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Tuesday 12:00-1:00 and by appointment
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The goal of this seminar is to expand and refine your methodological imagination and skills by familiarizing you with a set of methodological strategies and techniques that are broadly defined as qualitative.

process. The course will rely heavily on student contribution and feedback. You will both become researchers and reviewers of each other's research.

Practically, you should plan on spending at least 10 hours a week on the class (not including actual class-time). You should expect to spend about 1-2 hours of field-note taking for each hour of fieldwork, and about one hour of transcription per 10 minutes of taped interview. Finding good sources for content analysis can also take a good deal of time and energy. *If you don't think you can spend this amount of time on the class, please don't take it.*

1. Provide students with a critical appreciation for the qualitative tradition in sociology
2. Acquaint students with a diversity of qualitative methods and associated theoretical, ethical, and pragmatic issues
3. Instruct students on how to conduct

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You will be responsible for 1-2 discussion facilitations during the course of the semester, depending on the preferences of everyone in the course (we will take a vote on the first day). When it is your turn to be a discussion leader, I expect that you will spend sufficient time organizing your in-class facilitation. You should do several things to prepare for your assigned weeks:

Write critical response paper between 2-5 pages that critically discusses (NOT SUMMARIZES) the readings. think about the strengths and weaknesses of the research design. How does the researcher integrate themselves within their research? Are there ethical issues? Does it generate theory? For think about if you were to use this method/theory/analysis; what would be some concerns? How does it advance understanding of the topic? Has this reading strengthened your ability to measure theoretical concepts? Be able to discuss (NOT READ) your critical response paper in class.

Develop approximately 5-10 thought provoking questions for the class to discuss based

You should organize your paper in the following manner:

1. Abstract
2. Introduction (include statement of the problem and specific questions, rationale for studying these issues)
3. Literature review and theoretical orientation (make sure this is clearly focused on your specific concerns; that you address the relevant literature, weave it together in a cohesive narrative, and critique it, finding those spaces and gaps that your research fills)
4. Research Design (include description of space, statement about data collection, recruitment and sampling, textual/visual/digital material, discuss reflexivity, detail the type of analysis you are using and your coding scheme)
5. Findings...this is where the analysis comes in (I expect subheadings here!)
6. Discussion (limitations, theoretical advancement, policy implications, areas for future research)
7. Reference List
8. Appendix: Interview guide, and other documents if necessary
9. Your text, including the abstract but excluding pages devoted to references (and appendices if you have any), should be 20 double spaced pages (Please make every effort not to exceed 25 text pages).

: This project provides you the opportunity to strengthen your ability to identify an important research question and to develop a strategy for conducting research that will address your question. You will also have the opportunity to leave the confines of the ivory tower and enter the field. This project affords you the opportunity to conduct qualitative research! From a practical point of view, this type of project prepares you for your future research efforts (theses, dissertations, and other projects).

1. Jeff Goodwin and Ruth Horowitz, 2002. Introduction: The Methodological Strengths and Dilemmas of Qualitative Sociology. *Qualitative Sociology* 25, 33-47. (E)
2. Pfeffer, Carla. 2014. I Don't Like Passing as a Straight Woman. Queer Negotiations of Identity and Social Group Membership. *American Journal of Sociology*, 120, 1-44. (E)
3. Mears, Ashley. 2014. Working for Free in the VIP: Relational Work and The Production of Consent. *American Sociological Review*, 80, 1099-1122.
4. Desmond, Matthew. 2012. Eviction and the Reproduction of Urban Poverty. *American Journal of Sociology* 118, 88-133. (E)

5. Saguy, A. C., &

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1. Sanders, Clinton. 1997. Earn as You Learn: Connections Between Doing Qualitative Work and Living Daily Life. *Qualitative Sociology*, 20, 457-463. (E)
2. Gallagher, Charles A. 2004. White Like Me? Methods, Meaning, and Manipulation in the Field of White Studies. (Pp. 203-223) in *Approaches to Qualitative Research: A Reader on Theory and Practice*. Sharlene Nagy Hesse-Biber and Patricia Levy (Eds). New York: Oxford. (E)
3. Gailey, Jeannine A. and Ariane Prohaska. 2011. Power and Gender Negotiations During Interviews with Men about Sex and Sexually Degrading Practices. *Qualitative Research*

Collect data!

- Charmaz, Kathy. 2014. *Constructing Grounded Theory*. Chapters 3 & 4
2. Hesse

1. Charmaz, Kathy. (2014) Constructing Grounded Theory. Chapters 1, 2, 5, 6, 7, 8

1. Find two article

2. Adams, Tony E. 2006. "Seeking Father: Relationally Reframing a Troubled Love Story." *Journal of Contemporary Ethnography*, 12, 4: 704-723. (E)
3. Anderson, Leon. 2006. Analytic Autoethnography. *Journal of Contemporary Ethnography*, 35, 4, 373-395. (E)
4. Ronai, Carol Rambo. 1995. Multiple Reflections of Child Sex Abuse: An Argument for a Layered Account. *Journal of Contemporary Ethnography*, 23, 4, 395-426. (E)
5. Loseke, Donileen R. 2007. The Study of Identity as Cultural, Institutional, Organizational, and Personal Narratives: Theoretical and Empirical Integrations. *The Sociological Quarterly*, 48, 661-688. (E)
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