

**SOCIOLOGY 3003**  
**Qualitative Methods Syllabus - REVISED**

**Winter 2020**

Lectures: Fridays 9:30 – 11:20 pm

Lecture Hall Location: PGCLL M16

Office Hours: Wednesdays 1:00 – 2:00 & by appointment

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**Course Description**

This course introduces you to the basic tools and concepts of qualitative social research. We focus on two qualitative research methods used regularly by qualitative sociologists - Textual Analysis and Naturalistic Observation.

Students in this course will:

1. Learn about qualitative research methods by reading about them and seeing examples of how sociologists use them.
2. Gain insight into the strengths and weaknesses of different types of qualitative methods, and the kinds of research methods appropriate to different research questions.
3. Develop their skills in Textual Analysis and Naturalistic Observation by using each method to investigate a topic or question of their choice.

In addition to completing the weekly readings and participating in class discussions, this class focuses on ***how to do*** qualitative research, including the ***actual doing of*** qualitative research. Two of the 3 major requirements for this course include creating and conducting 2 independent research initiatives: Textual Analysis of a medium of your choice (e.g. comic books, a TV show, advertisements, etc.), and an in-depth Naturalistic Observation of people interacting in everyday life. Your topic for the Naturalistic Observation initiative may be something as seemingly ‘obvious and straight-forward’ as the social organization and interactional dynamic of Sunday dinners at home with the family, or something more complex such as gendered interactions in fitness centres, or the spectator culture of little league hockey. Your topic must be feasible – i.e. doable within an 8week period (we will discuss this in the first two weeks of class), ethical (this will also be discussed in class), and ***must be approved by me BEFORE you begin your observations.***

**Course Learning Objectives**

This course addresses three University Undergraduate Degree Level Expectations (see, <http://cll.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>).

First, sociological theories of research methods are multiple and diverse in their conceptualizations and truth claims. Acquiring knowledge of these diverse theories will expand students’ depth and breadth of knowledge of this field of inquiry. Second, there is no single theory (including sociological theories) that has been accepted as the final or best approach to explaining the complexities of how to study human groups and lived experience. As such, this course requires that students consider and critically evaluate all competing theoretical approaches. In so doing, students will gain an awareness of the complexities and limits of knowledge regarding qualitative research methods. Finally, this course will encourage students to discuss theoretical and practical issues in class. Grading for this course will be based on 2 major research assignments, including a final examination. In each case, the student’s communication skills will be challenged as well as enhanced.

### **Required Readings:**

- (i) van den Hoonaard, D. 2015. Qualitative Research in Action. A Canadian Primer. 3<sup>rd</sup> ed. Oxford University Press: Don Mills.
- (ii) Articles of interest will be made available on Avenue to Learn.

### **Evaluation:**

1. **Natural Observation Research Statement (5%).** 2-3page statement of intended research topic and research locale. Download document from AVE. **Due, in class Friday February 7<sup>th</sup> 2020.**

**IMPORTANT – it is *imperative* you submit this statement and have your locale and research topic accepted by me BEFORE you begin your Naturalist Observation study. Failure to do so will result in a mark of zero (0) for this assignment.**

2. **Textual Analysis Assignment (25%)** 8 – 10page analysis/report. **Due in class Friday 14<sup>th</sup> 2020.**

3. **Naturalistic Observation Field notes (5% each; 10% total).** Copies of field notes are due at the beginning of each class. **1<sup>st</sup> set due in class Friday February 28<sup>th</sup> 2020. 2<sup>nd</sup> set due in class Friday March 13<sup>th</sup> 2020.**

4. **Natural Observation Report (30%)** 13 - 15page written report (not including field notes, memos and research statement). **Due the beginning of last class, Friday April 3<sup>rd</sup> 2020.**

### **5. Final Exam (30%)**

The final exam will be scheduled during the formal examination period by the Office of the Registrar. It will include multiple choice, True or False, short answer and essay questions.

### **A word of Advice about the Naturalistic Observation Assignment:**

Unlike term papers you might write for other sociology courses, *this assignment cannot be completed at the last minute*. Naturalistic Observation requires that you spend a significant amount of time identifying sources of information, gaining access to and spending time in research sites, making arrangements to observe in those sites, and gathering and managing your data BEFORE you start to write your paper. *Scheduling dilemmas and unforeseen surprises are part of the research process and you need to plan and be prepared for them.* If you are having difficulty with this assignment, please let me know as soon as possible. *I will not have pity on your soul should you leave any issues or concerns regarding this assignment to the last minute.*

**There is no tutorial for this course. You are to use the scheduled tutorial sessions (Wednesdays) for your research for the Textual Analysis and Naturalistic Observations.**

### **Additional Information on Assignments**

Assignments must be turned in during the beginning of class. All pages must be numbered and have 1" margins on all sides. All text should be double-spaced in an easy-to-read 12-point font. Failure to adhere to these guidelines will be reflected in the mark for the assignment.

## Academic Dishonesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at [www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. In assignments, complete citations are required for all quotes and paraphrases. Consult the required writing style guide for information on how to properly cite the work of others.
2. Improper collaboration in group work. In this course, I encourage students to work together to understand concepts, discuss ideas, study for exams, etc. Improper collaboration would be defined as using the work of others to get out of doing your own work, claiming the work of others as your own, etc.
3. Copying or using unauthorized aids in tests and examinations.

***4. Faking/making up field notes. This is a serious breach of research ethics and will result in a failure for the assignment, and maybe even the course.***

## Review of Marks

The TA and I will be diligent in marking all assignments fairly and accurately. Nonetheless, on occasion, students disagree with the marks they receive. When this occurs, we will be happy to review the mark of any assignment or exam, if the procedure outlined below is followed. ***Please note that when a mark is reviewed, the new mark may be lower than the original.***

To request a review of a mark, write a 1-page memo (on paper, not email) describing in detail the nature of the perceived marking error. Submit this memo, with the original marked assignment to either the TA or myself (depending on who marked the assignment). You may submit requests for review no sooner than one week and no later than one month after assignments/exams are handed back to the class.

## DEPARTMENTAL/UNIVERSITY POLICIES:

Do NOT fax or email assignments. Please see your instructor for the most appropriate way to submit assignments. The Sociology staff ***do NOT*** date-stamp assignments, nor do they monitor the submission or return of papers.

## Late Assignments and Absences

The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf>) is a self-reporting tool for undergraduate students to report absences that last up to 3 days. This form allows students to request accommodation for any missed academic work. This tool cannot be used during any 3

final examination period. You may submit a maximum of one Academic Work Missed request per term.

***It is your responsibility to follow up with your instructor immediately regarding the nature of the accommodation.*** If you are absent more than 3 days, exceed 1 request per term, or are absent for a non-medical reason, you must visit the office of the Associate Dean of your Faculty. You may be required to provide supporting documentation. This form should be filled out when you are about to return to class after your absence. This form should be filled out when you are about to return to class after your absence.

Any disruption this causes to turning in assignments on time, completing exams, and so forth, must be addressed directly with me as soon as possible. For late assignments without approved excuses, you must make arrangements directly with me to submit the assignment. ***Assignments will be marked down 5 percentage points for each day it is late, including weekend days and holidays, and I will NOT accept papers that are 3 or more days late.*** If you think you will need an extension, you must contact ***me prior to the assignment due date.*** No extensions will be given after the due date.

Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (e.g. class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

### **Accommodations**

We are committed to making appropriate accommodations for students' observance of religious holidays. Please contact your instructor as early in the term as possible to make individual arrangements. We are also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through the Student Accessibility Services department. Please drop by the instructor's office hours at the beginning of the term to make individual arrangements and to complete the necessary paperwork. All such arrangements will be kept confidential.

### **Religious, Indigenous and Spiritual Observances (RISO)**

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with

the Ontario Human Rights Code. Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

**Email**

Please consider email equivalent to any other form of written communication. Students who write to their professors and teaching assistants are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as "**Dear Dr. Shaw,**" and a closing that includes your full name, such as "**Sincerely, Anita Cocktail.**" Email failing to meet these standards may be returned unanswered. Email containing questions that can be answered by referring to this syllabus or to Avenue to Learn may not be answered. I do check the separate Avenue to Learn email, but only intermittently, so please do not try to contact me that way. **All email communication must come from your mcmaster.ca email account.**

Week No.	TOPICS & READINGS
<b>Week 1</b> Wed Jan 8 <sup>th</sup> Fri Jan 10 <sup>th</sup>	<p><b>NO CLASS – WE WILL BEGIN ON FRIDAY THE 10<sup>TH</sup></b></p> <p><b>Introduction – Overview of course</b>            The first class will be dedicated to organizational issues, explanation of assignments, etc.  <b>Important – begin thinking NOW about your topics for the 2 assignments. A list of suggested topics for both assignments is posted on AVE, in the CONTENT section.</b>  <b>DISCUSSION OF TEXTUAL ANALYSIS ASSIGNMENT</b></p>
<b>Week 2</b> Fri Jan 17 <sup>th</sup>	<p><b>Qualitative Research Methods</b>  <b>Readings:</b>            (i) Chapter 1 - Introduction – van den Hoonaard            (ii) Chapter 2 – Asking Questions and Identifying Goals – van den Hoonaard            (iii) Evaluation of qualitative research – AVE</p>
<b>Week 3</b> Fri Jan 24 <sup>th</sup>	<p><b>Types of Qualitative Research Methods –Textual Analysis</b>  <b>Readings:</b>            (i) What is Textual Analysis? – AVE  <a href="https://www.google.ca/search?q=what+is+textual+analysis&amp;oq=what+is+textual+analysis&amp;aq=chrome..69i57j015.5607j1j7&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.ca/search?q=what+is+textual+analysis&amp;oq=what+is+textual+analysis&amp;aq=chrome..69i57j015.5607j1j7&amp;sourceid=chrome&amp;ie=UTF-8</a>            (ii) Chapter 3 – Strategies for Designing Research – van den Hoonaard  <b>DISCUSSION OF NATURALISTIC OBSERVATION ASSIGNMENT</b></p>
<b>Week 4</b> Fri Jan 31 <sup>st</sup>	<p><b>Theoretical Approaches in Qualitative Research</b>  <b>Readings:</b>            (i) Chapter 4 - Symbolic Interaction – AVE  <a href="http://sk.sagepub.com/books/cartographies-of-knowledge">http://sk.sagepub.com/books/cartographies-of-knowledge</a>            (ii) Excerpts from Berger and Luckman – AVE pgs. 13 - 61            (iii) Feminist Theory – AVE</p>
<b>Week 5</b> Fri Feb 7 <sup>th</sup> <b>NO RESEARCH STATEMENT DUE IN CLASS</b>	<p><b>Types of Qualitative Research Methods – Unobtrusive Methods – Naturalistic Observation</b>  <b>Readings:</b>            (i) Chapter 7 Unobtrusive Methods – van den Hoonaard            (ii) Quality of everyday life in long stay institutions for the elderly. - AVE</p>

<p><b>Week 6</b> Fri Feb 14<sup>th</sup></p> <p><b>TEXTUAL ANALYSIS ASSIGNMENT DUE IN CLASS</b></p>	<p><b>Types of Qualitative Research Methods – Participant Observation</b></p> <p><b>Readings:</b></p> <p>(i) Chapter 5 – Observing Social Life through Field Research – van den Hoonaard  (ii) PO (Participant Observation) – AVE  <a href="http://methods.sagepub.com/book/collecting-qualitative-data/i409.xml">http://methods.sagepub.com/book/collecting-qualitative-data/i409.xml</a>  (iii) Field research as social experience: Learning to do ethnography. – AVE  <a href="http://www.worldcat.org/title/doing-everyday-life-ethnography-as-human-lived-experience/oclc/30360217">http://www.worldcat.org/title/doing-everyday-life-ethnography-as-human-lived-experience/oclc/30360217</a></p>
<p><b>Week 7</b> Feb 21</p>	<p><b>READING WEEK – NO CLASSES</b></p>
<p><b>Week 8</b> Fri Feb 28<sup>th</sup></p> <p><b>1<sup>ST</sup> SET OF FIELD NOTES DUE IN CLASS</b></p>	<p><b>Doing Naturalistic Observation Research</b></p> <p><b>Readings:</b></p> <p>(i) Chapter 9 - Trust the Process: Analyzing Qualitative Data – van den Hoonaard  (ii) How to Write Up Field notes – AVE  (iii) Chapter 5 Writing Fieldnotes - AVE</p> <p><b>Documentary: Streets of Plenty</b></p>
<p><b>Week 9</b> Fri Mar 6<sup>th</sup></p> <p><b>DISCUSSION OF FIELD NOTES</b></p>	<p><b>Discussion of Naturalistic Observation Projects</b></p> <p><b>Readings:</b></p> <p>(i) Chapter 10 – Writing Up Qualitative Research – van den Hoonaard  (ii) The “gentlemen” in the club: A typology of strip club patrons. - AVE</p>
<p><b>Week 10</b> Fri Mar 13<sup>th</sup></p> <p><b>2<sup>ND</sup> SET OF FIELD NOTES DUE</b></p>	<p><b>Ethics in Qualitative Research</b></p> <p><b>Readings:</b></p> <p>(i) Chapter 4: Ethics on the Ground: A Moral Compass – van den Hoonaard  (ii) The Ethics of Social Research – AVE  <a href="https://hull.rl.talis.com/items/88424121-FCBF-8C73-4B24-D87369FB56DB.html">https://hull.rl.talis.com/items/88424121-FCBF-8C73-4B24-D87369FB56DB.html</a></p>
<p><b>Week 11</b> Fri Mar 20<sup>th</sup></p>	<p><b>No Class</b></p> <p><b>Use this time to do fieldwork, organize your data into themes, etc.</b></p>
<p><b>Week 12</b> Fri Mar 27<sup>th</sup></p>	<p><b>Researching Special Communities – “Vulnerable” &amp; “Deviant” Communities</b></p> <p><b>Readings:</b></p> <p>(i) Ethics of Aboriginal research - AVE  (ii) Working with Marginalized, Vulnerable or Poor Groups – AVE  <a href="http://methods.sagepub.com/book/development-fieldwork/n9.xml">http://methods.sagepub.com/book/development-fieldwork/n9.xml</a></p>
<p><b>Week 13</b> Fri Apr 3<sup>rd</sup></p> <p><b>LAST CLASS</b></p>	<p><b>Review for final exam &amp; tie up “loose ends”</b></p> <p><b>NATURALISTIC OBSERVATION RESEARCH REPORT DUE AT THE BEGINNING OF CLASS</b></p>