

SOCIOLOGY 5181: LOGICS OF QUALITATIVE INQUIRY

Professor Rachel Rinaldo

Fall 2018

Ketchum 1B40

Tuesday 3:30 pm – 6:00 pm

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Office Hours: Weds 10 am - noon

Office: Ketchum 266

COURSE DESCRIPTION

This course provides an introduction to the diverse logics of qualitative inquiry for all first year graduate students in the department of sociology. First, it introduces students to the ontological and epistemological assumptions of different forms of qualitative research. Second, it provides a survey of major qualitative methodological approaches and studies that exemplify those perspectives. Third, the course provides students with the opportunity to read and evaluate both classic and recent examples of qualitative research.¹

By the end of this course, students should be able to:

- Contrast quantitative and qualitative logics of inquiry
- Appreciate the kinds of questions and issues that can be asked and answered with qualitative inquiry
- Understand different epistemological assumptions and theoretical approaches that inform qualitative research
- Be able to evaluate and critique different qualitative research strategies and discuss how different researchers do qualitative research

BOOKS REQUIRED FOR COURSE:

(Articles will be posted on Canvas). You may also want to look through the syllabus and consider purchasing other books from which we will be reading various chapters)

Hochschild, Arlie and Anne Machung. 2012 edition. *The Second Shift: Working Families and the Revolution at Home*. Penguin.

Klinenberg, Eric. 2015 edition. *Heat Wave: A Social Autopsy of Disaster in Chicago*. University of Chicago Press.

Goffman, Alice. 2015. *On the Run: Fugitive Life in an American City*. Picador.

Parrenas, Rhacel Salazar. 2015 edition. *Servants of Globalization: Women, Migration, and Domestic Work*. Stanford University Press.

Lamont, Michele. 2002. *The Dignity of Working Men: Morality and the Borders of Race, Class, and Immigration*. Harvard University Press.

Kimberly K. Hoang. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. University of California Press.

¹ This syllabus is indebted to previous qualitative methods syllabi by Kathleen Tierney, Sanyu Mojola, Jennifer Bair, and Phaedra Daipha.

COURSE POLICIES:

1. This class meets once a week and I expect you to attend every class. Be sure to arrive on time and stay until the end of class. Although I will not take attendance, in such a small class I do notice absences. If you need to miss a class, send me an email so I know why. More than 1 or 2 absences may result in a reduction of your final grade.
2. You must do all assignments and readings before each class meeting and come to class prepared to contribute to class discussions. Active participation in discussions is expected in this class. Classroom contributions are an important part of your grade.
3. You are responsible for keeping track of all announcements and syllabus changes. I may add readings, and will try to give you a week's notice if I do so. Announcements are usually made in the beginning of the class. If you miss a class, you are responsible for getting lecture materials, handouts, etc. from one of your classmates.
4. Laptops are allowed for note-taking. Please switch off phones during class. Text messaging, emailing, etc. during class time is inappropriate and I may ask you to leave the room if you are violating this policy.
5. Please do your best to meet with me during office hours unless you have a genuine conflict with the time.
6. You are responsible for turning assignments in on time. Hard copies will be required in this class. I do occasionally give extensions, but you must discuss it with me at least 24 hours before the assignment is due. I do not accept work more than a week late unless you can prove to me that there was a major emergency such as serious illness or death in the family.
7. Make sure to check the class Canvas site regularly for announcements and updates. I will generally use this site to post announcements rather than sending emails.
8. Grades are awarded on the basis of the quality of your work. This means written work which demonstrates good organization, sophisticated and sociologically informed content, correct grammar, and clear writing. In class discussions, this means thoughtful questions and comments that reflect your having read the assignments. Please see me right away if you are concerned about your grades. I will be using the Sociology Department's standard grading rubric:

A	Consistently performs well above expectations for the course
A-	Performs above expectations for the course
B+	Meets expectations
B	Occasionally performs below expectations
B-	Consistently performs below expectations
C range	Unsatisfactory work for a doctoral student (not completing work, not attending class, poor performance on writing assignments, etc.) Grades in the C range indicate that I have serious concerns about your suitability for the graduate program.

Note: This grading system means grades that consistently fall in the "B range" are cause for concern. Grading in graduate courses is significantly different from grading in undergraduate courses.

UNIVERSITY POLICIES

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.

Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and

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Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, **I expect that you will notify me in advance if you will miss a class or need an extension on an assignment due to a religious observance,**

See the [campus policy regarding religious observances](#) for full details.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor or the Director of Graduate Studies (Stefanie Mollborn) if you are comfortable in doing so.

COURSE ASSIGNMENTS:

Analyses and Critiques of Course Readings: 20%

You will be responsible for 5 short papers which summarize and critique the readings for that week, as well as raise at least two questions for class discussion. These papers should be 2-4 pages long (double spaced). You do not have to discuss every reading, but comparisons/contrasts between them are encouraged. You will not present these papers, but I will often go around the room and ask you to raise the question(s) you wrote down. These papers should be uploaded to the Canvas Assignments section by 8 am on the day for which you signed up. You will sign up for these on the first day of class and you will be responsible for remembering your dates (you may change dates if you notify me a week ahead of time). In the papers, you should:

- Describe the main argument(s) of the weekly reading
- Discuss at least 2 potential strengths of the perspective and/or methodology
- Discuss at least 2 potential weaknesses of the perspective and/or methodology
- Raise at least 1 clearly stated question for discussion

Reading Presentation: 10%

Each student will sign up to take the lead in discussing one or two of the readings during the first half of a class session. This will involve a 5 minute presentation summarizing the contributions of the reading, putting it into context, and raising at least 2 questions for discussion. You will sign up for dates to do this during the first class. You are encouraged to bring a brief handout outlining your major points and listing the questions (you may also post this to Canvas Assignments).

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Preliminary Proposal and Evaluation: 30%

You will submit a 4 - 6 page research proposal describing a piece of qualitative research that you would be interested in conducting. You should include relevant background literature and motivations for the study and preliminary aims and goals, but spend most of your space describing your methodological approach and why you consider it to be appropriate for this particular study. You may need to read ahead in the syllabus for this paper. The paper will be due on **October 12 by 5 pm**. It should be uploaded to the Canvas Assignments page. Please come to class on **October 9** prepared to talk briefly about your proposal.

Final Paper: 30%

Your final assignment is to evaluate the monographs we read in the last six weeks of this class, compare/contrast their contributions to the logics of qualitative inquiry, and discuss how you might incorporate their approaches into your own research. Guidelines will be distributed by November 15. **The paper will be due in hard copy on December 14 by noon**. Hard copies should be placed in my box in the Sociology department office. You are welcome to hand it in earlier 😊.

Classroom Contributions: 10%

You will also be graded on the quality of your contributions to discussions. You are expected to come to class prepared to discuss the readings, including asking questions and making comments, as well as responding to your classmates' questions and comments. However, it is important not to dominate discussions and to interact respectfully with your colleagues and me during the class.

Required and Recommended Readings: All readings are considered “required” unless they are specifically listed as “recommended.” Recommended readings may be discussed in class if we have time.

COURSE SCHEDULE:

WEEK 1: Introduction to Qualitative Inquiry

Tuesday, August 28

Introduction to the class and each other. Sign up for snacks. Basic concepts and terms. What is distinctive about qualitative research? Myths and misconceptions.

Readings:

Denzin, Norman K. and Yvonne S. Lincoln. 2017. “Introduction: The Discipline and Practice of Qualitative Research” in Denzin and Lincoln, eds. *The Sage Handbook of Qualitative Research*.

Mahoney, James and Goertz, Gary. 2006. “A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research.” *Political Analysis* 14: 227-249.

Becker, Howard S. 1996. “The epistemology of qualitative research.” In R. Jessor, A. Colby, & R. A. Shweder (Eds.), *Ethnography and human development: Context and meaning in social inquiry* (pp. 53-71). Chicago, IL, US: University of Chicago Press.

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Recommended: Goodwin, Jeff and Ruth Horowitz. 2002. "Introduction: The Methodological Dilemmas and Strengths of Qualitative Sociology." *Qualitative Sociology* 25/1: 33-47.

WEEK 2: Grounded Theory and Cases

Tuesday, September 4

Charmaz, Kathy. 2006. Chapter 1 "An Invitation to Grounded Theory" and Chapter 2 "Gathering Rich Data" in Kathy Charmaz, *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. Sage Publications.

Ragin, Charles C. 1992. "Introduction: Cases of 'What is a case?'" in Ragin and Becker, eds. *What is a Case? Exploring the Foundations of Social Inquiry*, pp. 1-17.

Juliet Corbin and Anselm Strauss. 1990. "Grounded Theory Research: Procedures, Canons, and Evaluative Criteria." *Qualitative Sociology* 13(1): 3-21.

WEEK 3: Ethics, Reflexivity, and Representational Issues in Qualitative Research

Tuesday, September 11

Humphreys, Laud. 1970. "The Sociologist as Voyeur." From *Tea Room Trade: Impersonal Sex in Public Places*.

Naples, Nancy. 2003. "Standpoint Theory and Reflective Practice." In *Feminism and Method: Ethnography, Discourse Analysis, and Activist Research*. Routledge.

Skim the ASA Code of Ethics: <http://www.asanet.org/code-ethics>

Recommended: Gary A. Fine. 1993. "Ten Lies of Ethnography: Moral Dilemmas of Field Research." *Journal of Contemporary Ethnography* 22/3: 267-294.

WEEK 4: Logics and Strategies of Ethnographic Research 1

Tuesday, September 18

Emerson, Robert. 2001. "Introduction: The Development of Ethnographic Field Research." Pp 1-26 in Emerson, Robert, ed. *Contemporary Field Research: Perspectives and Formulations*. Prospect Heights: Waveland Press.

Goffman, Erving. 1989. "On Fieldwork." *Journal of Contemporary Ethnography* 18/2: 123-132.

Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture." In *The Interpretation of Cultures*.

Clifford, James. 1986. "Introduction: Partial Truths." Pp. 1-26 in Clifford, James and George Marcus, eds, *Writing Culture: The Poetics and Politics of Ethnography*.

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WEEK 5: Logics and Strategies of Ethnographic Research 2: The Extended Case Method and Global Ethnography.

Tuesday, September 25

Burawoy, Michael. 1998. "The Extended Case Method." *Sociological Theory* 16/1: 1-33.

Marcus, George. 1995. "Ethnography in/of the World System: The Emergence of Multisited Ethnography." *Annual Review of Anthropology* 24/1: 95-117.

H.J. Kim Puri. 2005. "Conceptualizing Gender-Sexuality-State-Nation: An Introduction." *Gender & Society* 19(2): 137-159.

Recommended: Burawoy, Michael. 2009. "From Manchester to Berkeley by Way of Chicago." In *The Extended Case Method*. Berkeley: University of California Press.

WEEK 6: Interviews, Cases, Vignettes: Evidence and Theory in Qualitative Research

Tuesday, October 2

Duneier, Mitch. 2011. "How Not to Lie with Ethnography." *Sociological Methodology* 14/1: 1-11.

Small, Mario. 2009. "How many Cases do I Need? On Science and the Logic of Case Selection in Field-Based Research." *Ethnography* 10/1: 5-38.

Choo, Hae Yeon and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities." *Sociological Theory* 28/2: 129-149.

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

WEEK 7: Interview and Focus Group Research

Tuesday, October 9

Spradley, James. 1979. "Interviewing an Informant" and "Descriptive Questions" in James Spradley, *The Ethnographic Interview*. Waveland Press.

Anderson, Kathryn, and Dana C. Jack. 1991. "Learning to listen: Interview techniques and analyses" In Anderson and Jack, *Women's Words: The Feminist Practice of Oral History*: 11-26.

Sage Handbook of Qualitative Research (2017 chapters:
Focus Group Research and/in Figured Worlds.
Critical Participatory Action Research on State Violence

Recommended: Morgan, David. 1996. Focus groups. *Annual Review of Sociology* 22: 129-152.

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WEEK 8: Comparative and Historical Methods

Tuesday, October 16

Guest Speaker: Mathieu Desan

Adams, Julia, Elisabeth Clemens, and Ann Orloff. 2005. "Social Theory: Modernity, and the Three Waves of Historical Sociology." Pp. 1-72 in *Remaking Modernity: Politics, History, and Sociology*. Durham, NC: Duke University Press.

Goldstone, Jack A. 1998. "Initial Conditions, General Laws, Path Dependence, and Explanation in Historical Sociology," *American Journal of Sociology* 104/3: 829-845.

Go, Julian. 2004. "'Racism' and Colonialism: Meanings of Difference and Ruling Practices in America's Pacific Empire." *Qualitative Sociology* 27/1: 35-58.

WEEK 9: Recent Methodological Debates in Sociology

Tuesday, October 23

Steve Vaisey. 2009. "Motivation and Justification: A Dual-Process Model of Culture in Action." *American Journal of Sociology* 114/6:1675-1715.

Pugh, Allison. 2013. "What good are interviews for thinking about culture? Demystifying interpretive analysis." *American Journal of Cultural Sociology* 1/1: 42-68.

Jerolmack, Colin and Shamus Khan. 2014. "Talk is Cheap: Ethnography and the Attitudinal Fallacy." *Sociological Methods and Research* 43: 178-209.

Lamont, Michele and Ann Swidler. 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing." *Qualitative Sociology* 37/2: 153-171.

WEEK 10: Exemplars: Interviews + Ethnography

Tuesday, October 30

Hochschild, Arlie and Anne Machung. 2012 edition. *The Second Shift: Working Families and the Revolution at Home*. Penguin.

WEEK 11: Controversies in Urban Ethnography

Tuesday, November 6

Alice Goffman. 2015. *On the Run: Fugitive Life in an American City*. Picador.

Wacquant, Loic. 2002. "Scrutinizing the Street: Poverty, Morality, and the Pitfalls of Urban Ethnography." *American Journal of Sociology* 107: 1468-532.

Victor Rios AJS review of Goffman

Recommended:

Various articles about the Goffman controversy (Canvas)

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WEEK 12: Exemplars of Interview Research**Tuesday, November 13**

Michele Lamont. 2002. *The Dignity of Working Men: Morality and the Borders of Race, Class, and Immigration*. Harvard University Press.

WEEK 13 – Fall Break (no class)**November 19—23****WEEK 14: Exemplars of International Interview Research****Tuesday, November 27**

Parrenas, Rhacel Salazar. 2001/2015. *Servants of Globalization: Women, Migration, and Domestic Work*. University of California Press.

WEEK 15: Exemplars (and Debates about) Disaster Ethnographies**Tuesday, December 4**

Klinenberg, Eric. 2015 (second edition). *Heat Wave: A Social Autopsy of Disaster in Chicago*. University of Chicago Press.

Duneier, Mitchell. 2006. "Ethnography, the Ecological Fallacy, and the 1995 Chicago Heat Wave." *American Sociological Review* 71: 679-688.

Klinenberg, Eric. 2006. "Blaming the Victim: Hearsay, Labeling, and the Hazards of Quick Hit Disaster Ethnography." *American Sociological Review* 71: 689-698.

WEEK 16: Exemplars of Global Ethnography**Tuesday, December 11**

Kimberly K. Hoang. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. University of California Press.

Recommended: Falcón, Sylvanna M. 2016. "Transnational Feminism as a Paradigm for Decolonizing the Practice of Research: Identifying Feminist Principles and Methodology Criteria for US-Based Scholars." *Frontiers: A Journal of Women Studies* 37/1: 174-194.