



SOC 615/701.01 Seminar in Qualitative Research Methods			
Pre/Co-Requisites:			
Instructor:	Pallavi Banerjee	Location:	SS 921
Phone:	+1 (403) 220-6511 (office)	Days/Time:	Wednesdays, 9:00 a.m. to 11:45 a.m.
Email:	pallavi.banerjee@ucalgary.ca		
Office:	SS 926	Office Hours:	By appointment: Here's a link to my calendar where you can book appointments with through the available time-slots: https://drbanerjeeucalgary.youcanbook.me
Instructor Email Policy	Feel free to contact me over email at any time. Please put your course number and section (Soci 615/701) in your email's subject line, and include a proper salutation for the recipient and the sender, your full name, student ID, and a proper closing when writing emails. Emails will be answered within one business day. I don't usually answered emails over the weekend. Please take that into account when emailing me questions pertaining assignments and papers. If you have a course-related question, please check the course outline first. Meetings can be conducted in person in my office or over Zoom. Please ensure you will have a way to connect over Zoom when requesting meetings. Please do not use e-mail as a replacement for a virtual or in-person office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in face-to-face in person or zoom meetings.		
Teaching Assistant	Sepideh Borzoo, Ph.D. Candidate. sepideh.borzoo@ucalgary.ca ; Office Hours by appointment. (Office SS945 or on zoom)		

Land Acknowledgement

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and that the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary. ii' taa'poh'to'p, the Blackfoot name of the University of Calgary's Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder, Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are

recognized as safe, caring, restful - and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation.

Course Description

This course critically interrogates a range of qualitative research methods in Sociology including but not limited to ethnography, interviews, archival research, and discourse analysis. We will use critical intersectional feminist perspectives to appraise the dominant methodologies used by sociologists and social scientists.

On a practical level, this course will be focusing predominantly on participant observation and in-depth interviewing – the two mostly widely used methods in sociology. The course will provide the tools needed to get started on a qualitative study. The goals of this course are then to 1) examine the philosophy and epistemology of qualitative methods, 2) explore the strengths and limitations of this approach, and 3) develop the skills to design a qualitative research project, gather qualitative data, and begin to analyze qualitative research. We will possibly not get to engage with data analysis very deeply in the span of this course, but we will get our hands messy with some analysis.

Course Objectives/Learning Outcomes

After completing this course, you should be able to:

- 1) Explain the underlying assumptions of qualitative research methods;
- 2) Critically interrogate methodological assumptions and colonial/western research ethics
- 3) Identify research questions and the appropriate method(s) to answer them;
- 4) Evaluate the quality of study design in the social science work you read;
- 5) Develop the skills to conduct and begin to analyze field research, including
- 6) participant observation and in-depth interviews;
- 7) Design your own qualitative research project.

Learning Technologies and Requirement

- In order to successfully engage in this course, students must have reliable access to the following technology:
- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Current antivirus and/or firewall software enabled
- Webcam
- Microphone and speaker (built-in or external), or headset with microphone (both of the above preferred for zoom meetings with instructor, or if we have to pivot to zoom for any reason, otherwise not required);
- Broadband internet connection

Learning Resources

As a graduate seminar, this class requires extensive reading, usually three to five articles or chapters per week. I may add, omit, or change a few readings, depending on the progress of the course. I will notify you in class of any changes to the class schedule. Because this is a seminar, you are expected to do the assigned reading prior to class. We will read articles (copyrighted links provided on D2L), selected chapters from books pdfs which are available through D2L, and four excellent books. I have kept books to a minimum to increase the diversity of who you read. You should try to find the books ASAP. They are

available (each for 10-35\$) on amazon.ca or at the University bookstore and at least one can be read online through the UofC library). E-Books are available on this link as well: <https://calgary-store.vitalsource.com/>, though e-books are also available on Amazon. These are mostly foundational books and should be added to your own collection. In addition, I have listed some “recommended” readings for most topics—you are not required to read these books/articles or use them for your weekly papers, but you should read them if you are preparing to become an expert in the field.

Required Textbooks, Readings, Materials, Electronic Resources

- Lareau, Annette. *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up*. 2021. University of Chicago Press.
(This is the most practical guide you'll find for qualitative research)
- Banerjee, Pallavi. 2022. *The Opportunity Trap: High-skilled workers, Indian families, and the failures of the dependent visa program*. New York University Press.
- (Since the author is your instructor, she can respond to as many of your questions about methods).
- Shahrokni, Nazanin. (2019). *Women in place: The politics of gender segregation in Iran*. Univ of California Press.
(An award-winning book that uses transnational ethnography).
- Strings, Sabrina. (2019). *Fearing the black body*. In *Fearing the Black Body*. New York University Press.
(An award-winning book that uses historical comparative methods).

Methods of Assessment and Grading Weights: Total 100%

1. Weekly Discussion Questions and Facilitating In-class Discussion (8%)
2. Organizing Posted Discussion Questions into a Class Handout to Guide Discussion (8%)
3. Method Memo * 2 (6% + 6% = 12%)
4. Participant Observation Assignment (20%)
5. Interview Assignment (20%)
6. Final Research Proposal (20%)
7. Participation (10%)
8. Learning Community Participation: (2%)

Please note that I understand that the situation over the last three years maybe causing additional stress and may limit your time and ability to focus. Please know that I and we at the university are committed to work with you given the circumstances and encourage you to communicate with me to discuss any accommodation as needed. Your well-being is of paramount importance to me.

DETAILS OF SEMINAR REQUIREMENTS

Collaborative learning among peers is encouraged in this course. To that effect, on the first day of classes, we will form learners' support groups to build a learning community. You will be working to gather data with your learning communities but beyond that I encourage you read with each other, talk, and brainstorm with each other when preparing for each of the assignments and in general be each others' support for this course. And you all always have my support to make it through the course, so I ask that you keep me in the loop about any challenges that come your way during the course.

1. Reading and Posting Discussion Questions and Leading Discussion (10%)

Based on the reading you will do, each week, by no later than noon on Tuesday prior to Wednesday's class, you are required to post 1 to 3 discussion questions on the week's readings to the Discussion forum on the course website on D2L. Discussion questions designed to generate a lively discussion are broad, topical questions rather than narrow questions with a simple "right" answer. Think about the topic of the week's readings as you construct your question(s). Sometimes a discussion question requires a bit of context, but generally, try to keep each question short (no more than 3 sentences). During class discussion, be prepared to lead the class in a discussion of at least one of your posted questions. Leading discussion requires a balance between flexibility and guiding the group in a certain direction.

The evaluation of this assignment is based on:

- a. *Your knowledge of the reading material and topic for each class (25%)*
- b. *The clarity and thoughtfulness of your weekly discussion questions (50%)*
- c. *Your ability to facilitate discussion and engage the entire class (25%)*

100% = 8 % points of the total course points.

2. Organizing Posted Discussion Questions into a Class Handout to Guide Discussion (8%)

Near the beginning of the term, you will be asked to sign up for a week when you will be responsible for organizing your classmates' discussion questions into a handout to facilitate our discussion that week. The idea is to synthesize (i.e., combine similar questions) and thematically organize the submitted discussion questions, adding your own discussion questions as necessary to encourage a thorough and interesting discussion, aiming for approximately 10-12 questions. Additionally, you should contribute your own questions or activities that you think will help us cover all the necessary ground (i.e., important topics to be discussed) and stimulate discussion that week. Email the handout to me (pallavi.banerjee@ucalgary.ca) as a Word or PDF attachment by no later than 8:00 am on the day of class.

The evaluation of this assignment is based on your ability to:

- a. Synthesize the discussion questions (30%)
- b. Thematically organize discussion questions (50%)
- c. Add discussion questions or activities as needed for a well-rounded discussion (20%)

100% = 8 % points of the total course points.

3. Method Memos (12% of total grade) – You will complete 2 “method memos”. Each is worth 6% points for a total of 12%.

You will complete 2 “method memos” on 2 specific research methods that interest you. Each 600–700-word memo is intended to help you develop your research proposal (see below) as well as your practical research skills. Use each memo to: a) Identify a book or 4 journal articles that utilizes a specific research method; b) Briefly summarize how the author uses the method (e.g. structured vs. semi-structured interviews); c) Highlight what the article reveals about the method's disciplinary origin(s) and/or intellectual traditions and d) Discuss how, if at all, the author uses the method to advance critical, decolonial and intersectional feminist goals. Please note that your memos should focus on a method (a specific strategy used to produce knowledge) rather than a methodology (a particular theory and analysis of how research does or should proceed). You can submit these anytime during the semester, but my suggestion would be to submit one during reading break and one toward the end of the semester.

The evaluation of this assignment is based on your ability to:

- a. *Choice of Methods (20%)*
- b. *Summarizing the author's use of method accurately (20%)*
- c. *Engagement with disciplinary origin(s) and/or intellectual traditions (30%)*
- d. *Critical assessment of the methods (30%)*

100% = 6 % points of the total course points.

4. Participant Observation Assignment: Due March 10, 2023 at 5:30 p.m.

The purpose of this assignment is for you to a) gain some insight into field research techniques by participating in (optional and only in line with [U of C Covid-19 Research Restrictions if any are in place at the time of data collection](#)) and observing social behaviour in public places, b) get experience with writing jottings and fieldnotes, and c) reflect analytically on those processes.

You should choose a public setting for your participant observation. Examples of appropriate settings might be a shopping mall; food court; a park or beach; the bus loop; a LRT train station; an online public forum; etc. Any locations which are not public settings of this type should be avoided. If you have doubts about whether a setting is public or not, please check with me.

Participate (optional and following physical distancing and other public health measures) and conduct observations in this location over approximately 3 hours. If possible, try to make observations on more than one day or time. Write up your fieldnotes as soon as possible after your observations. Ideally, you should take jotted notes, but don't write the full fieldnotes as you're observing.

Because fieldnotes may be handwritten, please hand in a typed copy of this assignment at the beginning of class on the due date.

Your assignment should include two components:

- 1) An analytical synopsis (~ 3 pages, single spaced) including:
 - i. A statement of what you chose to observe, why, and how
 - ii. A discussion of your reflections and analytic impressions
 - iii. The research question you would address if you were to continue this study, and a brief discussion of how you would go about answering it. Would you continue with the same participant observation strategy? How would you modify, expand, or vary the procedure? What additional methods, if any, would you supplement it with, and why?
 - iv. A discussion about the advantages and limitations of participant
 - v. observation as a method, based on your experience.
- 2) An appendix consisting of a 5-page excerpt of your full fieldnotes (can be single spaced)
 - i. Include in the notes the date and time in which the visit was made and when the fieldnotes were written.
 - ii. If you took rough or jotted notes while observing or immediately after and before writing up your fieldnotes, please attach these as well.

The evaluation of this assignment is based on:

- a. Following the assignment instructions (15%)
- b. The depth of description in your full fieldnotes (30%)
- c. An appropriate focus in observations given what you chose to observe (15%)
- d. Thoughtful answers in the analytical synopsis, drawing on class readings and
- e. discussions (40%)

100% = 20% of course grade.

5. Interview Assignment due Friday., April 14 by 5.30 pm

The purpose of this assignment is to help you design an interview guide, develop interviewing skills, and gain experience conducting in-depth interviews:

- I. Conduct two interviews on a topic related to your interests. These may serve as pilot interviews for upcoming research, but you may not use any previously conducted interviews for this assignment. You must discuss your interview plan with me and get approval by **Wed. March 8**. The following materials for your project must be uploaded to the course website on D2L by the date below:
 - a. **Wed Mar. 20: Consent form**
 - b. **Wed Mar 20: Interview guide**

You will receive feedback on these by the following class.

For the assignment you will audio record two interviews you conduct and transcribe both interviews verbatim. You will submit a) the 2 audio files, b) all interview forms (e.g., consent form, facesheet), c) 2 transcribed and de-identified interview files, and d) 2 interview sketches that describe the setting of the interview (including over Skype, Zoom, Facetime, phone, etc), the participant, the emotional tone of the interview, any methodological or personal challenges you encountered, your feelings during and about the interview experience, and any insights and reflections the interview engendered.

It is strongly recommended that you transcribe the first interview before conducting the second one. Transcription, while sometimes tedious, is an important way to reflect on and learn from the interviewing process.

The evaluation of this assignment is based on:

- a. Your interviewing skills, including: building rapport, setting a good pace, appropriate probing, phrasing of questions, guiding the discussion, and writing the post-interview sketch (50%)
- b. Following assignment instructions, disguising identifiable information, and assigning coded titles to all files (15%)
- c. Accuracy of transcription (15%)
- d. Improvement between the first and second interviews (20%)

100% = 20% of course grade.

6. Final Research Proposal due Wednesday, April 26 by 4pm

Your final assignment for this class is to write a research proposal for a qualitative research project. You may use this assignment to work out the details of the proposal you will submit for your Master's or Ph.D. thesis. If your MA or Ph.D. proposal has already been approved by your U of C supervisory committee, you must write a proposal for a different project for this class. It can be a follow-up project on the same topic, but it must be substantively different.

The proposal should be approximately 20-pages for MA students and 30-pages for PhD students long (double spaced; appendices may be single spaced). It should be highly polished, with the details of the research design and data collection worked out in advance. Think of this proposal as one you could submit to either your MA/Ph.D. committee for approval or to a funding agency such as SSHRC.

It should include the following:

- a. The goal of the study, including the research question(s) and their significance/value (why should people care about your proposed study?);
- b. Background/Context/Theoretical Framework discussion that locates the project within the relevant theoretical and empirical literature and justifies why your study is needed and how it will advance scholarly (and public) knowledge;
- c. Detailed description of research methodology, including, justification for your method(s), description of your method(s), which may include: sampling considerations or case selection, access to research site/populations (e.g., recruiting participants), examples of interview questions for in-depth interviews or questions you might ask informally in the field, ethical issues, reflections on your social position and why you chose this topic of study, issues of confidentiality, and when and how you will begin data analysis. When evaluating ethical issues with your research you can think of going beyond the basic CFREB requirements and try to think about the colonial and implication of your research.
- d. Bibliography;
- e. Appendix 1: Interview guide (if appropriate);
- f. Appendix 2: Consent form;
- g. Appendix 3: A detailed budget (optional).

The evaluation of this assignment is based on:

- a. The coherence of and justification for the research question or focus (15%)
- b. The appropriateness of the literature review for framing and justifying the study (15%)
- c. Integration of course material in guiding the justification of research method(s), research design, and supporting materials (30%)
- d. Sufficient detail provided to assess project feasibility (25%)
- e. Grammar, clarity and coherence of writing (15%)

100% = 20% of course grade.

6. Class Participation: 10%

This course is a discussion-based seminar which means attendance and active participation are essential and are expected in graduate-level courses in top research universities. You should come to class prepared to discuss in a thoughtful and detailed manner the weekly readings and your classmates' posted discussion questions. My goal is for this class to be a safe and brave community space where we can all learn from one another and feel secure about discussing the triumphs, anxieties, and challenges we encounter doing qualitative research. Your participation grade will reflect the extent to which you are able to do this.

7. Learning Community Participation: (2%)

The **Learning Community** you form will be to support each other to learn and thrive this semester as we navigate the pandemic. I know you all already do that. But I wanted to recognize the work that goes in supporting each other. Everyone will get the support points unless I hear otherwise. Please check out the collective care post on D2L for more ideas to support each other.

Schedule of Lectures and Readings

The schedule for readings and assignments is below. This schedule is tentative and is subject to change due to the emerging needs of the students and the course.

Jan 11: Week 1

Introductions and Interrogating Qualitative Research

Required Reading

The course outline/syllabus (this document) – come with clarification questions

- 1) Lareau, Listening to People – Chapter 1. Introduction (pdf)
- 2) Espinoza, M. L., Vossoughi, S., Rose, M., & Poza, L. E. (2020). Matters of participation: Notes on the study of dignity and learning. *Mind, Culture, and Activity*, 27(4), 325-347.
- 3) 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/>
- 4) Becker, Howard. S. (1996). The epistemology of qualitative research. *Ethnography and human development: Context and meaning in social inquiry*, 27, 53-71.
- 5) Small, Mario. L. (2021). What is "Qualitative" in Qualitative Research? Why the Answer Does not Matter but the Question is Important. *Qualitative Sociology*, 44(4), 567-574.

Further Readings:

Annette Lareau. 2012. "Using the Terms Hypothesis and Variable for Qualitative Work: A Critical Reflection," *Journal of Marriage and Family* 74:671-77.

Jan 18: Week 2

Epistemologies of Qualitative Methods

Research isn't just about the method you choose; it involves a set of taken-for-granted beliefs about how we know what we know. Basic qualitative epistemological assumptions include the premise that we must get close to and obtained detailed information about the people and phenomena we wish to understand, while reflecting on how, through our presence, social location, and decision-making, we—the researchers—shape the research process (including what we learn).

Required Reading

- 1) Sprague, Joey. *Feminist methodologies for critical researchers: Bridging differences*. Rowman & Littlefield, 2016. Chapter 1: Seeing through Science: Epistemologies
- 2) Gunaratnam, Yasmin, and Carrie Hamilton. "Introduction: The Wherewithal of Feminist Methods." *Feminist Review* 115 (2016).
- 3) Banerjee, Pallavi, and Raewyn Connell. 2018. "Gender theory as southern theory." In *Handbook of the Sociology of Gender*, pp. 57-68. Springer, Cham, 2018.
- 4) Elizabeth Sumida Huaman and Peter Mataira. 2019. "Beyond Community Engagement: Centering Research through Indigenous Epistemologies and Peoplehood." *AlterNative* 15(3):281-286.

- 5) Namaste, Viviane (2009), "Undoing Theory: The "Transgender Question" and the Epistemic Violence of Anglo-American Feminist Theory", in *Hypatia* vol. 24, no. 3. Pp 11-32.

Further Readings:

- Smith, Linda Tuhiwai. *Decolonizing methodologies: Research and indigenous peoples*. Bloomsbury Publishing, 2021.
- Collins, Patricia Hill. "Black feminist thought in the matrix of domination." *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* 138, no. 1990 (1990): 221-238.
- Sprague, Joey. *Feminist methodologies for critical researchers: Bridging differences*. Rowman & Littlefield, 2016. (the whole book)

Jan 25: Week 3

Critical Theoretical Orientation to Qualitative Research

Required Reading

Grounded Theory:

1. Charmaz, Kathy. 2014. *Constructing grounded theory*. Sage. Chapters 1-2 (pp. 1-42)
2. Sinikka Elliott, Joslyn Brenton, and Rachel Powell. 2018. "Brothermothering: Gender, Power, and the Parenting Strategies of Low-Income Black Single Mothers of Teenagers." *Social Problems* 65(4): 442-444 **(method section only)**.

Extended Case Method:

3. Michael Burawoy. 1998. "The Extended Case Method." *Sociological Theory* 16(1):4-33.
- Institutional Ethnography

Standpoint Theory:

4. Patricia Hill Collins. 1986 "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought." *Social Problems* 33:14-32.

Indigenous Perspective to Research:

5. Tuck, Eve, and K. Wayne Yang. "Unbecoming claims: Pedagogies of refusal in qualitative research." *Qualitative Inquiry* 20.6 (2014): 811-818.

Feb 1: Week 4

Research Ethics.

You may not be able to anticipate all of the ethical issues you will encounter, but you must consider your ethical obligations to your participants, your institution, your collaborators, and yourself before conducting qualitative research. What kinds of ethical dilemmas do you anticipate encountering and what moral code will you use to address them? How will you introduce yourself in the field and describe your study? How will you protect the confidentiality of your study site and participants? Are there limits to confidentiality? How will you share findings with the communities you've learned from? How will you analyze, write, and disseminate your research in ways that do justice to the people and places you studied? Qualitative researchers must consider these and many other ethical questions before, during, and after their study.

Required Reading

- 1) Charlotte Allen. 1997 "Spies like us: When sociologists deceive their subjects," *Lingua Franca*, November 1997:31-39.
- 2) Judith Stacey. 1988. "Can There be a Feminist Ethnography?" *Women's Studies International Forum* 11: 21-27.
- 3) Mario L. Small. 2015. De-Exoticizing Ghetto Poverty: On the Ethics of Representation in Urban Ethnography. *City & Community* 14(4):352-358.
- 4) Lubet, Steven, *Ethnographers in Cars with Guns*, *Contexts Magazine* <https://contexts.org/blog/ethnographers-in-cars-with-guns/>
- 5) The Trials of Alice Goffman, *New York Times*, Jan 12, 2016. <https://www.nytimes.com/2016/01/17/magazine/the-trials-of-alice-goffman.html>

Further reading

• *Tri-Council Policy Statement 2: CORE (Course on Research Ethics). Complete the tutorial (certificate of completion is required for all Uof C CFREB applications involving human subjects):* <https://research.ualgary.ca/conduct-research/ethics-compliance/tcps2-core-tutorial>.

Feb 8: Week 5

Getting Started on your Research/Framing a Question

Now that we understand the basic epistemology of qualitative research, and the ethical considerations, we can take the next step towards undertaking a qualitative study: coming up with a research question. One generative way to develop a research question is to think about how a particular issue or social problem is being framed and then to wonder whether that taken-for-granted conceptualization meshes with what might actually be going on in the social world. This may stimulate a research question(s) or puzzle that you can then pursue through a qualitative project. For example, you hear people saying it is parents', not schools', responsibility to teach children about sex, but you also know that talking about sex can be confusing and potentially shame-inducing for people in our culture. So, you wonder how parents feel about 'the sex talk' and whether and how these conversations occur. (Posing "how" questions signals you are trying to uncover social processes, which are the patterned interactions, meanings, and relations that create and constitute the social world.) One way to answer these questions would be to design a study that involves interviewing diverse parents about how they think about their teenage children's sexuality and their experiences talking to their children about sex. The point is to approach an issue with curiosity and healthy skepticism. In developing a research question or problem, you should think of yourself as participating in and helping to advance scholarly conversations that are relevant to you. Hence, you should not assume that you are a blank slate, or *tabula rasa*; rather you have a unique background, training, and way of approaching the issue that can contribute to a new perspective on an aspect of the social world.

Required Reading

- 1) Lareau, *Listening to People* – Chapter 2
- 2) Sprague, Joey. *Feminist methodologies for critical researchers: Bridging differences*. Rowman & Littlefield, 2016. Chapter 6: Whose Questions, Whose Answers
- 3) Agee, Jane. "Developing qualitative research questions: A reflective process." *International journal of qualitative studies in education* 22, no. 4 (2009): 431-447.
- 4) Savci, Evren. "15. Translation as Queer Methodology". *Other, Please Specify: Queer Methods in Sociology*, edited by D'Lane Compton, Tey Meadow and Kristen Schilt, Berkeley: University of California Press, 2018, pp. 249-261. <https://doi-org.ezproxy.lib.ualgary.ca/10.1525/9780520963993-017>

Feb 15: Week 6

Sampling, Access, Positionality, and Emotional Considerations.

This week we are going to read a range of research that deals with questions around sampling, sample sizes, positionality, and emotions in qualitative research.

Required Reading

- 1) Lareau, Listening to People – Chapter 3
- 2) Mario Luis Small. 2009. "How Many Cases Do I Need? On Science and the Logic of Case Selection in Field-based Research," *Ethnography* 10(1):5-38.
- 3) Moussawi, Ghassan, and Jyoti Puri. "'Bad Feelings': Reflections on Research, Disciplines, and Critical Methodologies." In *Silences, Neglected Feelings, and Blind-Spots in Research Practice*, pp. 75-90. Routledge, 2022.
- 4) Davis, Georgiann, and Torisha Khonach. "The paradox of positionality: Avoiding, embracing, or resisting feminist accountability." *Fat Studies* 9, no. 2 (2020): 101-113.
- 5) Hoang, Kimberly Kay. "14. Gendering Carnal Ethnography: A Queer Reception". *Other, Please Specify: Queer Methods in Sociology*, edited by D'Lane Compton, Tey Meadow and Kristen Schilt, Berkeley: University of California Press, 2018, pp. 230-246. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1525/9780520963993-016>

Feb 19-25: Week 7 Reading Week

Mar 1: Week 8

Participant Observation/Ethnography.

This week we will examine the dominant theoretical approaches to participant observation/ethnography and the kinds of questions the method is best suited to investigate. At a basic level, participant observation captures people's situated doings: how people act in any given social setting. What are the strengths and what are the limitations of this method? We will also begin to consider the practical elements of this method: how do we conduct an ethnographic field project? We will figure these questions by going through a range of research that uses ethnographic methods and makes ethnography more critical.

Required Reading

- 1) Lareau, Listening to People – Chapter 6
- 2) Ray, Ranita., & Tillman, Kori. 2019. Envisioning a feminist urban ethnography: Structure, culture, and new directions in poverty studies. *Sociology Compass*, 13(1), e12652
- 3) Meadow, Tey. "9. The Mess: Vulnerability as Ethnographic Practice". *Other, Please Specify: Queer Methods in Sociology*, edited by D'Lane Compton, Tey Meadow and Kristen Schilt,

Berkeley: University of California Press, 2018, pp. 154-166. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1525/9780520963993-011>

- 4) Robinson, S. A. (2017). 'Me Against the World': Autoethnographic poetry. *Disability & Society*, 32(5), 748-752.
- 5) DeVault, Marjorie. L. 2006. Introduction: What is institutional ethnography. *Soc. Probs.*, 53, 294.
- 6) Shokooh Valle, Firuzeh. 2021. "How Will You Give Back?": On Becoming a Compañera as a Feminist Methodology from the Cracks. *Journal of Contemporary Ethnography*, 50(6), 835-861.

These seem like a lot of readings but there a couple of very short pieces here.

Mar 8: Week 9

Participant Observation/Ethnography.

We'll read a full-length award-winning ethnography this week to understand: What are the practices that ethnographers develop to help them recall and record their observations in great detail? In addition to writing extensive fieldnotes and notes-on-notes (analytic asides and commentaries), how do ethnographers organize and track the data collected over time? Qualitative research projects can take multiple years from start to finish: A good ethnographer doesn't underestimate the importance of documenting in meticulous detail, and maintaining a coherent record of, their time in the field.

Required Reading

- 1) Lareau, Listening to People – Chapter 7
- 2) Shahrokni, Nazanin. (2019). *Women in place: The politics of gender segregation in Iran*. Univ of California Press.

Mar 15: Week 10

In-depth Interviewing:

This week we will explore the rationales for, and the strengths and weaknesses of, in-depth interviewing. Why do interviews? Fundamentally, in-depth interviews are intended to explore people's worldviews: what, how, and why people do/think/feel from their point of view. We will examine the argument that it is by asking interview participants to talk about concrete happenings that the complex belief systems of individuals (that may be hidden even to them) emerge (e.g., through the events focused on, the interactions described, the words used, the self-concepts provided, the meanings given, the emotions elicited). We be reading my book as an exemplar of research that uses both participant observations and in-depth interviews and grapple with practical ways of doing in-depth interviews.

Required Reading

- 1) Lareau, Listening to People – Chapter 4 & 5
- 2) Banerjee, Pallavi. 2022. *The Opportunity Trap: High-skilled workers, Indian families, and the failures of the dependent visa program*. New York University Press.

March 22: Week 11

Historical Comparative Methods

Borrowed from historical methods, historical comparative methods has emerged as the most boundary pushing methodology in sociology. By reading Sting's work we'll see an exemplar of how historical methods enliven the intricate histories of current social inequalities.

Required Reading

- 1) Mahoney, James. "Comparative-historical methodology." *Annual review of sociology* (2004): 81-101
- 2) Strings, Sabrina. (2019). *Fearing the black body*. In *Fearing the Black Body*. New York University Press.

Mar 29: Week 12

Unobtrusive Qualitative Research Methods

The COVID pandemic has brought new challenges and opportunities for qualitative researchers. I have been impressed by the innovative research projects I have seen undertaken safely and respectfully under difficult circumstances. Professors with existing data have invited students who were unable to pursue their own in-person research to analyze their data. Students have pivoted from in-depth interview projects to archival research projects. But these shifts have also come with challenges. How do you analyze data that you didn't conceptualize, didn't collect and may not have a strong a strong connection to? How do you carve out a research question from textual data? What approach do you take to the content of archival data or other textual or visual sources of content? As with all qualitative research projects, the first step in undertaking a content analysis project requires you to figure out which content you will analyze and why (i.e., our sample and your research question).

Required Reading

- 1) Ann Laura Stoler. 2002. "Colonial Archives and the Arts of Governance." *Archival Science* 2: 87-109.
- 2) Banerjee, Pallavi, Chetna Khandelwal, and Megha Sanyal. (2022). "Deep care: The COVID-19 pandemic and the work of marginal feminist organizing in India." *Gender, Work & Organization*. 1-26.
- 3) Gina Marie Longo. 2018. "Keeping It in 'the Family': How Gender Norms Shape U.S. Marriage Migration Politics." *Gender & Society* 32(4) 469-492 (focus on pp. 469-477).
- 4) Nicole M. Deterding and Mary C. Waters. 2018. "Flexible Coding of In-depth Interviews: A Twenty-first-century Approach." *Sociological Research & Methods* 1-32.

Apr 5: Week 13

Coding/Memoing

Data analysis should begin from the moment data collection starts. But what does this involve and how do you do it? We will examine common data analysis techniques, including constructing categories, open coding, focused coding, and writing analytic memos. We will discuss the iterative practice of data collection, analysis, reviewing the literature, and drafting up the findings.

Required Reading

- 1) Lareau, *Listening to People* – Chapter 8

- 2) Stefan Timmermans and Iddo Tavory. 2012. "Theory Construction in Qualitative Research: From Grounded Theory to Abductive Analysis." *Sociological Theory*30(3): 167-186.

Apr 12: Week 14

Writing it Up/Wrapping it Up

Let's talk about writing today! Radical writing.

Required Reading

- 1) Lareau, *Listening to People* – Chapter 9 & 10 and Final Words
- 2) Kathy Charmaz. "Writing Feminist Research" In the *Handbook of Feminist Research: Theory and Praxis*
- 3) Barbara Gurr. "This is Hard: Researching and Writing Outside the Lines"

Important Deadlines in the Schedule:

- 1) Participant Observation Assignment: **Due March 10, 2023 at 5:30 p.m.**
- 2) Interview Assignment **Due Friday., April 14 by 5.30 pm**
 - a. interview plan approval **Wed. March 8.**
 - b. Consent form: **Wed Mar. 20;**
 - c. Interview guide: **Wed Mar 20;**
- 3) Final Research Proposal **due Wednesday, April 26 by 4pm**

Final Examination

There is NO Final Exam for this course

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	97 – 100%	4.0	Outstanding performance
A	90 – 96.99%	4.0	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	85 – 89.99%	3.7	Very good performance
B+	80 – 84.99%	3.3	Good performance
B	75 – 79.99%	3.0	Satisfactory performance
B-	70 – 74.99%	2.7	Minimum pass for students in the Faculty of Graduate Studies
C+	67 – 69.99%	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.

Missed or Late Coursework

I do not penalize students for late submissions, but I require that you let me, and your TA know as soon as you can if you require an extension on any assignment. Having said that I recommend that you keep up with the class deadlines because it is impossible to do all the assignments at the end of the course.

Media Recording

Please refer to the following statement on media recording of students:

https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

***Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked or will seek consent to include the identifiable student content to making the content available on University approved platforms.

***Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation

in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

***Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Open Learning Environment:

One way we can make sure this class is an environment in which everyone feels comfortable sharing their opinions is to treat one another with respect. At a minimum, respect entails active and intent listening and thoughtful and informed commentary. It means being reflexive about our positionality and viewpoints. You can respect someone and disagree with them, so respectful classroom interactions don't preclude active classroom debate and engagement.

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2
<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3
<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.

Acknowledgments: I am indebted to the late Dr. Sinikka Elliott who had generously shared her thoughts on teaching qualitative methods course with me.