

SOCIOLOGY 211B: FIELD RESEARCH METHODS

Professor Verta Taylor
Office: SSMS 3008
Office Hours: 1:30-3:30 Tues. and by appt.

Spring 2014
SSMS 3017
Tuesday 3:30-6:30

COURSE DESCRIPTION:

The course is structured as a research practicum in which each student will do a qualitative research project of his or her choosing. Students will analyze data previously gathered in 211A and write a research paper, thesis, or a portion of a dissertation. Students should come to the class prepared to work on an empirical research project with the goal of gaining practical experience in qualitative methods and analysis. Students will complete a number of in-class and out-of class exercises using qualitative methods, as well as an empirical paper and oral presentation based on their fieldwork project.

Sociology 211A/B fulfills the MA/PhD methods requirement in Sociology. 211A focuses on the design and execution of field research. 211B concentrates on techniques of qualitative data analysis and writing strategies. Students enrolled in 211B should have taken 211A.

Sociology 211B provides an overview of basic methods for analyzing qualitative data with an emphasis on practical techniques of qualitative analysis. It will be divided into three sections: First we will examine problem formation and the link between theory and research in qualitative studies and briefly review the variety of qualitative research methods. The second section of the course considers major approaches to the analysis of qualitative data, the development of coding categories, procedures for logging, recording, transcribing and organizing data, the use of computers in qualitative data analysis, and reliability and validity. In the third section of the course, we will focus on writing research results/articles for publication. Topics in the third section include organization, reviewing the literature, linking theory and data, alternative ways of presenting qualitative findings, writing simply and clearly, and writing and rewriting.

REQUIRED READING:

Required reading will be assigned from the following texts:

Bruce Berg and Howard Lune. 2012 (8th edition). *Qualitative Research Methods for the Social Sciences*. New York, NY: Allyn & Bacon.

John Lofland, David Snow, Leon Anderson, and Lyn H. Lofland. 2006. *Analyzing Social Settings*. Belmont, CA: Tomson/Wadsworth.

Robert Emerson, Rachel I. Fretz, and Linda Shaw. 2011 (2nd edition). *Writing Ethnographic Fieldnotes*. Chicago, IL: University of Chicago Press.

Kathy Charmaz. 2014. *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Pine Forge Press. (You may also use the 2006 edition).

Leila J. Rupp and Verta Taylor. 2003. *Drag Queens at the 801 Cabaret*. University of Chicago Press.

Blee, Kathleen M. 2003. *Inside organized racism: Women in the hate movement*. University of California Press.

In addition, other required readings (listed on the syllabus) are available on GauchoSpace.

PREREQUISITES: Sociology 211A

RECOMMENDED READING (NOT REQUIRED):

Howard Becker. 2007. *Writing for Social Scientists*. Chicago, IL: University of Chicago Press.

Nancy Naples. 2003. *Feminism and Method: Ethnography, Discourse Analysis, and Activist Research*. New York, NY and London: Routledge.

Anselm Strauss and Juliet Corbin. 1998 (2nd edition). *Basics of Qualitative Research*. Thousand Oaks, CA: Sage Publications.

COURSE REQUIREMENTS AND GRADING:

Students are expected throughout the course to be reading the literature relevant to their research topic and doing data analysis. Attendance and participation in seminar discussions are vital to the success of the course. Students unable to attend a class meeting should notify me in advance.

Student Contracts: Because students' final projects will vary, the assignments for the course are flexible. Each student will prepare a brief (1 page) contract, due in class on **April 8** that will specify the work s/he expects to complete in the course (eg., MA thesis, paper for publication, dissertation chapter). Contracts should specify the type of written work that will be turned in for the three class exercises if the student expects to deviate from the assignments outlined on the syllabus (for example, by writing a research proposal to submit to a funding agency).

Student Exercises: Each student will turn in three short (around 5 word-processed pages) exercises that represent steps toward completing the final research paper. The papers will include: 1) a statement of the research problem that locates their research in relevant theoretical debates and prior empirical work on the topic **Due April 22**; 2) a description of the research methodology, which includes the data sources, coding scheme, and techniques of analysis of their study **Due May 6**; and 3) a short write-up of findings **Due May 20**. These assignments are worth 10 points each.

Final Paper: Students will turn in their final papers on **June 10 by 5:00pm**. In terms of length and style of references, papers and masters theses should conform to the standards of a peer-reviewed journal article. They should not exceed 18-25 word-processed pages of text.

Student Presentations: Each student will make a brief (15 minute) presentation of their paper during the final weeks of the quarter. In each case, one student will be assigned to comment on and lead classroom discussion of the paper.

FINAL GRADE:

Three written assignments	30
Participation	10
Final Paper	<u>60</u>
	100 points

CLASS SCHEDULE:

(The titles of articles may be abbreviated.)

Week	Date	Topic and Readings
Week 1	4/1	Introduction and Overview
Week 2	4/8	<p>Writing: A method of qualitative inquiry</p> <p>Drag Queens at the 801 Cabaret – whole book</p> <p>Verta Taylor and Leila J. Rupp. 2005. “When the Girls are Men: Negotiating Gender and Sexual Dynamics in a Study of Drag Queens,” <i>Signs</i> 30: 2115-2139. (review)</p> <p>Leila J. Rupp and Verta Taylor. 2005. "The 801 Girls Talk About Drag Queens at the 801 Cabaret, July 5, 2004," <i>Sexualities</i> 8: 99-112.</p> <p>Leila J. Rupp and Verta Taylor. 2011. “Going Back and Giving Back: The Ethics of Staying in the Field.” <i>Qualitative Sociology</i> (Special Issue, <i>Ethics: Beyond the IRB</i>) 34(3): 483-496.</p> <p>Elizabeth Kaminski and Verta Taylor. 2008. “We’re Not Just Lip-Synching Up Here”: Music and Collective Identity in Drag Performances.” Pp. 47-75 in <i>Identity Work: Negotiating Sameness and Difference in Activist Environments</i>, eds. Rachel Einwohner, Dan Myers, and Jo Reger. Minneapolis: University of Minnesota Press.</p>

Week 3	4/15	<p>Defining a Problem: Linking Theory and Research Inside Organized Racism – whole book Berg chs. 1 and 2 (review) Loflands, chs. 1 and 2 (review) Kathleen Blee, “White-Knuckle Research: Emotional Dynamics in Field Work with Racist Activists” (review) Timmermans, Stefan, and Iddo Tavory. "Theory construction in qualitative research from grounded theory to abductive analysis." <i>Sociological Theory</i> 30.3 (2012): 167-186.”</p>
Week 4	4/22	<p>Variety of Qualitative Strategies: Logging and Organizing Data (texts, files, and transcripts) Charmaz – 2006 edition - Ch. 1, 2, 3</p> <p>EXERCISE 1 DUE</p>
Week 5	4/29	<p>Analyzing Data: Coding, Induction, and Verification Berg and Lune, Chapters 7, 8, 9, and 10 (review) Charmaz – 2006 edition - Ch. 4 and 5 Twine, France Winddance. 2006. “Visual Ethnography and Racial Theory: Family Photographs as Archives of Interracial Intimacies.” <i>Ethnic and Racial Studies</i> Vol. 29:487-511.</p> <p>Workshop on Atlas.ti (Heather Hurwitz) ASSIGNMENT: Watch the following video prior to class: Introduction to ATLAS.ti-Sept. 11, 2012: http://www.youtube.com/watch?v=snALgUYStPc</p>
Week 6	5/6	<p>Analyzing Data: Mixed Methods Taylor, et. al. “Culture and Mobilization: Tactical Repertoires, Same-Sex Weddings, and the Impact on Gay Activism” (review) Roscigno, Vincent J., and William F. Danaher. "Media and mobilization: The case of radio and southern textile worker insurgency, 1929 to 1934." <i>American Sociological Review</i> (2001): 21-48. Rupp, Leila J., Verta Taylor, Shiri Regev-Messalem, Alison Fogarty, and Paula England. 2013. "Queer Women in the Hookup Scene: Beyond the Closet?" <i>Gender & Society</i> 28: 212-235. Charmaz – 2006 edition - Ch. 6</p> <p>EXERCISE 2 DUE</p>

Week 7	5/13	<p>Writing Up the Results</p> <p>Richardson: Writing: A Method of Inquiry Charmaz – 2006 edition - Ch. 7 and 8</p> <p>Kimport, Katrina. <i>Queering Marriage: Challenging Family Formation in the United States</i>. Rutgers University Press, 2013. (excerpt – Ch. 1 and 2)</p> <p>Rios, Victor M. <i>Punished: Policing the lives of Black and Latino boys</i>. NYU Press, 2011. (excerpt)</p>
Week 8	5/20	<p>Presentation of Student Papers</p> <p>EXERCISE 3 DUE</p>
Week 9	5/27	Presentation of Student Papers
Week 10	6/3	Presentation of Student Papers
FINAL	6/10	FINAL PAPER DUE