

DEREE COLLEGE SYLLABUS FOR:	
SO 3416 QUALITATIVE RESEARCH METHODS IN SOCIOLOGY (Updated Spring 2019) <div> UK LEVEL: 5 UK CREDITS:15 US CREDITS: 3/0/3 </div>	
PREREQUISITES:	SO 1000 LE Introduction to Sociology or SO1001 LE Sociology of Modern Life SO 2047 Analysis of Behavioral Data plus 2 additional courses in Sociology above the 1000– level
CATALOG DESCRIPTION:	Introduction to qualitative methods in social sciences. Designing strategies, data collection techniques, interpretation, analysis and ethical considerations in empirical research. Emphasis on ethnography, participant observation, interviewing, case studies, narratives and, life history, and documentary analysis, etc
RATIONALE:	This course aims to introduce the students to the use of qualitative research methods in the study of society and culture. As an alternative approach to quantitative research, qualitative methods attempt to uncover the meaningful dimensions of individual and collective life, explore inter-subjective forms with their cultural foundations, and record through the use of “grounded theory” the noematic construction of social reality through the use of “grounded theory” and other approaches. In this sense, the course is inter-disciplinary in its epistemological- pedagogical objectives and will become instrumental to students majoring in social sciences.
LEARNING OUTCOMES:	As a result of taking this course, student should be able to: <ol style="list-style-type: none"> 1. Develop theoretical knowledge about the potentials of qualitative research methods and assess their merits and appropriateness in the study of different aspects of social reality 2. Identify research problems and formulate research questions that can be studied empirically. 2. Design and apply basic principles for carrying out ethnographic field work and practice data collection techniques and interpretation. 4. Develop the ability to understand the ethical implications of qualitative research and reflect on the research process itself. 5. Develop written reports for social sciences (procedures, organization, structuring)
METHOD OFTEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used:

	<ul style="list-style-type: none"> ➤ Classes consist of lectures, critical discussions on diverge theoretical and empirical questions, and selected methodological issues, paradigmatic references to classic or recent research studies, experiential learning through practical application of the various research strategies introduced, class exercises, and actual fieldwork. ➤ Office hours: students are encouraged to make full use of the office hours of their lecturer, where they can address issues pertinent to the course material, ask questions and seek guidance on their research paper. ➤ Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. 						
ASSESSMENT:	<p>Summative:</p> <table border="1"> <tr> <td>Research Portfolio [project (4,000 words), and one research related assignment]</td><td>100%</td></tr> </table> <p>Formative:</p> <table border="1"> <tr> <td>Take –home assignments and in-class exercises</td><td>0</td></tr> <tr> <td></td><td></td></tr> </table> <p>The formative assignments aim to prepare students for their research paper and will test learning Outcomes 1,2,3,4,5</p> <p>The research portfolio tests Learning Outcomes 1,2,3,4,5</p>	Research Portfolio [project (4,000 words), and one research related assignment]	100%	Take –home assignments and in-class exercises	0		
Research Portfolio [project (4,000 words), and one research related assignment]	100%						
Take –home assignments and in-class exercises	0						
INDICATIVE READING:	<p>REQUIRED READING:</p> <p>Bryman, A. (2008) <i>Social Research Methods</i>, Oxford: Oxford University Press</p> <p>On Reserve Status in the JSB Library or available electronically (required): Additional book chapters or journal articles will be assigned by the lecturer in order to complement the textbook</p> <p>Barbour, R. (2008) <i>Introducing Qualitative Research: A Student Guide to the Craft of Doing Qualitative Research</i>, London: Sage.</p> <p>Becker, H. (2007) <i>Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article</i> 2nd ed. Chicago: University of Chicago</p> <p>Boeije, H. (2010) <i>Analysis in Qualitative Research</i>, London: Sage.</p> <p>Cresswell, J.W. (2007) <i>Qualitative Inquiry and Research Design: Choosing among Five Approaches</i>, Thousand Oaks, CA: Sage.</p>						

Flick, U (2014) *An Introduction to Qualitative Research (5thed)* , London: Sage

Kvale, S. and Brinkmann, S. (2009) *Interviews: Learning the Craft of Qualitative Research Interviewing*, London: Sage.

Merriam, S. B. et al. (2002) *Qualitative Research in Practice: Examples for Discussion and Analysis*, San Francisco, CA: Jossey Bass

Lofland, J., Snow, D.A., Anderson, L. and Lofland, L. H. (2006) 4th ed. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*, Belmont, CA: Wadsworth/Thomson Learning.

Rubin, H. J. and Rubin, I. S. (1995) *Qualitative Interviewing: The Art of Hearing Data*, London: Sage.

Seale, C. ed. (2004) *Social Research Methods: A Reader*, London: Routledge.

Seidman, I. (2006) *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*, New York: Teachers College, Columbia University

Silverman, D. (2010) *Doing Qualitative Research: A Practical Handbook*, London: Sage.

Weiss, R.A (1994) *Learning From Strangers: The Art and Method of Qualitative Interview Studies*, NY: Free Press.

RECOMMENDED READING:

Becker, H. (1998) *Tricks of the Trade: How to Think about your Research while You're Doing it*, Chicago: University of Chicago Press.

Bauer, M.W. & Gaskell, G. (2000) *Qualitative Researching with Text, Image and Sound*, London: Sage.

Burgess, R. G. (1982) *Field Research: A Sourcebook and Field Manual* (Contemporary Social Research Series), NY: Routledge.

Charmez, K. (2006) *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*, London: Sage.

Cole, A. and G. J. Knowles eds (2001) *Lives in Context*, Walnut Creek, CA: Alta Mira Press

Corbin, J. and Strauss, A. (2008) *Basics of Qualitative Research*, Thousand Oaks, CA: Sage.

	<p>Denzin, N. and Lincoln, Y (2011) <i>The Sage Handbook of Qualitative Research</i>, London: Sage</p> <p>Emerson, R. M. Fretz, R.I. Shaw, L.L. eds (1995)<i>Writing Ethnographic Field notes</i> (Chicago Guides to Writing,) Chicago: University of Chicago Press.</p> <p>Glaser, B. G. and Strauss, A. L. (1967) <i>The Discovery of Grounded Theory: Strategies for Qualitative Research</i>, NY: Barney G. Glaser and Anslem L. Strauss Books.</p> <p>Hammerssley, M. and Atkinson, P. (1983) <i>Ethnography: Principles in Practice</i>, London: Tavistock.</p> <p>Marshall,C and Rossman,G.B. (2011) <i>Designing Qualitative Research</i>, Los Angeles: Sage</p> <p>Neuendorf, K. A. (2002) <i>Content Analysis: Guidebook</i>, London: Sage.</p> <p>Plummer, K. (2001) <i>Documents of Life 2 : An Invitation to a Critical Humanism</i>, London: Sage.</p> <p>Prosser, J. ed.(1998) <i>Image-Based Research: A Sourcebook for Qualitative Researchers</i>, London; Routledge Falmer.</p> <p>Seale, C, ed (2004) <i>Researching Society and Culture</i>, London: Sage.</p> <p>Seidman, I. (2006) <i>Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences</i>, New York: Teachers College, Columbia University.</p> <p>Silverman, D. (1993) <i>Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction</i>, London: Sage.</p> <p>Strauss, A. (1984) <i>Qualitative Analysis for Social Scientists</i>, Cambridge: Cambridge University Press.</p> <p>Willis, P. (2000) <i>The Ethnographic Imagination</i>, Cambridge: Polity.</p> <p>Yin, R. K. (2003) <i>Case Study: Design and Methods</i>, 3rded Applied Social Research Methods Series, Vol 5 London: Sage.</p> <p>Yow, V. R. (1994) <i>Recording Oral History: A Practical Guide for Social Scientists</i>, London: Sage.</p>
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>REQUIRED MATERIAL: Ppts, specific videos, samples of studies, posted on BB each time</p>

	RECOMMENDED MATERIAL: videos, examples of qualitative studies, samples of written work, samples of interview schedules, coursework etc posted on BB each time
COMMUNICATION REQUIREMENTS:	Verbal skills using academic / professional English.
SOFTWARE REQUIREMENTS:	Word, ppt
WWW RESOURCES:	<p> http:// sosig.ac.uk/roads/subject-listing/World-cat/gualmeth.html http://www.qualitative-research.net http://www.qualisresearch.com/ http://www.groundedtheoryonline.com/ http://nsuworks.nova.edu/tqr/ http:// www.nova.edu/ssss/QR http://kerlins.net/bobbi/research/qualresearch http://www.publicethnography.net/home http://www.qualres.org/HomeGuid-3868.html http://www.qualitative-research.net/index.php/fqs/issue/view/52 http://www.phenomenologyonline.com/inquiry/ </p> <p>Useful specialized journals:</p> <p> http://www.slu.edu/organizations/qrc/QRjournals.html <i>Qualitative Sociology</i> http://www.springer.com/social+sciences/journal/11133 <i>Qualitative Research (QRJ)</i> http://qrj.sagepub.com/ <i>Discourse Analysis Online</i> http://extra.shu.ac.uk/daol/index.html <i>American Anthropologist</i> http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291548-1433 </p>
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. Quantitative vs. qualitative methods 2. Why use qualitative methods

	<ol style="list-style-type: none">3. Triangulation, Validity, Reliability4. Approaches to inquiry: narrative, phenomenological, grounded theory, ethnography, case study5. Combining Research Methods6. Designing qualitative research7. The Grounded Theory8. Ethical Issues9. Ethnographic field strategies10. Interviewing11. Focus group interview12. Unobtrusive Measures in Research : Documents and archival research13. Historical Research and Oral traditions14. Visual and online data15. An introduction to content analysis, semiotics and discourse analysis16. Writing Research Papers
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