Polletta 2001: 10). Our aim is to notice the lens and to look through it with critical care and intention. I see in such gestures the possibility of what Roderick Ferguson describes as “passionate engagements designed to produce new visions of and efforts toward a just and compassionate world” (2012: 298). Such engagements can characterize social movements (the object of Goodwin, Jasper, and Polletta’s research), poetry and erotic life (the subjects of Ferguson’s 2012 article), and, I argue, qualitative research and sociology as whole.

Our readings and discussion will explore “outlaw emotions” (Jaggar 1989) to notice and learn from moments at which we bristle against the ordinary demands of a setting, group, literature, method, or analysis. We will also consider “ugly feelings” (Ngai 2004) as opportunities to discern the disciplining lines and normative orientations that help to shape the bodies, lives, and groups we study. We will heed Eduardo Bonilla Silva’s call for sociologists to recognize the “emotional weight” of race, class, gender, and other social categories, locations, and inequities (2019: 2). Central to my thinking is José Esteban Muñoz’s (2009) theory of a queer

utopia that recognizes and wrestles with the here-and-now (the troubled history with which we contend) whole, simultaneously, looking toward a there-and-then (some grander set of possibilities). Such pragmatic utopianism recognizes the many ways researchers strain against the current terms of representation and understanding in sociological research and to risk feeling that prevailing notions of knowledge and knowing are “not enough, that indeed something is missing” (2009: 1) Once we allow ourselves to feel differently, a new world, a new methodology, becomes possible: one that, among other things, contends with the emotional life of qualitative research.

Our seminar discussions, in-class writing workshops, readings, and assignments will engage Chicago School, community-engaged, critical race, feminist, intersectional, and queer qualitative research. Readings will come primarily from sociology, and many appear on the Department’s Qualitative Methods comprehensive exam list. Like qualitative methods, we will reach across disciplines and fields as we read work from anthropology, Black feminism, gender studies, Latinx studies, philosophy, psychology, and queer studies. 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, share work in progress, and apply ideas from the readings and discussions 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 attention to emotion and feeling can help field methods illuminate, challenge, and sometimes reinforce social conditions; we’ll also think about the place of feelings in people’s experiences as researchers and as research subjects.

TEACHING AND LEARNING IN A SPRING COURSE ON FEELINGS

Our work together will be brief and intense. We will complete a twelve-week course in six weeks, and this means we will read, write, and meet deadlines at a brisk pace. We will talk about feelings—others’ and our own—and we will discuss topics some will find emotionally laden, including racism, sexual violence, poverty, incarceration, illness, and death. These discussions will require us to take risks, support one another, and care for ourselves. I encourage us all to make this course a focus over the next six weeks: stay on top of the readings, don’t fall behind on assignments, and attend each seminar meeting. Check in with me and one another if things get challenging. Steady attention, caring and consistent engagement, and deep breaths will keep us on track.

COURSE ASSIGNMENTS AND EXPECTATIONS

1. **In-class writing (10 @ 3% = 30%):** 10 of the 12 scheduled seminar meetings will open with the students and instructor freewriting and then sharing their freewriting with another seminar member for feedback. In-class writing will be marked on a pass/fail basis: if students are present and participate in the writing, sharing, and feedback, they will receive full credit. All students may miss one in-class writing without penalty.
2. **Seminar co-facilitation (2 @ 10% = 20%):** Twice during term, students will work in groups to co-facilitate a 30-minute seminar discussion of an assigned reading. Facilitators will

come to class with questions for discussion. These questions can address challenges you face in the field, ideas from the reading that you don't yet understand, or inspiration you find in the reading. You may organize group work and brief exercises, but please do not rely on PowerPoint slides and presentation to anchor your time. Your aim is to facilitate discussion. We will use Quercus to schedule these discussions. Group members will receive a shared grade. Students will choose dates at the beginning of term.

3. **Work-in-progress (15%):** Once during term, students will lead a discussion of some piece of work in progress, drawing on assigned readings and ongoing seminar discussions to explore emotion and feeling in their research. Again, students will choose the date for their discussion at the beginning of term.
4. **Final paper (35%; due 21 June):** students will write a 15- to 20-page paper exploring emerging methodological and empirical insights related to the term's examination of questions of emotion and feeling in qualitative research. Students will draw on readings and seminar discussions, discussions of work-in-progress, in-class writing, and feedback from the instructor and classmates.

SUGGESTED READINGS

I expect you bring experience with qualitative methods—from previous courses, research assistantships, reading, or independent research. No matter how much experience you bring, you'll likely find it helpful to engage with the following helpful guides to qualitative research.

- Becker, Howard S. 2008. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. University of Chicago Press.
- Emerson, Robert, Rachel Fretz, and Linda Shaw. 1995. *Writing Ethnographic Fieldnotes*. University of Chicago Press.
- Esterberg, Kristin G., 2002. *Qualitative Methods in Social Research*. Boston: McGraw Hill.
- Ghodsee, Kristen. 2016. *From Notes to Narrative: Writing Ethnographies that Everyone Can Read*. University of Chicago Press.
- Lofland, John, David Snow, Leon Anderson, and Lyn H. Lofland. 2006. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Belmont, CA: Wadsworth Publishing.
- Luker, Kristen. 2009. *Salsa Dancing into the Social Sciences*. Cambridge, MA: Harvard University Press.
- Rubin, Ashley. 2021. *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research*. Redwood City, CA: Stanford University Press.

REFERENCES

Bonilla-Silva, Eduardo. 2019. "Feeling Race: Theorizing the Racial Economy of Emotions." *American Sociological Review* 84(1):1-25.

Ferguson, Roderick A. 2012. "Of Sensual Matters: On Audre Lorde's 'Poetry Is Not a Luxury' and 'Uses of the Erotic.'" *WSQ: Women's Studies Quarterly* 40(3):295-300.

Goodwin, Jeff, James M. Jasper, and Francesca Polletta, eds. 2001. *Passionate Politics: Emotions and Social Movements*. University of Chicago Press.

Jaggar, Alison M. 1989. "Love and Knowledge: Emotion in Feminist Epistemology" *Inquiry* 32(2):151-76.

Muñoz, José Esteban. 2019. *Cruising Utopia, 10th Anniversary Edition*. New York University Press.

Ngai, Sianne. 2004. *Ugly Feelings*. Cambridge, MA: Harvard University Press.

COURSE SCHEDULE

Week 1

07 May

introductions

GUEST: ANDREA ROMAN ALFARO, PHD CANDIDATE, SOCIOLOGY, UNIVERSITY OF TORONTO

- hooks, bell. 1994. "Engaged Pedagogy." Pp.13-22 in *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
- Flores, Jerry, and Andrea R. Alfaro. 2022. "Critical Pedagogy: Loving and Caring within and Beyond the Classroom." *Curriculum Inquiry* 52(3):385-96.

09 May

An epistemology of feeling

GUEST: PATRICK GRZANKA, PROFESSOR OF PSYCHOLOGY, UNIVERSITY OF TENNESSEE

- Jaggar, Alison M. 1989. "Love and Knowledge: Emotion in Feminist Epistemology." *Inquiry* 32(2):151-76.
- McClelland, Sara I. 2017. "Vulnerable Listening: Possibilities and Challenges of Doing Qualitative Research." *Qualitative Psychology* 4(3): 338-52.
- Bonilla-Silva, Eduardo. 2019. "Feeling Race: Theorizing the Racial Economy of Emotions." *American Sociological Review* 84(1):1-25.

Week 2

14 May

Feeling rules, in and according to sociology

CO-FACILITATION BEGINS

- Hochschild, Arlie Russell. 1979. "Emotion Work, Feeling Rules, and Social Structure." *American Journal of Sociology* 85:551-75.
- Wingfield, Adia Harvey. 2010. "Are Some Emotions Marked 'Whites Only'? Racialized Feeling Rules in Professional Workplaces." *Social Problems* 57(2):251-68.

16 May

Emotions in and about the field

- Kleinman, Sherryl, and Martha A. Copp. 1993. *Emotions and Fieldwork*. Thousand Oaks, CA: Sage Publications.
- Fields, Jessica. 2008. "Strategies, Decisions, and Positions in the Field." Pp. 175-79 in *Risky Lessons: Sex Education and Social Inequality*. New Brunswick, NJ: Rutgers University Press.
- Fields, Jessica, and Lorena Garcia. 2018. "Loving Possibilities in Studies of Sexuality Education and Youth." Pp. 300-314 in *The Cambridge Handbook of Sexuality: Childhood and Adolescence*, edited by Sharon Lamb and Jen Gilbert. Cambridge University Press.

Week 3

21 May

Vulnerability and reflection as practices

CO-FACILITATION CONTINUES; WORK-IN-PROGRESS BEGINS

- Behar, Ruth. 1996. "The Vulnerable Observer." Pp.1-23 in *The Vulnerable Observer: Anthropology That Breaks Your Heart*. Boston: Beacon Press
- Chaudhry, Lubna Nazir. 1997. "Researching 'My People,' Researching Myself: Fragments of a Reflexive Tale." *International Journal of Qualitative Studies in Education* 10(4):441-53.
- Gould, Deborah. 2015. "When Your Data Make You Cry." Pp. 183-91 in *Methods of Exploring Emotions*, edited by Helena Flam and Jochen Kleres. London: Routledge.

23 May

Anger, pain, and refusal in our methods

CO-FACILITATION CONTINUES; WORK-IN-PROGRESS CONTINUES

- Lorde, Audre. 1981. "The Uses of Anger: Women Responding to Racism." Pp. 124-33 in *Sister Outsider: Essays and Speeches*. Trumansburg, NY: Crossing Press.
- Million, Dian. 2009. "Felt Theory: An Indigenous Feminist Approach to Affect and History." *Wicazo Sa Review* 24(2):53-76.
- Simpson, Audra. 2014. "Ethnographic Refusal: Anthropological Need." Pp. 95-114 in *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham, NC: Duke University Press.
- _____. "A Note on Materials and Methodology." Pp. 195-99 in *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham, NC: Duke University Press.

Week 4

28 May

Bringing ourselves and our feelings

CO-FACILITATION CONTINUES; WORK-IN-PROGRESS CONTINUES

- Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought." *Social Problems* 33(6):14-32.
- 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, and Jyoti Puri. 2022. "'Bad Feelings': Reflections on Research, Disciplines, and Critical Methodologies." Pp. 75-90 in *Silences, Neglected Feelings, and Blind-Spots in Research Practice*, edited by Kathy Davis and Janice Irvine. New York: Routledge.

30 May

Difference, suspicion, and connection in the field

CO-FACILITATION CONTINUES; WORK-IN-PROGRESS CONTINUES

- Flores, Jerry. 2016. "Who Is This Man in the Classroom?" Pp. 143-60 in *Caught Up: Girls, Surveillance, and Wraparound Incarceration*. Oakland, CA: University of California Press.
- Başaran, Oyman. 2022. "In Praise of Suspicion." Pp. 105-16 in *Silences, Neglected Feelings, and Blind-Spots in Research Practice*, edited by Kathy Davis and Janice Irvine. New York: Routledge.

Week 5

01 June

The challenges of feeling bad

CO-FACILITATION CONTINUES; WORK-IN-PROGRESS CONTINUES

- Campbell, Rebecca. 2002. "From Feeling to Thinking: The Insights Feeling Rape Bring to Researching Rape." Pp. 94-122 in *Emotionally Involved: The Impact of Researching Rape*. London: Routledge.
- Dickson-Swift, Virginia, Erica L. James, Sandra Kippen, and Pranee Liamputtong. 2009. "Researching Sensitive Topics: Qualitative Research as Emotion Work." *Qualitative Research* 9(1):6-79.
- Irvine, Janice, and Arlene Stein. 2022. "Studying Those Who Hate Us: Fear, Anxiety and Blind-Spots in Researching the Right." Pp. 181-91 in *Silences, Neglected Feelings, and Blind-Spots in Research Practice*. New York: Routledge.

06 June

The challenges of feeling good

CO-FACILITATION CONTINUES; WORK-IN-PROGRESS CONTINUES

- Bott, Esther. 2010. "Favourites and Others: Reflexivity and the Shaping of Subjectivities and Data in Qualitative Research." *Qualitative Research* 10(2):159-73.
- Taylor, Jodie. 2011. "The Intimate Insider: Negotiating the Ethics of Friendship When Doing Insider Research." *Qualitative Research* 11(1):3-22.
- Ray, Ranita. 2017. "The Mobility Puzzle and Irreconcilable Choices." Pp. 1-27 in *The Making of a Teenage Service Class: Poverty and Mobility in an American City*. Oakland, CA: University of California Press.

Week 6

11 June

Feelings and bodies, feelings about bodies

CO-FACILITATION CONCLUDES; WORK-IN-PROGRESS CONTINUES

- Hoang, Kimberly. 2015. "The Empirical Puzzle and the Embodied Cost of Ethnography." Pp. 181-95 in *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Oakland, CA: University of California Press.
- Meadow, Tey. 2019. "The Mess: Vulnerability as Ethnographic Practice." Pp. 154-66 in *Other, Please Specify: Queer Methods in Sociology*. Oakland, CA: University of California Press.
- Su, Phung N., and Phi Hong Su. 2023. "Discomforting Surplus: Gender, Sexualization, and Omissions in Ethnographic Fieldwork." *Frontiers in Sociology* 8: 1154435.

13 June

Writing about and with emotional force

- Rosaldo, Renato. 2013. *The Day of Shelley's Death: The Poetry and Ethnography of Grief*. Durham, NC: Duke University Press.

FINAL

21 June

FINAL PAPER DUE

COURSE POLICIES

Late Assignments

I will assign a late penalty of 5% per day to all late assignments, except in the case of legitimate reasons beyond the student's control. You must be in class to complete the in-class writing; all students may miss one writing session without penalty.

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* (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>) 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 www.ouriginal.com 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 www.ouriginal.com reference database,

where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the www.ouriginal.com service are described on the www.ouriginal.com web site.

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's "Statement of Commitment Regarding Persons with Disabilities at

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf>.

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 416-978-8060 or email 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

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Additional information and reports on Equity and Diversity at the University of Toronto is available at <http://equity.hrandequity.utoronto.ca>.