

On Demand!

Course: Sociology 404/510 (Qualitative Methods of Social Research)

Instructor Contact Information

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Qualitative method gives importance on identifying the meanings of social events in relation to the context of their existence while quantitative method stresses expressing any activity or event with numerical accuracy. Why use qualitative research? With the expansion of the “pluralization of life worlds”.... qualitative research is of specific significance to the study of social relations (of the people we study). Qualitative research can provide sensitivity to the empirical study of issues.

On Demand Course Objective:

The purpose of this On Demand course is to create multiple ways to think for qualitative inquiry and data analysis.

Goals of the course:

1. Students will be able to build a knowledge base for social inquiry and analytically reflect on what it means to think qualitatively
2. Students will be able to identify and elaborate the value of qualitative research methodologies
3. Students will explore how qualitative research is done (i.e., conceptual framework development, fieldwork and data collection, data analysis, and write-up).
4. Students will achieve awareness that sociological analysis is essential to addressing real world problems.

Required Books:

Qualitative Methods, McGraw Hill Create (2014), ISBN 10:1308343701; ISBN 13:9781308343709.

Thinking Qualitatively: Methods of Mind (2015), Johnny Saldana, Sage ISBN 978-1-4833-4983-1.

On the Run: Fugitive Life in an American City (2014) by Alice Goffman, The University of Chicago Press. ISBN: 9780226136714

Cracks in the Pavement: Social Change and Resilience in Poor Neighborhoods (2008) by Martin Sanchez-Jankowski Berkeley: University of California Press. ISBN: 9780520256750

Required Articles:

Each of the (5) qualitative articles can be downloaded from Blackboard

Moving beyond the 'official story': when 'others' meet in a qualitative interview by Dorit Roer-Strier and Roberta G. Sands

Off the corner and into the kitchen: entering a male-dominated research setting as a woman by Michaela Soyer

Doing ethnography or applying a qualitative technique? Reflections from the 'waiting field' by Dawn Mannay and Melanie Morgan

What they see is what you get, or is it?: Representation, Responsibility and Reliability in Participant Observation Research by Martin Sanchez-Jankowski

Disneyland Indians: circa Paris, 2014 by Norman K. Denzin

Suggested Course Schedules:

Need to finish your course within a semester? Here is a suggested course schedule:

Week	Assignments	Exam
1	Lesson 1	
2	Lesson 2	
3	Lesson 3	
4	Lesson 4	
5	Lesson 5	
6	Lesson 6	
7	Lesson 7	
8	Lesson 8	
9	Lesson 9	
10	Lesson 10	
11	Lesson 11	
12	Lesson 12	
13	Lesson 13	

14	Lesson 14	
15	Lesson 15	Final examination

Need to finish your course within seven weeks? Here is a suggested course schedule:

Week	Assignments	Exam
1	Lessons 1, 2 and 3	
2	Lessons 4, 5 and 6	
3	Lessons 7, 8 and 9	
4	Lessons 10 and 11	
5	Lessons 12 and 13	
6	Lessons 14 and 15	
7		Final examination

Lesson Content:

[Note: Readings from the *Qualitative Methods*, McGraw Hill Create book will be labeled *QM* and Readings from the *Thinking Qualitatively: Methods of Mind* (2015), Johnny Saldana, Sage, book will be labeled *TQ*].

<u>Lesson</u>	<u>Topics</u>	<u>Assigned Readings</u>
One (<i>QM</i> text)	what is Social Research?	pp. 5-28
Two (<i>QM</i> text)	Strategies for Beginning Research Ethical Issues	pp. 29-60
Three (<i>TQ</i> text)	Thinking about Thinking, Thinking Analytically	pp. 1-45
Four (<i>TQ</i> text)	Thinking Realistically	pp. 47-64
Five (<i>QM</i> text)	Observation: Participant And Otherwise, Interviews	pp. 61-118
Six	The “Moving beyond” piece	
Seven (<i>TQ</i> text)	Thinking Symbolically Thinking Ethically	pp. 65-77 pp. 79-92
Eight (<i>QM</i> text)	Unobtrusive Measures: Analyzing Texts and Material Artifacts Action Research	pp.119-150

Nine	“Doing ethnography...” piece. “What They See Is What You Get” piece	
Ten (TQ text)	Thinking Multidisciplinarily Thinking Artistically	pp. 93-136
Eleven	“Disneyland Indians” piece	
Twelve (QM text)	Making Sense of Data Narrative Analysis	pp.155-201
Thirteen	“Off the Corner and into the kitchen” piece	
Fourteen (TQ text)	Thinking Summarily Thinking Interpretively	pp.137-167
Fifteen (TQ text) And (QM text)	Thinking Narratively Closure: Thoughts about Thinking Writing About Research	pp.169-192 pp.202-222

Submitting Assignments for Grading:

This course will be offered via blackboard, an online course management system. The course assignments will be submitted via safe assignment to the instructor. It is expected those students who enroll will have reasonable access to a computer, Internet, and possess the proficiency necessary to use the online course management system utilized by WKU. The instructor, not On Demand, maintains assignment grades. To be eligible to take the final exam, all assignments prior to the final examination must be submitted.

Students will be made aware there are certain times during the semester/academic year during which the instructor may be away from campus. The weeks between semesters, fall and spring breaks, winter and summer breaks; are times when it may take longer to grade assignments and get back to students. However, students may continue to submit assignments for grading with an understanding there may be some delays in returning graded materials.

Students will be asked to allow approximately two weeks for the return of assignments submitted for grading. On Demand instructors may take up to two weeks to grade coursework once they have received assignments. This information should be taken into consideration as the student plans for graduation, course expiration, or any other deadline that must be met regarding the completion of the course.

Although, rare for assignments and the final exam to get lost, this sometimes happens. Under these circumstances the coursework would have to be resubmitted and/or retaken. It is suggested that you retain a copy of your assignments for your records.

The Honor System:

On Demand learning is a privilege extended to eligible students. It is expected students will exhibit a great sense of personal honor and integrity in preparing the assignments and completing the final examination. All coursework submitted for grading must be that of the student. The student must read and agree to the conditions stated in the *Memorandum of Understanding* before taking the final examination. Both the student and the person who is responsible for administering the examination must sign the *Memorandum of Understanding* agreement. Violation of these policies will result in a failing grade and the forfeiture of all fees as well as ineligibility to enroll in On Demand courses.

Credit and Grading:

Each of the fifteen lessons is worth up to 100 points, for up to 1500 possible points of credit. The final examination is worth up to 200 points (12.5 per question). There are 1700 possible points of credit in the course.

The totality of the student grade is 100 percent. Based on a standard ten-point scale (90-100 = A, 80-89 = B, etc.,). Final grades are calculated by dividing total points by 1700. All the lesson grades are calculated by dividing total earned points by 100.

Referencing:

Referencing is a reliable process of acknowledging another person's ideas, which you can use in your assignments.

Why cite references?

- Avoids Plagiarism.
- Acknowledges the work of other writers.
- Enables other researchers to trace your sources.
- Demonstrates the depth of your assignments.

Which style to use?

There are many acceptable forms of referencing.

Specific referencing styles may be used in some subject areas.

All referencing styles change as new editions of the manuals are published and new methods of publishing are established.

These styles are international standards and have style manuals to refer to for further examples. The updates may have changed... so apply the latest rules.

Referencing Styles

Style	Updated	Subject
APA	February 2010	Sociology, Psychology, Nursing
Chicago	December 2010	Multidisciplinary, History
MLA	July 2010	English

For each assignment:

___ Answer the question(s) fully, answers are to be doubled-spaced typed on one-full page or as stated in each assignment. Cite your work when necessary.

For Western Kentucky University Students --Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during [their] operating hours. [Their] writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: [they] can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But [they] will not revise or edit the paper for you. See instructions of the [Writing Center website](#) for making online or face-to-face appointments. Or call (270) 745-5719 during [their] operating hours (also listed on [their] website) for help scheduling an appointment.

Week one: Read the syllabus and agree with the requirements by sending me a short email and, too, with any questions or concerns you may have.

Week two: Lesson 1. Assignment: Read, "What is Social Research?" (QM text) pp. 5-28 Answer each of the following questions (worth 25 points each). Cite your work!

1. In your own words explain what is social research.
2. Explain the main differences between an inductive approach to research and a deductive approach to research.
3. Describe the social constructionist and the interpretative approaches to social research.
4. What are the implications of feminist critiques of social research?

Week three: Lesson 2. Assignment: Read, “Strategies for Beginning Research Ethical Issues” (*QM* text) pp. 29-60

Answer each of the following questions (worth 25 points each). Cite your work!

1. Think of a general research topic that you might find interesting. Can you come up with three or four different perspectives on it? Try refining the topic into several different research questions.
2. Describe the Milgram’s “Obedience” Study and the Humphreys’ “Tearoom” Study.
3. Describe the role(s) of Institutional Review Boards.
4. Imagine that you are conducting research on sexual violence. You have been interviewing students and observing at a rape crisis shelter. One of your research participants becomes upset during the interview, visibly shaking and crying. What should you do? Suppose that she names someone you know or have heard of as her attacker. What should you do?

Week four: Lesson 3. Assignment: Read, “Thinking about Thinking”, “Thinking Analytically” (*TQ* text) pp. 1-45

Answer the following questions (worth 50 points each). Cite your work!

1. Describe and explain the five major purposes of thinking analytically.
2. Define addiction. Then brainstorm a list of things that people can become addicted to. Take two vastly different types of addiction (e.g., to the Internet versus to smoking, or to food versus to methamphetamines) and note their similarities or comparable properties that make the addictive (e.g., what do alcohol and running have in common that satisfy their respective users’ addictions?) Discuss the categorical, thematic, hierarchical, causational, and/or cyclical properties of addiction.

Week five: Lesson 4. Assignment: Read, “Thinking Realistically” (*TQ* text) pp.47-64

Answer each of the following questions (worth 25 points each). Cite your work!

1. Define and discuss these five concepts separately: reality, truth, meaning, fact, and number.
2. Reread the “WORKBOOTS” and observer comments [OCs] quote on p. 53. Use the quote to explain inference making.
3. Observe a public setting (e.g., a mall, a park, a bus, a street with pedestrians, not a setting like a restaurant, office, or school classroom), and infer why people are there, what they may be thinking, their biographical background, and so forth.

4. Select a social issue topic like abortion, gay marriage, and/or immigration). Compose a one to two page manifesto or rant expressing your genuine opinion on the issue. Then write a one to two page manifesto or rant as someone with an opposing perspective on the same issue might compose it.

Week six: Lesson 5. Assignment: Read, “Observation: Participant And Otherwise, Interviews (*QM* text) pp. 61-118

Answer each of the following questions (worth 50 points each). Cite your work!

1. Some people argue that ethnography should be more objective, like the natural sciences. Others think it should be more subjective, like the humanities. What do you think? Why?
2. Consider the following field settings. What strategies might you use to gain access to the site? What difficulties might you encounter?
 - A. Recruits in the police academy
 - B. A community of recent immigrants
 - C. A disability rights group
 - D. A student organization
 - E. A women’s soccer team

Week seven: Lesson 6. Assignment: Download & Read, “The “Moving beyond” piece Answer each of the following questions (worth 25 points each). Cite your work!

1. Explain how you will deal with power relations in interviewing.
2. Define and explain positionality.
3. Describe and explain the author’s six phases of doing primary interviewing.
4. Define and describe reflexivity in the interview process.

Week eight: Lesson 7. Assignment: Read, “Thinking Symbolically and Thinking Ethically” (*TQ* text) pp. 65-77; pp. 79-92

Answer each of the following questions (worth 50 points each). Cite your work!

1. Describe how thinking abstractly works best in qualitative research. Use Erving Goffman’s (1959) landmark sociological study on the presentation of self; explain how thinking emotionally can enhance qualitative research.
2. Describe and explain the five major purposes of thinking ethically.

Week nine: Lesson 8. Assignment: Read, “Unobtrusive Measures: Analyzing Texts and Material Artifacts Action Research (*QM* text) pp. 119-150

Answer each of the following questions (worth 25 points each). Cite your work!

1. Explain the difficulty in analyzing material artifacts.
2. Define content analysis and give examples.
3. Describe the differences between primary and secondary sources.
4. How might you study the following things without either interviewing or directly observing people?
 - A. Which toys are most popular among children
 - B. Whether college students in a particular school exercise frequently
 - C. Whether people in a particular neighborhood eat healthy foods

Week ten: Lesson 9. Assignment: Download & Read, “Doing Ethnography...” piece and “What They See Is What You Get” piece

1. In “Doing Ethnography...” how would you explain and describe the “waiting field” (Worth 50 points) Cite your work!
2. Explain in one page why Martin-Sanchez-Jankowski (2002) says “What They See Is What You Get” is not about ethnography, but about research that utilizes participant-observation methodology. (Worth 50 points) Cite your work!

Week eleven: Lesson 10. Assignment: Read, “Thinking Multidisciplinarily and Thinking Artistically” (TQ text) pp. 93-136

Answer each of the following questions (worth 25 points each). Cite your work!

1. Describe in detail the four main purposes of thinking multidisciplinary.
2. Define culture and explain how the concept of culture can be used in qualitative research?
3. Explain how thinking sociologically can enhance qualitative research?
4. Identify what you and someone of the opposite gender have in common. Identify the differences and similarities between you and someone else from a different racial or ethnic group.

Week twelve: Lesson 11. Assignment: Download & Read, “Disneyland Indians” piece
 Write a one-to- two-page summary of Norman Denzin’s (2014) ethnodrama titled, “Disneyland Indians” (worth 100 points).
 Cite your work!

Week thirteen: Lesson 12. Assignment: Read, “Making Sense of Data and Narrative Analysis” (*QM text*) pp.155-201

Answer each of the following questions (worth 50 points each). Cite your work!

1. In two-pages explain how you would begin to make sense of a mass of materials you have collected? How can you begin to transform the data into something coherent? How can you develop some kind of an analysis?
2. Select an assortment of 10-20 things. Simply select the first 10 or 20 things you come across. Do not try to pick the things with any order in mind. Then classify what you have found into a smaller number of categories in as many different ways as you can (say, three, to five categories each time you sort). Each time you sort the items; you must find a category for each item, leaving at most one item uncategorized.

Week fourteen: Lesson 13. Assignment: Download & Read, “Off the Corner and into the kitchen” piece

Answer the following question (worth 100 points). Cite your work!

1. Some researchers have gone to great lengths and some have broken the law to conduct their research. For example, Jeff Ferrell (1995) was arrested for “graffiti vandalism” in the course of his participant observation with hip hops graffiti writers. In doing research on sex workers, Wendy Chapkis (1997) spent an afternoon selling sex to women clients (legally) in Amsterdam. Much closer to home, some students have gone to parties where illegal substances have been present. How far would you go in your research? Would you break the law? Do something that some consider unethical? Why or why not? In your response to these questions, tie in the ethical or unethical aspects found in the above article.

Week fifteen: Lesson 14. Assignment: Read, “Thinking Summarily And Thinking Interpretively” (*TQ text*) pp.137-167

Answer each of the following questions (worth 25 points each). Cite your work!

1. Explain Kelling and Wilson (1982) “broken windows” theory and make sure to describe the if/then criterion for this theory.
2. Define assertion, proposition, hypothesis and theory
3. Describe in detail the four main purposes of thinking interpretively.
4. Some of the most controversial social debates in the United States today surround gun control, abortion, gay marriage, and health care. Choose one of these issues and think complexly about the variables, factors, concepts, laws, ideologies, people, organizations, and so on that drive the conflicts and tensions. Diagram the interplay of this issue as a network with bins, lines, and arrows.

Week sixteen: Lesson 15. Assignment: Read, “Thinking Narratively And Closure: Thoughts about Thinking”; “Writing About Research” (TQ text) pp.169-192; (QM text) pp.202-222

Answer each of the following questions (worth 25 points each). Cite your work!

1. Define autoethnography and tell why it is so important to first learn how to tell your own story.
2. Define duoethnography and explain its benefits.
3. Compose a one-page narrative monologue – a rant- about a social issue that easily angers you (e.g., economic disparity, ineffective government, gender inequality). Write your thoughts in everyday language and with uncensored honesty.
4. Reflect on how your thinking may (or may not) have been altered, impacted, transformed, changed, or might change in the near future, after reading this book.

Week seventeen: Final Exam:

The final exam grade will be evaluated accordingly:

In an administered exam settings (without the use of the two books listed below) students will need to address a set of eight research questions for **each** of the two books below. You will have two hours to complete the final exam. You can take the final exam twice if you need to.

On the Run: Fugitive Life in an American City (2014) by Alice Goffman, The University of Chicago Press. ISBN: 9780226136714

Cracks in the Pavement: Social Change and Resilience in Poor Neighborhoods (2008) by Martin Sanchez-Jankowski Berkeley: University of California Press. ISBN: 9780520256750

Following On Demand guidelines, a student must pass the final exam to pass the course.