

## **QUALITATIVE SOCIOLOGY (SOC 7260)**

**Fall 2014**

**Monday: 5:30 to 9:10**

**State Hall, Room 216**

Professor: Dr. Krista M. Brumley

Office: 2265 Faculty Administration Building

Email: [kbrumley@wayne.edu](mailto:kbrumley@wayne.edu)

Office Hours: Wednesday, 10 to 11 a.m. or by appointment

Department of Sociology: 313-577-2930 (main office number; email is best for contacting me)

### **Course Description:**

This PhD-level course introduces students to qualitative research design. We explore different techniques (e.g., participant observations, interviews, and archival/content analysis) and issues in the research process (e.g., data collection, researcher-participant relationship, coding, and data analysis). Students reflect on the issues and dilemmas that arise in designing and conducting qualitative research. Students should begin this course with an idea for a qualitative study so the material is relevant to a particular project. Students in this course should have completed Sociology 7200 or an equivalent course with a "B" grade or better. This course is designed for PhD students who are preparing for their comprehensive exams and dissertation, as well as students in MA programs who plan to conduct qualitative research for their thesis.

Participation in class discussions is mandatory. I expect students to complete all readings and field assignments before class and to be prepared to discuss. Weekly discussions of readings are often combined with the completion of methods exercises in and out of class. If you are not reading and/or keeping up with assignments, then you will have difficulty in this course.

Students are responsible for all announcements made during class. I do not provide notes for students; thus I encourage students to find someone in the class who would be willing to share notes if you are absent or late to class. Check the blackboard regularly for updates!

If students have questions or concerns about the course at any point during the semester, I will be available during office hours (Wednesday mornings). I am also available other days/times, but students must make an appointment. The best and fastest way to contact me is email.

### **Learning Objectives:**

1. To learn about qualitative data collection techniques.
2. To engage with data collection techniques (interviews, observations, archival research).
3. To learn about the stages of conducting qualitative research from designing the study to writing about the study (e.g., forming questions, theoretical frameworks and paradigms, entry and exit to a study site, location-based and issue-based studies, sampling, coding and data analysis, ethics, researcher-participant relationship, etc).
4. To consider the advantages/dilemmas faced in qualitative research.
5. To critically analyze published qualitative research and relate it to concepts in course.

**Required Readings:** There are five (5) required books, all available at WSU (or online).

Hesse-Biber, Sharlene Nagy and Patricia Leavy. 2011. *The Practice of Qualitative Research* (2<sup>nd</sup> edition). Sage Publications.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing ethnographic fieldnotes*. University of Chicago Press. NOTE: this is a newer version of the 1995 book.

Fetterman, David M. 2010. *Ethnography: Step-By-Step* (3rd edition). Sage Publications.

Weiss, Robert. 1995. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. Free Press.

Yin, Robert K. 2009. *Case study research: Design and methods* (4<sup>th</sup> edition). Sage Publications.

*There will also be several required peer-reviewed journal articles – available on blackboard.*

**Additional resources to consult for the research process and sociological methods:**

Becker, Howard S. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press.

Becker, Howard S. 1998. *Tricks of the trade: How to think about your research while you're doing it*. University of Chicago Press.

Chambliss, Daniel F., and Russell K. Schutt. 2006. *Making Sense of the Social World: Methods of Investigation*. 2<sup>nd</sup> Edition. Pine Forge Press/Sage Publications.

Creswell, John W. 2006. *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Second Edition. Sage Publications. [Paperback] ISBN: 978-1412916073.

Creswell, John W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3<sup>rd</sup> Edition. Thousand Oaks: Sage Publications.

Denzin, N. K., and Lincoln, Y. S. (Eds.) 2000. *Handbook of qualitative research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

Holstein, James and Jabere Gubrium. 1995. *The Active Interview. (Qualitative Research Methods, Series #37)*. Thousand Oaks, CA: Sage Publications.

Hill, Michael Ray. 1993. *Archival Strategies and Techniques* (Qualitative Research Methods Series 31). Sage Publications.

Johnson, William A., Jr., Richard P. Rettig, Gregory M. Scott, and Stephen M. Garrison. 2006. *The Sociology Student Writer's Manual*. (5<sup>th</sup> edition). Upper Saddle River, NJ: Pearson/Prentice Hall.

Luker, Kristin. 2010. *Salsa Dancing into the Social Sciences: research in an age of info-glut*. Boston: Harvard University Press.

Lofland, John and Lyn H. Lofland. 2005. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. 3<sup>rd</sup> edition. Belmont, CA: Wadsworth.

Maxwell, Joseph A. 2004. *Qualitative Research Design: An Interactive Approach* (2<sup>nd</sup> edition). Sage Publications.

Neuman, Lawrence W. 2009. *Social Research Methods*. 6<sup>th</sup> Edition. Boston, MA: Pearson.

Saldanna, Johnny. 2009. *The Coding Manual for Qualitative Researchers*. Sage Publications.

Strunk, William Jr., and E.B. White. 1959. *The Elements of Style*. New York: Macmillan.

Wolcott, Harry F. 2008. *Writing Up Qualitative Research* (3rd edition). Sage Publications.

### **Course Requirements:**

Students are evaluated on a series of activities designed to give hands-on experience with qualitative methods. Students are also evaluated on their knowledge and application of the methods. Below are assignment descriptions. More detailed instructions are on the blackboard.

I do not review drafts of assignments. I am always available to go over ideas with you if you contact me by 5:00 p.m. on the Monday before an assignment is due.

**Class Participation/Facilitation/Attendance (5% of course grade):** Class participation is essential to student success in this course. I expect students to come to class prepared to engage in discussions and demonstrate their understanding of the readings. Active classroom participation includes voicing ideas, asking questions, and carefully listening.

I will assign students at least one discussion day on September 8<sup>th</sup>. Facilitation of discussion includes writing a list of questions focused on key themes and concepts to stimulate discussion in class (see “Guidelines for Facilitating Group Discussion” at end of syllabus). Students are encouraged to think of innovative ways to create discussion in large or small group activities. I will help facilitate discussions, but students should be ready to be in charge of the discussion.

**Students MUST submit their facilitation outline to me 48 hours in advance via email** – this means no later than 5:00 p.m. on Saturdays. I will review your plan and send comments via email. I expect students to be attentive to my feedback and make appropriate changes. Students will be penalized if they do not submit the class plan in advance and/or address my feedback. Please email a final copy to me before class for grading purposes.

*NOTE: Students facilitating during the same class session are responsible for coordinating their discussion of the course material so there is no overlap and a logical flow to class.*

**Attendance is part of class participation – you cannot participate if you are not in class.** I record attendance at ALL class sessions, starting on September 8, 2013 and ending on December 8, 2013. **Normal class attendance and participation should get you all points.** You may miss one (1) class during the semester, no questions asked. After this one absence, every subsequent absence affects the final course grade. Students who arrive more than 15 minutes late or leave early more than twice will be penalized by a point deduction in the participation grade. There are NO exceptions to this policy, unless you have a VERIFIABLE emergency and we work something out.

**Extended Abstract (5% of course grade):** Students will write a one-page extended abstract that describes their dissertation or thesis research project. **This assignment is due on Monday, September 8, 2014 via email by 5:30 p.m.**

### **Qualitative Methods Activities (30% of course grade):**

*In-depth interview:* Students are required to conduct a tape-recorded interview related to their dissertation/thesis research project. Students are to transcribe the interview in its entirety; do

not pay someone else to do this work. **The transcribed interview is worth 10% of the course grade and is due on October 6<sup>th</sup>. There is no class this night, so simply email me your transcribed interview. Note: your interview guide questions are due the week before on September 29<sup>th</sup>. The transcribed interview is the data for paper #1. **NOTE: UNDER NO CIRCUMSTANCES CAN STUDENTS USE DATA COLLECTED DURING THE INTERVIEWS FOR THEIR THESIS, DISSERTATION, OR ANY FUTURE PUBLICATIONS. THIS ASSIGNMENT IS FOR COURSE USE ONLY!****

*Ethnographic fieldnotes:* Students will engage in participant observation and take fieldnotes at a location of their choice (with my approval). Students must engage in at least three points of observation during the week of October 20<sup>th</sup>, but you can start earlier, if you choose. All fieldnotes must be typed-up and are due by 9:00 a.m. on October 27<sup>th</sup>. I will select some notes to use in class that evening. **The fieldnotes are worth 10% of the course grade. The notes will be used for paper #2.**

*Content analysis:* Students will evaluate textual material using content analysis. Students will design a content analysis data collection chart and then collect data based on the chart. Students may choose to collect data from magazines, newspapers, or television shows, but it must be approved by the professor. **The content analysis project is worth 10% of the course grade and is due on December 1<sup>st</sup>. Data must be from the Reuther Library.**

#### **Qualitative Methods Papers (60% of course grade):**

*Reminder: the data for this paper are from your fieldnotes and in-depth interview(s).*

*Paper #1 (interviewing):* Students will write a paper based on their transcribed interview. **The initial procedural memo (paper #1) is worth 10% of the course grade and is due on October 13<sup>th</sup>. NOTE: a final description will be on the blackboard about three weeks before the paper is due.**

*Paper #2: (observations & interviewing):* Students will write a paper that examines the qualitative data collection techniques of observations and interviews. This paper is a fieldwork report--an honest account of the procedures you used and the problems and successes of the research. Some topics that you should address include: development of research problem, including interests you started with and how your focus evolved; how you gained access to the setting and ongoing issues of access; your role, relationships with persons in setting (e.g., reciprocity, rapport); who your informants were; sampling issues--how you decided what to observe, who to interview; the unit of analysis in the study; the type/quality of data collected--fieldnotes, interviews (what kind of notes did you take, did you tape record interviews, questions asked in interviews, how they worked, etc.); ethical issues; your feelings; the mistakes you made, good decisions; emerging themes and the process of analysis--theoretical ideas, memos, and codes. You should also indicate how much time you spent in the field and how many interviews you conducted. **NOTE: this is a tentative assignment description; a final description will be on the blackboard about three weeks before paper is due. The analytical memo is worth 25% (paper #2) and is due on November 3<sup>rd</sup>.**

*Paper #3: (qualitative evaluation/summary):* At the end of the semester students are expected to understand the different qualitative data collection techniques, advantages and disadvantages of each, ethics in fieldwork, and strategies for analysis and interpretation. This paper will test students' knowledge. Paper #3 will be completed during our final class session on December 8<sup>th</sup> in the computer lab in the Faculty/Administration building. Students will have two hours; no books or notes may be used. **Paper #3 is worth 25% of the course grade.**

### Final Grade:

1. Class participation/facilitation	5 points
2. Extended abstract	5 points
3. Data collection techniques	
a. In-depth Interview	10 points
b. Ethnographic Fieldnotes	10 points
c. Content Analysis	10 points
4. Paper #1: Interviewing (procedural memo)	10 points
5. Paper #2 Observing & Interviewing (analytical)	25 points
6. Paper #3: Qualitative evaluation/summary	25 points
<b>TOTAL</b>	<b>100 points</b>

### Grade Chart:

100% = A+	88-89% = B+	78-79% = C+	68-69% = D+	0-59% = F
95-99% = A	84-87% = B	74-77% = C	64-67% = D	
90-94% = A-	80-83% = B-	70-73% = C-	60-63% = D-	

### Course Policies:

Course policies are designed and implemented to ensure a quality learning environment. As your professor, my responsibility is to create an environment where students can learn, but it is also the students' responsibility to respect the policies.

- Plagiarism:** I expect students to abide by the academic honor code. You may use statistical data and other published works, but ONLY if you provide the complete citation. This means, even if you use your own words, but the ideas are from someone else, you must give credit to the author(s). If you use someone's exact words, you must use quotation marks and provide the citation. Under no circumstances should students use a "cut-and-paste" method for written assignments. I take plagiarism seriously and will follow the appropriate procedures if a student violates the integrity of academics. At a minimum, the student will receive a zero for the assignment (and thus most likely fail the course) and at a maximum I will enforce Wayne State University policies on academic dishonesty. See the blackboard for proper citations and also at the end of this document.
- Blackboard and course communication:** All course information is managed through Blackboard. All students have a WSU email account. If you decide to use a different account you need to figure out how to forward WSU emails to the alternative account. **I only use your WSU email for communicating.** Not checking your Blackboard or not getting your email is no excuse for missing assignments or other information relevant to this course. It is the student's responsibility to inquire about announcements made in class as well as the subject material if you are absent from class. See: <http://computing.wayne.edu/blackboard/>
- Professor contact information and office hours:** The best way to contact me is by email. If you do not get an email response from me within 24 hours, assume I did not receive your email and send it again. You can leave a message in the department, but the ONLY number to call is a central number for the sociology department. If you need a quick response, use email. If you cannot make office hours, we can find an alternate time. All meetings must be arranged over email and at my convenience when outside of office hours. I also require a quick summary/agenda of the meeting topic. My office hours are from 10 to 11 on Wednesdays. On some Wednesdays, I am available between 11 and 1:30, but you must arrange for a meeting via email if you would like to come during these hours.
- Email etiquette:** When corresponding with me, use the WSU email. I will not respond to emails from other accounts (i.e., gmail or yahoo). Emails should follow a professional

format, including using punctuation, full sentences, correct spelling and grammar, and capital letters at the beginning of sentences or proper nouns. **DO NOT EMAIL ME AS IF YOU WERE SENDING A TEXT MESSAGE.** Students must indicate their name and what course they are enrolled in so that I know who is sending the email. Do not address me as “Ms.” or “Mrs.” – these are titles for teachers in K thru 12. Use either “doctor” or “professor.” I will not engage in discussions of substance via email, particularly if there is a question regarding grades and class issues. It is too easy for emails to be taken out of context and the “tone” and meaning received may not be what the sender intended.

5. **Cell phones, smart phones, iPhones, Laptops, etc.:** Turn them off when you enter the classroom. If you have specific needs (i.e., child care or elder care needs), set your phone to vibrate and simply walk out of the classroom to take the call. I expect students to be attentive in class. **I deduct 10 points from the total final participation grade each time you use a cell phone during class.** Students are allowed to use their laptop to take notes during class; however, if I find that a student is using the laptop to work on assignments for this course or other classes, or are accessing the Internet, I will ban the use of laptops for ALL students. I will also deduct 10 points from the participation grade of the student in violation of the policy.
6. **Assignment Format: All papers and other assignments must be computer-generated. Students must submit an electronic version to my email address BEFORE class begins. A paper version must be turned into me.** I do accept any papers or other assignments by email. No assignments are accepted if hand-written. Students may ONLY use 12 point Times Roman font with 1 inch margins on all sides, unless otherwise specified. All late assignments are subject to penalty. I consider the assignment late after 15 minutes of class instruction (after 5:45 p.m.). If students hand in assignments late, they automatically lose points from their assignment grade. As a rule, assignments that are turned in during class, but after 5:45 p.m. are moved down one grade step (e.g., A to A- or C+ to C). Assignments that are one day late are moved down another grade step. Assignments that are two days late are marked down a full letter grade (e.g., A to B or C to D). Assignments that are three days late are moved down one full letter grade plus another grade step (e.g., A to B- or B- to D). Assignments that are four days late are marked down two full letter grades (e.g., A to C or B to D). Assignments that are more than four days late are not accepted. This policy is in effect for all graded assignments for Sociology 7260, unless a student has a verifiable emergency that makes her/him unable to turn in an assignment on time and we have worked out an arrangement.
7. **Grades:** I will not discuss grades before, during, or after class. If you have grade questions, you must come to my office hours, or set up an appointment. It is the students’ responsibility to hold on to all graded assignments after they are handed back, until completing the course.

**For most assignments, there is a clear grading rubric.** I use these forms, so it is important to review them closely in order to ensure you include all the information expected from each assignment. The purpose of the form is to give clear feedback to students for improving from one assignment to the next. For most assignments, I use a 5-level grading scale: exemplary, very good, good, acceptable/needs improvement, and unacceptable. Generally, grades translate as follows: exemplary is the equivalent of “A” work (95-100%), very good is “A-” work (90-94%), good is B+/B work (84-89%), needs improvement is “B-” work (80-83%), and unacceptable is below a “B” (79 and below). Please see the grade chart above.

If sociology students receive a B- or lower as their final grade, this is a “failing” grade in a required course on the graduate level. Thus, if students receive a B- or lower, they must take the course over again in order to receive credit for Sociology 7030. To take a course over a second time, students must formally apply to do so with the Graduate School at Wayne State. **I cannot stress enough that grades are earned, not given.** Graduate school is hard work and I

expect that you will work hard this semester. If you have any questions about the grading rubric, please ask those questions in class, come to talk to me during office hours, or send an email.

If you believe you have been graded unfairly, you should check with me during office hours to see if it was a simple oversight. If it was not and you still believe you have been graded unfairly, you are to give me a written explanation of why you believe the grade should be re-evaluated. You should be very specific by providing evidence from the course or the readings as evidence for your statement. I also need a copy of the graded assignment so be sure to hang on to a copy of all your work until the semester ends. Please note that just because you provide a written statement of what you believe is an unfair grade, changing your grade is not automatic. If you are able to show you were graded unfairly then I will gladly change your grade, but keep in mind that the grade can stay the same or go down as a result of the second review. If you are still not satisfied you will have to go through proper channels in the Department of Sociology. A third party would review the assignment. Again, depending on the third party's review, the grade(s) may go up, stay the same, or decrease. **“Y” grades are not a possibility. Incomplete grades are rarely given and only in very limited circumstances to students who are passing the course. DO NOT PLAN ON IT!**

8. **Student Disability Services**: If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is [313-577-1851](tel:313-577-1851) or [313-577-3365](tel:313-577-3365) (TTY: telecommunication device for the deaf; phone is for hearing impaired students only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at WSU.
9. **Changes to the syllabus**: I reserve the right to make adjustments to the syllabus. Please pay close attention to all announcements in class and on the Blackboard.
10. **WSU Registration/Withdrawal policies**: Students must complete registration by **September 10<sup>th</sup>**. Students cannot add courses after this date unless the professor and department approve it. The last day to drop the class is September 10<sup>th</sup> (with tuition cancellation). Classes dropped by this date do not appear on the transcript. After this date, students must initiate a course withdraw through pipeline; a “withdraw pass” or “withdraw fail” will appear on the transcript. After **November 9<sup>th</sup>** students cannot withdrawal from the course and will receive a letter grade.

## Course Schedule (*subject to change*)

Date	Readings, Assignments, and Events
<b>Introduction to Qualitative Research: Paradigms</b>	
September 8	<ul style="list-style-type: none"> <li>▪ Hesse-Biber and Leavy, chapters 1-2</li> <li>▪ Weiss, chapter 1</li> </ul> <p style="color: red;"><b>Extended Abstract DUE (by email)</b></p>
<b>Research Design: Getting Started</b>	
September 15	<ul style="list-style-type: none"> <li>▪ Hesse-Biber and Leavy, chapters 3-4</li> <li>▪ Weiss, chapter 2</li> <li>▪ Journal article by Andrews</li> <li>▪ Journal article by Sue</li> </ul>
<b>In-depth Interviewing: the basics</b>	
September 22	<ul style="list-style-type: none"> <li>▪ HBL, chapters 5 and 6 (chapter 7 is optional)</li> <li>▪ Weiss, chapters 3-5</li> <li>▪ Journal article by Peng</li> <li>▪ Journal article by Lamont</li> </ul> <p style="color: red;"><b>Start making arrangements for in-depth interview</b></p> <p style="color: blue;"><b>Student facilitators:</b></p>
<b>Interviewing: coding, analysis, and interpretation, part I</b>	
September 29	<ul style="list-style-type: none"> <li>▪ Emerson, et al., chapters 4-6</li> <li>▪ Weiss, chapter 6</li> <li>▪ Journal article by Padavic</li> <li>▪ Journal article by Malacrida &amp; Boulton</li> </ul> <p style="color: red;"><b>BRING FOUR COPIES OF DRAFT INTERVIEW GUIDE QUESTIONS</b></p> <p style="color: blue;"><b>Student facilitators:</b></p>
October 6	<p style="color: red;"><b>NO CLASS – work on your in-depth interview and paper #1</b></p> <p style="color: red;"><b>Transcribed in-depth interview DUE by 9:00 p.m. (submit by email)</b></p>
<b>Ethnographic Research: the basics</b>	
October 13	<ul style="list-style-type: none"> <li>▪ HBL, chapter 8</li> <li>▪ Fetterman, entire book</li> <li>▪ Duneier appendix (on BB)</li> <li>▪ Journal article by Estrada &amp; Hondagneu-Sotelo</li> <li>▪ Journal article by Sumerau</li> </ul> <p style="color: red;"><b>Paper #1 DUE: initial procedural memo DUE</b></p> <p style="color: blue;"><b>Student facilitators:</b></p>
October 20	<p style="color: red;"><b>NO CLASS: Observation week</b></p>
<b>Ethnographic Research: coding, analysis, and interpretation, part II</b>	
October 27	<ul style="list-style-type: none"> <li>▪ HBL, chapter 12</li> <li>▪ Journal article by Stewart</li> <li>▪ Journal article by Eastman</li> </ul> <p style="color: red;"><b>All observation fieldnotes DUE by 9:00 a.m. (will use in class)</b></p> <p style="color: blue;"><b>Student facilitators:</b></p>



November 3	<b>NO CLASS</b> <b>Paper #2 DUE: analytical memo via email</b>
<b>Content Analysis: the basics</b>	
November 10	<ul style="list-style-type: none"> <li>▪ HBL, chapter 9</li> </ul> <b>MEET AT THE REUTHER LIBRARY – presentation of archival research</b>
<b>Content Analysis: coding, analysis, and interpretation, part III</b>	
November 17	<ul style="list-style-type: none"> <li>▪ HBL, chapter 9</li> <li>▪ Journal article by Pugh</li> <li>▪ Journal article by Kimport</li> <li>▪ Journal article by Reger</li> </ul> <b>Start collecting data for content analysis</b> <b>Student facilitators:</b>
<b>Case Study Research: dilemmas in field research</b>	
November 24	<b>FLEX DAY</b>
December 1	<ul style="list-style-type: none"> <li>▪ HBL, chapters 10, 13-14</li> <li>▪ Yin, entire book</li> <li>▪ Weiss, chapter 7</li> <li>▪ Also read articles by Baca Zinn and McCorkel &amp; Meyers on research dilemmas</li> <li>▪ Journal article by Kelly et al.</li> <li>▪ Journal article by Wyse</li> </ul> <i>-Comparing and contrasting ethnography and in-depth interviews</i> <i>-How are these similar &amp; different from each other?</i> <i>-How are these methods different from quantitative research?</i> <i>-Review of ethics and challenges in the field</i> <b>Content Analysis Project DUE</b> <b>Student facilitators:</b>
December 8	<b>Qualitative Evaluation and Summary – in class paper</b>

## Peer-Reviewed Sociology Journals

### Key sociology journals that solely publish qualitative work are:

Qualitative Sociology

Journal of Contemporary Ethnography

These journals also publish qualitative work, but vary significantly in the type of data collection and in the quantity of qualitative research (some still mostly publish quantitative studies):

American Journal of Sociology	American Sociological Review	City and Community
Critical Sociology	Gender and Society	Signs
Journal of Marriage and the Family	Mobilization	Social problems
Social Forces	Sociological Forum	Sociological Inquiry
Sociological Perspectives	Sociological Quarterly	Sociological Spectrum
Qualitative Sociology	Journal of Contemporary Ethnography	Work and Occupations
Urban Affairs Quarterly	International Sociology	Sociology of Education
Sociological Focus	British Journal of Sociology	Journal of Family Issues
Men and Masculinities	Gender, Work and Organizations	Feminist Studies
Women Studies Quarterly	Social Politics	Youth and Society
Journal of Gender Studies	National Women's Studies Association Journal (NWSA)	Sociology
Work, Employment, and Society	Community, Work and Family	
Sex Roles		

**\*There are obviously more sociology journals, but these are ranked. If there is an article that is KEY to your research, but is not on this list, send me a PDF of the article and I will decide if you can use it for these course assignments.**

**Guidelines for bibliography/reference list:**

**For a Book:**

Keck, Margaret E. and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca: Cornell University Press.

**For a Chapter in an edited Book:**

Pye, Lucian W. 1998. "Democracy and Its Enemies." Pp. 21-36 in *Pathways to Democracy: The Political Economy of Democratic Transitions*, edited by James F. Hollifield and Calvin Jillson. New York: Routledge.

**For a Journal Article:**

Jafar, Afshan. 2007. "Engaging Fundamentalism: The Case of Women's NGOs in Pakistan." *Social Problems* 54:256-273.

Fitzgerald, Kathleen J. and Diane M. Rodgers. 2005. "Radical Social Movement Organizations: A Theoretical Model." *The Sociological Quarterly* 41(4):573-592.

**NOTE: When you find a journal article through a database such as JSTOR or Sociological Abstracts, do not include the internet site as part of the citation. You are only using the internet as a tool to access these journals.**

**For an Internet cite:**

The World Bank. 2000. "Income Inequality." Retrieved March 15, 2006. ([www.worldbank.org](http://www.worldbank.org)).

Willetts, Peter. 1996. "What is a Non-Governmental Organization." UNESCO: Encyclopedia of Life Support Systems. Section 1: Institutional and Infrastructure Resource Issues. Retrieved June 13, 2008. ([www.staff.city.ac.uk/p.willetts/CS-NTWKS/NGO-ART.HTM](http://www.staff.city.ac.uk/p.willetts/CS-NTWKS/NGO-ART.HTM)).

**Guidelines for citations in the text:**

**Paraphrasing an author(s):**

Scholars of social sciences have begun to recognize the importance of non-governmental organizations, particularly as advocates for citizenship rights (Alvarez 1998; Lind 2000).

**Direct quote using author's name in the sentence:**

As Segarra (1997:489) argues the "apparent failure of the state-centered model of development has provoked increasing interest in the role that associations in civil society can play."

**Direct quote NOT using the author's name in the sentence:**

Former President Salinas (1988-1994) actively sought to diminish the power of NGOs by changing fiscal laws to allow the government "to treat NGOs as private profit-making corporations" (Piester 1997:486).

### **Guidelines for Facilitating Group Discussion:**

On one designated day during the semester, each student will help discuss reading assignments. Students will direct our conversations about the books/articles we have read during the current week. Students' tasks include the following: (1) *briefly explain some of the key themes of the readings*; (2) *identify questions the articles raise so that we can carry out our group discussion*; and (3) *highlight confusing/problematic sections of the readings so that we can clarify their meaning*. Student facilitators are also encouraged to think of innovative ways to create discussion through large or small group activities. This assignment will give students experience in identifying critical issues and themes in scholarly works, and also presentation/teaching experience. Below are some questions to think about when preparing to facilitate discussion. These questions are simply guides; students may discover that there are more important questions to address than the ones I suggest.

#### Finding Themes in the Articles You Read:

1. What is/are the major research question(s) or theme(s) of the work(s) you have read? Define the theme(s) and come up with an example of each theme you define.
2. What is/are the key findings or conclusions of the book chapters/articles in recent weeks? Can you summarize these findings in one or two sentences? Are these findings controversial and debatable at all?
3. What is/are the connection(s) between readings and lecture topics?

#### When Thinking of Questions to Discuss with the Class, Perhaps Try to Answer the Following:

1. Can you identify ways in which the researcher(s) could have gone farther in exploring this particular topic?
2. What implications do the authors' findings have for our use of certain research methods?
3. Why did I pick this reading for a "methods" course? Do you think the subject of the readings is appropriate to discuss, or are there more important subjects that we should be discussing?
4. What is most interesting to you about this reading? What is most controversial? Does it make you think differently about methods/certain types of methods?
5. How does your reading fit with or contradict all the other readings assigned for this week/prior weeks?? How are the readings similar to each other and how are they different? Are there any common themes? Do authors of these readings contradict each other?
6. Given the argument that the author(s) present(s), could you play "devil's advocate?" In other words, could we argue the opposite viewpoint?
7. Is the author presenting a biased viewpoint? If so, how do you know? Would you discuss the author's topic differently?
8. Who is the audience for this reading? How does this impact the author's arguments or presentation of the topic?
9. In what ways does this reading make you think deeper about the subjects covered in this class?
10. What might be the most interesting aspect of this reading for individuals in the class – i.e., grad students at Wayne State? How is this reading relevant for us?
11. What argument/theme in the readings did you dislike and why?
12. Based on the readings you have done, do we need to do more research in order to understand sociological methods? In other words, does the research push our knowledge far enough?
13. How can we take authors' conclusions and learn from them? What should we take away from this reading?
14. Based on this reading, what kind of question(s) could appear on the sociology methods exam?

#### Ideas for Small/Large Group Activities:

1. Have students draft research questions or statements of purpose for their research.
2. Have students actually participate in some sort of data analysis activity.
3. Have students participate in a focus group activity during class.
4. Have students critique a set of existing survey questions or an article's findings.
5. Bring in current event articles that relate to course material for that week, and discuss connections.
6. Brainstorm about how to study a particular topic using certain methods.
7. Pair up students and have them interview each other on a common question and then compare answers/experiences.
8. Bring in examples of research topics that need study, and discuss the pros and cons of research these topics, and using certain methods to study the topics.
9. Make students talk about how they would deal with certain research situations/problems.
10. Come up with your own idea!  
~ See me if you have problems or questions about facilitating discussion on your designated day. ~