

**PLEASE NOTE THAT THIS SYLLABUS IS SUBJECT TO CHANGE
THROUGHOUT THE SEMESTER**

COURSE: ADVANCED QUALITATIVE METHODS

Professor Sarah Swider

Class location: 0409 STAT

Hours/Days: Wed. 4:30 -8:15 pm

Office hours: Wed. 1:00-2:00 or by appointment

Office location: 2247 Faculty and Administration
Building

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COURSE DESCRIPTION

Welcome to Qualitative Urban Research. This is an advanced qualitative methods course which requires that you have had at least one other course in qualitative methods along with at least one course in quantitative methods. While basic level methodology courses are designed to expand your methodological repertoire this course will focus on improving your ability to design a research project. This requires that you know when and how to use different methodological tools. It will also help you justify choosing research methods and study designs for specific research questions. The main focus of this course is very practical. Each student will be required to design, write, and submit grant proposal for their own research.

The overall objectives for the course are summarized below:

- Help students learn when and why to use different qualitative methodologies and research designs.
- Give students hands-on experience with the practical tasks of research design, proposal writing, and seeking funding for their research.
- Help students improve their writing skills

COURSE ORGANIZATION

The course is designed to help you write a research project or proposal. Each class, or set of classes, deal with a developing different component of the research proposal. The course starts with an introduction to qualitative methodology, along with an introduction to the Human Investigations Committee at WSU and an introduction to funding databases and grants for students (especially graduate students). The course moves on to dedicate time to different components of a research proposal including the following: 1) designing the your research question, 2) creating a literature review 3) deciding on and justifying your research design and methodology, 5) your options for data collection and data analysis and 6) budgets and timelines. The class will also deal with broader research issues of quality, reliability and validity. Finally,

there are some classes dedicated to exploring issues related to writing proposals and getting funding for qualitative research.

You will be required to complete a number of readings for each class. Some of them are very empirical and practical in the sense that they will provide you with a how-to guide of sorts. However, these readings are not sufficient since each project is different and each researcher must make a decision and justify it at each fork along the road of designing their research proposal. These “how-to” readings are supplemented by some of the most amazing qualitative research done in sociology, and more specifically, urban sociology. These readings provide you with examples of good research questions, literature reviews, etc. I am hoping that these readings and examples will not only help you but that they will inspire you, especially since we live in a city which provides unique research opportunities.

COURSE TEXT

The main text for the class is available in the bookstore. It is your responsibility to make sure you get a copy of this text.

Denzin, N. K., & Lincoln, Y. S. (2008). *Strategies of qualitative inquiry* (2nd ed.). Thousand Oaks, Calif.: Sage.

Other required texts include:

- 1) Herr, Kathryn, and Gary L. Anderson, eds. *The action research dissertation: A guide for students and faculty*. Sage, 2005.
- 2) John W. Creswell. *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications, Incorporated, 2012.
- 3) Ragin, Charles, Joan Nagel and Patricia White. (2004) Workshop on Scientific Foundations of Qualitative Research (National Science Foundation Report). – This can be found at this website: <http://www.nsf.gov/pubs/2004/nsf04219/start.htm>

These are additional books I recommend for purchase but do not require:

HIGHLY Recommended:

- 1) Becker, Howard S. *Tricks of the trade: How to think about your research while you're doing it*. University of Chicago Press, 2008.
- 2) Burawoy, Michael. "The extended case method." *Sociological theory* 16.1 (1998): 4-33.
- 3) Charmaz, Kathy. *Constructing grounded theory: A practical guide through qualitative analysis*. Sage Publications Limited, 2006.
- 4) Duneier, Mitchell, Philip Kasnitz, and Alexandra Murphy, eds. *The Urban Ethnography Reader*. Oxford University Press, 2013.

- 5) Ragin, Charles C. "The logic of the comparative method and the algebra of logic." *Journal of Quantitative Anthropology* 1.4 (1989).

Finally, in addition to the main text listed above, we will also be reading selected chapters, chapter excerpts, and/or articles listed below. I will have these materials available on the Blackboard. Please pay attention to assigned page numbers and note that in many cases a full chapter may be posted but you are only required to read designated pages (the remaining sections are recommended but not required reading). There will also be additional recommended readings posted on Blackboard- but clearly marked as optional/recommended. While we are only readings selections from many of the books listed below, many of them are highly recommended for anyone who foresees themselves as long-term qualitative researchers.

Course Readings (Selections from the following)

AE	Anderson, Elijah. 1999. <i>Code of the street : decency, violence, and the moral life of the inner city</i> . New York: W.W Norton.
DL	Denzin, Norman K. and Yvonna S. Lincoln. 2008. <i>Strategies of qualitative inquiry</i> . Thousand Oaks, Calif.: Sage.
MD	Duneier, Mitchell and Ovie Carter. 1999. <i>Sidewalk</i> . New York: Farrar, Straus and Giroux.
KELL	Edin, Kathryn and Laura Lein. 1997. <i>Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work</i> . New York: Russell Sage.
LF	Freeman, Lance. 2006. <i>There goes the 'hood : views of gentrification from the ground up</i> . Philadelphia, Pa.: Temple University Press.
EL	Liebow, Elliot. 1967. "Tally's corner a study of Negro streetcorner men." Boston: Little, Brown,.
JM	MacLeod, Jay. 1987. <i>Ain't no makin' it : leveled aspirations in a low-income neighborhood</i> . Boulder, Colo.: Westview Press.
Mason	Mason, Jennifer. 1996. <i>Qualitative researching</i> . London ; Thousand Oaks, Calif.: Sage.
PM	Patillo-McCoy, Mary. 2000. "The Limits of Out-Migration for the Black Middle Class." <i>Journal of Urban Affairs</i> 22:225-241.
Patton	Patton, Michael Quinn. 2002. <i>Qualitative research and evaluation methods</i> . Thousand Oaks, Calif.: Sage Publications.
AP	Portelli, Alessandro. 1997. <i>The Battle of Valle Giulia : oral history and the art of dialogue</i> . Madison, Wis.: University of Wisconsin Press. Ragin, Charles, Nagel, Joane and Patricia White. 2004. "Workshop on Scientific Foundations of Qualitative Research." National Science Foundation, Washington DC.
R	Reinharz. "Feminist Content Analysis." Pp. 145-161.
Silverman	Silverman, David and Amir B. Marvasti. 2008. <i>Doing qualitative research : a comprehensive guide</i> . Los Angeles: SAGE Publications.

MS	Small, Mario Luis. 2009. "How many cases do I need?: On science and the logic of case selection in field-based research." <i>Ethnography</i> 10:5-38.
GS	Steinmetz, Gorge. 1992. "What Is Narrative?" Pp. 497-505 in <i>Reflections on the Role of Social Narratives in Working Class Formation: Narrative Theory in the Social Sciences</i> , vol. 16: <i>Social Science History</i> .
JSN	Stepan-Norris, Judith and Maurice Zeitlin. 1996. <i>Talking union</i> . Urbana: University of Illinois Press.
SC	Strauss, Anselm L. and Juliet M. Corbin. 1998. <i>Basics of qualitative research : techniques and procedures for developing grounded theory</i> . Thousand Oaks: Sage Publications.
TWC	The Writing Center, University of Madison. "Critical Analysis Summarizing & Analyzing Texts". — "Proposal Writing: The Literature Review". — "Writing a Review of Literature". — 1995, "The Art of Writing Proposals", 2001. — 2000, "The Proposal as a Whole: Issues for the Writer". — 2003, "Review of Literature". — 2003. "Conceptualizing Proposal Ideas." Pp. 17-89 in <i>Proposal Writing in the Human Services</i> . — 2003. "Proposal Writing: The Methods Section". — 2003. "Successful Proposal Writing".
SV	Venkatesh, Sudhir Alladi. 2008. <i>Gang leader for a day : a rogue sociologist takes to the streets</i> . New York: Penguin Press.
MW	Watts, Michael. 2001. "The Holy Grail: In Pursuit of the Dissertation Proposal." in <i>Regents of the University of California</i> . Berkeley: Regents of the University of California.
WW	Whyte, William Foote. 1955. <i>Street corner society; the social structure of an Italian slum</i> . [Chicago]: University of Chicago Press.
	* Below there is a reading schedule using the abbreviations and/or full names and listing page numbers

COURSE POLICIES

Class Attendance and Participation: You are expected to come to class and participate. Please attempt to show up on time, entering the class after the discussion and lecture has begun is disruptive to your peers. Also, please deal with all personal needs before or after class or during the break. If you miss class you are responsible for all materials, announcements, and assignments covered in class. Most of this information will be posted on Blackboard (lectures are NOT posted). You should speak with classmates about what you missed in class and get lecture notes.

Classroom Behavior and Code of Conduct. All students are expected to behave appropriately in the classroom. This is outlined in the University's Code of Conduct (<http://www.doso.wayne.edu/judicial/index.htm>). Students will follow instructions and treat the

professor, and each other, with respect. Violations of the Code of Conduct (including any disruptive behavior) will be reported to the Dean of students and dealt with according to policy. Furthermore, inappropriate classroom behavior will impact your grade, adjusted down by 1%-20% depending on how egregious the behavior.

Email and Blackboard: All important information can be found on Blackboard. It will be used for making important announcements, transmitting assignments, communicating any changes and posting class materials. I will send emails using your campus email. You are responsible for setting up your campus email, checking it and Blackboard regularly. Campus email is also a convenient way for you to communicate with me.

Plagiarism: Plagiarism is considered egregious behavior with severe consequences. You are expected to know what constitutes plagiarism (ignorance is not innocence). Please take a moment to review Wayne State University's academic honor code. Also, listed below are two websites which explain how to properly cite and use material without plagiarizing. You should review this information PRIOR to doing any written assignments.

http://owl.english.purdue.edu/handouts/research/r_plagiar.html
<http://www.indiana.edu/~wts/wts/plagiarism.html>

If there are any violations of the academic honor code (including plagiarism) there are severe penalties including: a zero on the assignment, an "F" in the class, and potential additional repercussions in terms of your standing with the University. Please review the academic integrity policies at Wayne State University: <http://www.doso.wayne.edu/judicial/academic-integrity.htm>.

Assignments and late work: Assignments need to be printed out and brought to class (on time) on the day they are due. **Late assignments are not accepted.** Only in the case of a documented emergency (death, accident, hospitalization, etc) will an exception to this policy be made. The same policies apply to all assignments and tests. All written assignments, unless otherwise specified, must be typed (using 12 point Times Roman font, double spaced, with one inch margins) and printed in black ink.

Cell Phone Policy: CELL PHONE USE IS PROHIBITED IN CLASS. Cell phones must be shut off or on vibrate and placed out of sight for the duration of the class. If you have a true emergency and you must answer your phone, please leave the classroom. If students don't refrain from using the phone during our class time and they become distracting, I will institute a policy of requiring that all students place their phones in a box in the front of the classroom and retrieve them after class.

Laptop Policy: If you choose to use a laptop to take notes you must sit in the front row of the class. Laptops can only be used to take notes. If students end up using laptops for purposes other than taking notes, or if the laptops become distracting, you will be asked not to use them in class.

Grading Policy: If you believe that you have been graded unfairly on an assignment you must either come to my office hours or set up an alternative meeting time to discuss the issue. When you come to discuss grading issues, you should have a prepared written statement clarifying what you think was graded unfairly, why, and what you think the grade should have been. In

this statement you should clearly identify the section of the assignment which you feel was graded unfairly, you should provide evidence and material (from the course) supporting your argument and reasoning for wanting a grade review. I will review your written statement along with the graded assignment and make a determination on the grade. The possible outcomes include increasing the grade, decreasing the grade, or keeping the original grade. If you are not satisfied with the outcome, you have a right to contact the Chair of Sociology (Room 2233 in the Faculty Administration Building, 313-577-8131). The final level of appeal is the Liberal Arts and Sciences Dean's Office, 2nd floor of "Old Main" Room 2155.

Syllabus: This syllabus is an outline of the course for this semester. However, readings and deadlines may change. Any changes will be announced in the class and posted on Blackboard, so please check Blackboard often! If you have any questions on the assignments, due dates, or class activities, please check Blackboard and the syllabus to find the answers. If you cannot find the answer then email me, ask in class, or stop by my office.

Reasonable Accommodation: If you have a disability that makes it difficult/impossible for you to complete this course in the manner specified in the syllabus, please feel free to contact me privately to discuss your specific needs and/or contact the Office of Educational Accessibility Services (EAS) which is responsible for coordinating reasonable accommodations for students with documented disabilities. The Office is located in 1600 David Adamany Undergraduate Library, phone: 313-577-1851 (Voice) / 577-3365 (TTD).

Advising and Assistance: I am always willing to talk to students about any difficulties they are having in my class or in general. I have office hours and I am willing to meet with students by appointment. If I cancel my office hours, I will announce alternative hours for that week in class and post it on Blackboard. In addition, WSU also provides a number of services to help students succeed. Some potential resources include: *The Academic Success Center* (David Adamany Undergraduate Library Suite 1600, (313) 577-3165) the *Writing Center* (2nd Floor Undergraduate Library, (313) 577-2544) or Counseling and Psychological Services (Student Center, Room 552).

Assignments:

Readings: The reading assignments are central to the course. Each week there are between 50-75 pages of reading. Each student should expect to spend around six (6) hours outside of class reading, preparing for class and doing assignments- or longer depending on your reading skills. All discussions, assignments and tests are centered on the readings. We will be referring to the reading materials in class so you will be expected to bring your book or a print out of the readings due each week. All students are expected to complete all assigned readings for the week.

Funding Sources/HIC Certification: Each student will be required to use WSU resources to create a list of potential funding sources. This list will be used to decide to which program(s) you will submit your final proposal. Students will also be required to do the WSU on-line HIC training and testing. They will be required to print out their certificate and turn it in. For each

assignment, there is an assignment sheet on Blackboard providing detail of what is expected for each assignment.

Short Essays (4): In this class you will be required to write 4 short essays (2-3 pages double spaced typed). Each essay will focus on a different qualitative urban sociology study that we read. You will be given a set of questions to answer in essay format. Again, for each of these assignments there is an assignment sheet posted on blackboard.

First Drafts (4): Your proposal is broken down into four sections: 1) thesis statement, 2) literature review, 3) research design and methodology and 4) data analysis/research products, budget and timeline. For each section, you will be required to hand in a first draft (see the course schedule below for the due dates on each section). Most of your grade is based on these first drafts (see grading chart below) so it is imperative that they are completed and handed in on time.

Final Draft and Submission: The final completed proposal will be due during the final exam week (I will announce the exact date in class). You will be required to hand in the final draft. You are expected to re-write the proposal based on feed-back. If there are no significant changes from the first drafts then this will hurt your grade on the final draft. The grade also includes your submission of the proposal to a funding program.

Grading:

Assignment	Points	%
1. Four Short Essays/Summaries of studies (25 each)	100	10
2. Funding sources list	50	5
3. HIC certification	50	5
4. First Draft Thesis statement	50	5
5. First Draft Literature Review	200	20
6. First Draft Research Design and Methodology	200	20
7. First Draft budget, timeline, data analysis and research products	150	15
8. Final Draft Research Proposal	200	20
Total	1000	100

Determining Final Grade

Points	Percentage	Final Grade
970-1000	97-100	A+
930-969	93-96	A
900-929	90-92	A-
870-899	87-89	B+
830-869	83-86	B
800-829	80-82	B-
770-799	77-79	C+

730-769	73-76	C
700-729	70-72	C-
670-699	67-69	D+
630-669	63-66	D
600-629	60-62	D-
	below 60	F

Class Schedule, Readings, and Assignments

WEEK 1	Date	Topics/Reading Assignment	Assignments Due (C=Column; P=Paragraph)
1	01/14/15	Topic: Introduction -syllabus and course outline -COS Funding Opportunities -Human Investigation Committee -Dissertation search	
2	01/21/15	Topic: Research Question\ Ethical issues	-Submit HIC Certification -First Draft (#1) Submit Thesis statement
3	01/28/15	Topic: Literature Review Ethical issues continued	- Short Essay assignment #1 Tally's Corner
4	02/04/15	Topic: Literature Review Readings:	Short Essay assignment #3
5	02/11/15	Topics: Research Design Options - Design approach choices -Grounded theory	
6	02/18/15	Topic: Research Designs/Methodology Cont: Designing Qualitative Research/ The Interplay between Qual/Quant in theorizing	First Draft (#2) of your lit review - optional to include a revised thesis statement.
7	02/25/15	Topic: Research Designs/Methodology Cont: Readings: 1. Tesimonio, Subalternity, and Narrative Authority Content Analysis	Short Essay assignment #3
8	03/04/15	Topic: Research Designs Cont: -Case studies (Extended, Comparative) -Ethnography	Short Essay assignment #4- Gang Leader for a Day/Codes of the Street
9	03/11/15	Topic: Quality Reading: Reliability and Validity Quality	
10	03/18/15	Spring Break	

11	03/25/15	Topic: Data collection and Action Research Readings: 1	Submit first draft (#3) of your research design and methodology.
12	04/01/15	Topic: Finish Data collection/ start Proposals and Funding	Funding submission PLAN
13	04/08/15	Topic: Proposals and Funding	
14	04/15/15	Topic: Data Analysis and Products- Coding and Nvivo	Submit First Draft (#4) Adding: budget, timeline, data analysis and “research products” to proposal
15	04/22/15	Topic: Timelines and Budgets Readings:	
16		Finals Week	Final Proposal and Submission