**Sociology 6121: QUALITATIVE METHODS**

**Associate Professor Jill Harrison**  Graduate Seminar

Department of Sociology, University of Colorado-Boulder Fall Semester 2020

jill.harrison@colorado.edu Wednesdays 4:10-6:40 via Zoom

Office hours: Mondays 2:00-4:00 and by appointment

**COURSE DESCRIPTION**

This course is designed to introduce you to the practice of various qualitative data collection techniques, including ethnographic observation, in-depth interviews, focus groups, and the use of documents and other visual media. These and other qualitative methods are commonly used in sociology and other disciplines. Throughout the semester, we read and discuss articles that address the epistemology and practice of various qualitative methods as well as case studies that employ them. Each of you will also practice many of these in the field throughout the semester through a project of your choice. Each week, we will typically spend half of class discussing the readings assigned for that week and half of class discussing your experiences using the methods in the field. This course is the second in the sequence of qualitative research courses taught in our sociology department. The first course covers the logics of qualitative inquiry and is now a required course for all students in our sociology graduate program. The third addresses qualitative data analysis and writing.[[1]](#footnote-1)

Class meetings: This class will meet *remotely*. Please see the course Canvas page for the Zoom link.

Office hours: Office hours will be held *remotely*. Please make an appointment through Canvas. See the course Canvas page for the office hours Zoom link. I’m happy to meet with you!

**ACKNOWLEDGEMENTS AND COMMITMENTS**

I acknowledge that the University of Colorado Boulder sits upon land within the territories of the Ute, Cheyenne, and Arapaho peoples. I further acknowledge that 48 contemporary tribal nations are historically tied to the lands that make up the US state of Colorado. In this class, we will discuss ways to integrate this recognition into research, teaching, and service pertaining to the environment in order to create a more just academy and world.

As a member of the CU community, I pledge to adhere to the [CU Anti-Racism Creed](https://docs.google.com/document/d/1rNRmHty2hJBST1cgmfHDcYrYqoI8QHHxzxchlEefGes/edit), and I expect my students to do so as well. Please read it and the accompanying 2-page document, [“An Antiracist CU”](https://docs.google.com/document/d/1OpjFIZeWkldhxTcl6wZPCSFRi8VgJcGKOS8mzZoQkC8/edit); we will discuss them together on the first day of class and revisit them as needed.

**COURSE REQUIREMENTS**

* Attendance, preparation, and participation: I have assigned a handful of readings for every week this semester. Because each week’s readings are responses to and developments of readings we will have covered in prior weeks, it is imperative that you attend regularly and stay current with the reading assignments. Moreover, because this is not a lecture-style course, you are expected to actively contribute to the discussions. You should expect the bulk of our time to be spent in discussion as a group. Your regular participation and evident preparation will count for 30% of your final grade.
* Commentary on readings: Overview and points for discussion. At least 10 times this semester, by at least 12:00 noon on Wednesdays, you are required to post to the Canvas discussion board a brief overview of that week’s readings (approximately 1-2 paragraphs), and a brief statement about what you would like to discuss as a group in class (1 or more sentences). You are welcome to address how the readings relate to your fieldwork this semester; doing so will help contribute to your final paper. Your comments and questions should demonstrate that you have meaningfully engaged with the week’s readings. You can submit this in written, audio, or video format. This requirement will account for 15% of your final grade.
* Additional activities and writing assignments. Most weeks, I have assigned additional activities you need to complete before class. These are all specified below. Some, where noted, include writing assignments that you must submit to Canvas before class that week. Please submit these as PDF or Word documents. I will comment on these written assignments. In other cases, you need to complete the activity, be prepared to discuss it in class, and keep your notes about it in your files. These will be useful to you as you prepare your final paper and for your future research. I will let you know if your work does not meet my expectations. That said, feel free to see me in office hours when you want to discuss your work in greater depth. Together, the work you complete for these assignments will count for 30% of your final grade.
* Final paper: At the end of the semester, you must submit a final paper based on the fieldwork you conducted this semester. I expect that your final paper will be 12-15 pages double-spaced, although the length is less important than the content and coherence. Your final paper is due by 5:00pm on December 13 to Canvas and will account for 25% of your final grade. *You should work on it throughout the semester.* The final paper should include the following components:
	+ Your research questions/interests (situating your interests in academic scholarship to which you might contribute).
	+ Description of the site(s) in which you conducted your fieldwork.
	+ Full methods section: detail the methods you used this semester (including observations, interviews, and visual media). Formally use course readings to demonstrate your understanding of the logic of your methods and to justify them for your project; be sure to discuss relevant issues with site selection, access, ethics, and positionality.
	+ Preliminary analytical findings section. Be sure to describe the context in which your observations and insights emerged.
	+ Personal reflection in which you discuss how your fieldwork experiences this semester have influenced your future research plans (formally drawing on course readings and your data as appropriate).
	+ An appendix that includes at least four sets of observation fieldnotes from this semester, at least two sets of interview fieldnotes from this semester, your visual media, and at least three analytical memos. You are welcome and encouraged to do more than this!

Your written assignments should be professionally composed, coherently organized, proofread, typed in 12-point font, and formatted with 1-inch margins and page numbers. Within your assignments, be sure to cite your sources using the following in-text citation format: (Smith 2007), or (Smith 2007: 1).

The following grading rubric is endorsed by the Sociology Department for its graduate program, and it explains how final grades in graduate seminars should be interpreted:

A: Consistently performs well above expectations for the course

A-: Performs above expectations for the course

B+: Meets expectations for the course

B: Occasionally performs below expectations for the course

B-: Consistently performs below expectations for the course

C range: Unsatisfactory work for a PhD student. Serious concerns regarding student progression toward degree.

**REQUIRED READINGS**

The following books are required. You can purchase them from the campus bookstore, purchase used copies through an online distributor, rent them from an online distributor, share them with another student, or check them out via two-hour reserve at Norlin Library.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes,* 2nd ed. Chicago: The University of Chicago Press. [available online through CU library]

Jerolmack, Colin, and Shamus Khan. 2018. *Approaches to Ethnography: Analysis and Representation in Participant Observation*. New York, NY: Oxford University Press. [available online through CU library]

Rubin, Herbert J., and Irene S. Rubin. 2012. *Qualitative Interviewing: The Art of Hearing Data*, 3rd ed. Los Angeles: Sage Publications. [available online through CU library]

Smith, Linda Tuhiwai. 2012. *Decolonizing Methodologies: Research and Indigenous Peoples*, 2nd ed. London: Zed Books. [available online through CU library]

All other readings will be available as downloadable material through this course’s Canvas website. Because Canvas could occasionally have problems, be sure to download your readings at least two weeks in advance, and keep copies of your own essays and course readings on a backup device. If you have troubles with Canvas, contact the CU IT Service Center at 303-735-4357.

**OUTLINE OF READINGS AND ASSIGNMENTS**

**August 26 (Week 1): Course Organization and Introductions**

* Required readings:
	+ Duquette-Rury, Lauren. 2020. “Conducting Social Science Research During Crisis.”
	+ Hussain, Zahra. 2020. “Field Research in Lockdown: Revisiting Slow Science in the Time of COVID-19.” <https://blogs.lse.ac.uk/wps/2020/04/29/field-research-in-lockdown-revisiting-slow-science-in-the-time-of-covid-19/>
	+ CU Anti-Racism Creed: <https://docs.google.com/document/d/1rNRmHty2hJBST1cgmfHDcYrYqoI8QHHxzxchlEefGes/edit>
	+ An Anti-Racist CU: <https://docs.google.com/document/d/1OpjFIZeWkldhxTcl6wZPCSFRi8VgJcGKOS8mzZoQkC8/edit>
* Students who have taken the Sociology Department’s “Logics of Qualitative Inquiry” graduate seminar have already read the following; other students should read them as preparation for this course:
	+ Becker, Howard S. 1996. “The Epistemology of Qualitative Research.” In *Ethnography and Human Development: Context and Meaning in Social Inquiry,* ed. Richard Jessor, Anne Colby, and Richard A. Shweder, pp. 53-70. Chicago: University of Chicago Press.
	+ Goodwin, Jeff and Ruth Horowitz. 2002. “Introduction: The Methodological Dilemmas and Strengths of Qualitative Sociology.” *Qualitative Sociology* 25(1): 33-47.
	+ Small, Mario. 2009. “How Many Cases Do I Need? On Science and the Logic of Case Selection in Field-Based Research.” *Ethnography* 10(1): 5-38.
* For your reference and perusal: Lists of resources for doing research remotely:
	+ Research on and during the Coronavirus COVID Pandemic from the Advancing Research on Conflict Consortium: <https://advancingconflictresearch.com/researchincrisis?fbclid=IwAR0bsmQIvr6d5bOFZv3y-EO2lqA0Bw5cXwp-jmu5_vmue3D2iTOtlQDRo_Q>
	+ Doing Fieldwork in a Pandemic: <https://docs.google.com/document/d/1clGjGABB2h2qbduTgfqribHmog9B6P0NvMgVuiHZCl8/preview>

**September 2 (Week 2): Research Design, Case and Site Selection, and Introduction to Ethnography**

* Readings:
	+ Katz, Jack. 2001. “Ethnography’s Warrants.” From *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., ed. Robert M. Emerson, pp. 361-382*.* Long Grove, IL: Waveland Press.
	+ Bechhofer, Frank and Lindsay Paterson. 2000. “The Choice of Locale and Group.” Pp. 43-54 in *Principles of Research Design in the Social Sciences*. Oxon: Routledge.
	+ [book] Rubin and Rubin. *Qualitative Interviewing*. Chapter 4.
	+ Lofland, John, David A. Snow, Leon Anderson, and Lyn Lofland. 2006. Chapters 1 and 2 from *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis.* Cengage Learning.
	+ Emerson, Robert. 2001. “Introduction: The Development of Ethnographic Field Research” and selections from “The Face of Contemporary Ethnography.” From *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., ed. Robert M. Emerson, pp. 1-39*.* Long Grove, IL: Waveland Press.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Fieldwork proposal. In approximately two pages, describe a topic you want to research this semester, explain why this interests you, identify one or more local or virtual sites in which you can conduct fieldwork on this topic (including, notably, observation and interviews), list the questions or concerns you have about it, and identify how this week’s readings influenced your thinking about your own research topic and research site for your work in class this semester. Submit this to Canvas.

**September 9 (Week 3): Ethnographic Observation**

* Readings:
	+ [book] Jerolmack and Khan, eds. *Approaches to Ethnography*.
	+ [book] Emerson, Fretz, and Shaw. *Writing Ethnographic Fieldnotes.* Chapters 1 and 2.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork plans and site access.

**September 16 (Week 4): Writing Fieldnotes**

* Readings:
	+ [book] Emerson, Fretz, and Shaw. *Writing Ethnographic Fieldnotes*. Chapters 3, 4, and 5.
* Activity to do before this week’s class:
	+ *Paired site observation and fieldnotes*. After doing the readings for this week, attend and observe a social scene with a partner from class for at least half an hour. The site can relate to one of your research projects or to something else entirely. Take notes while there if doing so would not be disruptive; otherwise, commit your notes to memory. Each of you should independently observe the scene and write up your own fieldnotes without discussing your observations with each other. Email your fieldnotes to your partner (be sure to give each other enough time to read them before class). After you have finished your fieldnotes and sent them along to your partner, then read theirs. Come to class ready to discuss your experience in the field and the differences you notice between your fieldnotes and your partner’s. Have your fieldnotes with you during class so that you can reference them during discussion.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork plans and site access.

**September 23 (Week 5): Gaining Entrée, Developing Rapport, and Being in the Field**

* Readings:
	+ Lofland, John, David A. Snow, Leon Anderson, and Lyn Lofland. 2006. Chapters 3 and 4 from *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis.* Cengage Learning.
	+ Ostrander, Susan A. 1993. “Surely You’re Not in This Just to Be Helpful: Access, Rapport, and Interviews in Three Studies of Elites.” *Journal of Contemporary Ethnography* 22: 7-27.
* Optional recommended readings:
	+ Emerson, Robert. 2001. “Fieldwork Practice: Issues in Participant Observation.” From *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., ed. Robert M. Emerson, pp. 113-131*.* Long Grove, IL: Waveland Press.
	+ Emerson, Robert and Melvin Pollner. 2001. “Constructing Participant/Observation Relations.” From *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., ed. Robert M. Emerson, pp. 239-259*.* Long Grove, IL: Waveland Press.
* Activity to do before this week’s class:
	+ *Site observation and fieldnotes*. Select a site or situation you can observe for your research project – someplace where your presence will not be overly disruptive. Observe for a minimum of one hour. Immediately after finishing your observation, write up your fieldnotes about your observations. Be sure to describe the setting and the people you observed, their interactions and conversations, how others reacted to you, as well as your own feelings about being at the site and doing this exercise. These need not be polished or edited, but they do need to be sufficiently well written that I can read them and that you will be able to read them weeks and months from now. Submit your fieldnotes to Canvas.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork.

**Sept 30 (Week 6): Positionality and Reflexivity**

* Readings:
	+ McCorkel, Jill A., and Kristen Myers. 2003. “What Difference Does Difference Make: Position and Privilege in the Field.” *Qualitative Sociology* 26 (2): 199-231.
	+ Twine, France Winddance. 2000. "Racial Ideologies and Racial Methodologies." Pp. 1-34 in *Racing Research, Researching Race: Methodological Dilemmas in Critical Race Studies*, edited by France Winddance and Jonathan Warren Twine. New York: New York University Press.
	+ Tarrant, Anna. 2014. “Negotiating Multiple Positionalities in the Interview Setting: Researching Across Gender and Generational Boundaries.” *The Professional Geographer* 66 (3): 493-500.
	+ Faria, Caroline, and Sharlene Mollett. 2014. “Critical Feminist Reflexivity and the Politics of Whiteness in the ‘Field.’” *Gender, Place and Culture* 23 (1): 79-93.
	+ Billo, Emily, and Nancy Hiemstra. 2013. “Mediating Messiness: Expanding Ideas of Flexibility, Reflexivity, and Embodiment in Fieldwork.” *Gender, Place and Culture* 20 (3): 313-328.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork.
* Other announcements:
	+ Continue with your site observations and fieldnotes.

**October 7 (Week 7): Ethical Issues and the IRB I**

* Readings:
	+ Emerson, Robert. “Fieldwork Practice: Issues in Participant Observation.” From *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., ed. Robert M. Emerson, pp. 134-151*.* Long Grove, IL: Waveland Press.
	+ Berg, Bruce and Howard Lune. 2012. Chapter 3, “Ethical Issues” in *Qualitative Research Methods for the Social Sciences* (pgs. 61-104)
	+ Fine, Gary Alan. 1993. “Ten Lies of Ethnography: Moral Dilemmas in Field Research.” *Journal of Contemporary Ethnography* 22(3): 267-294.
	+ Babbie, Earl. 2004. “Laud Humphreys and Research Ethics.” *International Journal of Sociology and Social Policy* 24: 12-19.
* Activity to do before this week’s class:
	+ Submit at least one more set of site observation fieldnotes to Canvas.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork.
* Other announcements:
	+ Continue with your site observations and fieldnotes.

**October 14 (Week 8): Ethical Issues and the IRB II**

* Readings:
	+ Ellis, Carolyn. 1995. "Emotional and Ethical Quagmires in Returning to the Field." *Journal of Contemporary Ethnography* 24(1): 68-98.
	+ Leo, Richard A. “Trial and Tribulations: Courts, Ethnography, and the Need for an Evidentiary Privilege for Academic Researchers.” From *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., ed. Robert M. Emerson, pp. 260-279*.* Long Grove, IL: Waveland Press.
	+ Code of Ethics: American Sociological Association. <http://www.asanet.org/about/ethics.cfm>
	+ CU Institutional Review Board (IRB) website: <http://www.colorado.edu/vcr/irb/getting-started>. Among the other things, be sure to review the Student Quick Start Guide and the Investigator’s Guide.
* Activity to do before this week’s class:
	+ Take the “Social Behavioral Research Investigators and Key Personnel” CITI training, and submit a screenshot of the completion report to Canvas.
	+ Prepare a list of questions for the CU IRB representative who will visit us in class today.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork.
* Other announcements:
	+ Continue with your site observations and fieldnotes.

**October 21 (Week 9): Indigenous Scholars’ Challenges and Alternatives to Western Research**

* Reading:
	+ [book] Smith, Linda Tuhiwai. 2012. *Decolonizing Methodologies: Research and Indigenous Peoples*, 2nd ed. London: Zed Books.
	+ Tuck, Eve, and K. Wayne Yang. 2012. “Decolonization is Not a Metaphor.” *Decolonization: Indigeneity, Colonization, and Society* 1(1): 1-40.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork.
* Other announcements:
	+ Continue with your site observations and fieldnotes.

**October 28 (Week 10): Interviewing I**

* Reading:
	+ [book] Rubin and Rubin. *Qualitative Interviewing*. Chapters 1-3
	+ Heyl, Barbara S. 2001. "Ethnographic Interviewing" in *Handbook of Ethnography* (pgs. 369-383)
	+ Rinaldo, Rachel, and Jeffrey Guhin. 2019. "How and Why Interviews Work: Ethnographic Interviews and Meso-level Public Culture" in *Sociological Methods and Research*.
	+ Lobe, Bojana, David Morgan, and Kim A. Hoffman. 2020. “Qualitative Data Collection in an Era of Social Distancing.” *International Journal of Qualitative Methods* 19: 1-8.
	+ Irvine, Annie. 2011. “Duration, Dominance and Depth in Telephone and Face-to-Face Interviews: A Comparative Exploration.” *International Journal of Qualitative Methods* 10(3): 202-220.
* Activity to do before this week’s class:
	+ *Initial interview ideas and draft interview guide*. Write a short statement (approximately 1-2 pp.) about who you might interview for approximately one hour for your project sometime in the next two weeks, why you have chosen them, what you want to learn, how you might conduct the interview, how you will recruit them, and why you have chosen this recruitment approach. Then include a draft interview guide. Finally, identify a list of questions or concerns you have that you want to discuss in class.
		- Submit this to Canvas, and be prepared to discuss your ideas and questions in class.
		- Also, email your interview guide to your discussion partner, since you will workshop the guides together in class.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork.
* Other announcements:
	+ Continue with your site observations and fieldnotes.

**November 4 (Week 11): Interviewing II**

* Readings:
	+ [book] Rubin and Rubin. *Qualitative Interviewing*. Chapters 5-11
* Activity to do before this week’s class:
	+ *Pair interviewing activity*. Interview someone else in the class, and allow yourself to be interviewed by them. Before you do the interview, prepare a few interview questions. These can relate to your research topic if it is relevant to your partner; if not, choose a different topic for the purposes of this assignment – something your partner will be able to speak about. Immediately following both interviews, have a discussion about your interview questions, your interviewing technique, and your experience as someone being interviewed. Be prepared to discuss this in class.
	+ *Revised interview plan and guide*. Revise your interview plan (specifying what has changed since last week, and why) and interview guide for which you have carefully considered question order, word choice, question construction, and other issues covered in readings and discussion.
		- Submit this to Canvas, and be prepared to discuss your ideas and questions in class.
		- Also, email your revised interview guide to your discussion partner, since you will workshop the guides together in class.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork.
* Other announcements:
	+ Begin recruiting interview participants and setting up interviews.
	+ Continue with your site observations and fieldnotes.

**November 11 (Week 12): Enriching Qualitative Interviews**

* Readings:
	+ Evans, James, and Phil Jones. 2011. “The Walking Interview: Methodology, Mobility and Place.” *Applied Geography* 31: 849-858.
	+ Carroll, Clint, Eva Garroutte, Carolyn Noonan, and Dedra Buchwald. 2018. “Using PhotoVoice to Promote Land Conservation and Indigenous Well-Being in Oklahoma.” *EcoHealth* 15(2): 450-461.
	+ Fothergill, Alice, and Lori Peek. 2015. “Appendix B: Studying Children and Youth in Disaster: A Note on Methods.” From *Children of Katrina.* University of Texas Press.pp. 225-268. Note: We will revisit their discussion of focus groups in two weeks.
	+ Day, Melissa, and Joanne Thatcher. 2009. “‘I'm Really Embarrassed That You're Going to Read This …’: Reflections on Using Diaries in Qualitative Research.” *Qualitative Research in Psychology*, 6(4): 249-259.
* Activity to do before this week’s class:
	+ *Interview and fieldnotes*. Immediately after you conduct the first interview for your research project, write up your full fieldnotes from the interview. Some issues to consider addressing: detail your observations and feelings, note what issues you want to follow up on, reflect upon your positionality vis-à-vis the interviewee, identify how you would do things differently next time, reflect how comfortable you felt and consider why, list points you were confused by or otherwise want to follow up on, and speculate on potential analytical insights. Also list concerns you want to discuss with the class. Your fieldnotes do not have to be polished or edited, but they do need to be sufficiently well written that I can read them and that you would be able to read them months (or years) from now. Submit your fieldnotes to Canvas.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork.
* Other announcements:
	+ Continue with your site observations and fieldnotes.

**November 18 (Week 13): Focusing Data Collection, Identifying Themes, Memoing, and Member Check**

* Readings:
	+ [book] Rubin and Rubin. *Qualitative Interviewing*. Chapter 12.
	+ [book] Emerson, Fretz, and Shaw. *Writing Ethnographic Fieldnotes.* Chapter 6.
	+ Saldaña, Johnny. 2016. Chapters 1 and 2 from *The Coding Manual for Qualitative Researchers*. Los Angeles: Sage.
	+ Koelsch, Lori E. 2013. “Reconceptualizing the Member Check Interview.” *International Journal of Qualitative Methods* 12: 168-179.
	+ Optional: Examples of attending to silences during analysis:
		- Sue, Christina. 2015. “Hegemony and Silence: Confronting State-Sponsored Silences in the Field.” *Journal of Contemporary Ethnography*, 44(1): 113-140.
		- Lewis, Amanda E. 2004. “What Group? Studying Whites and Whiteness in the Era of Colorblindness.” *Sociological Theory*, 22(4): 623–646.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork.
* Other announcements:
	+ Continue with interviews: recruiting participants, conducting interviews, writing up fieldnotes.
	+ Continue with your site observations and fieldnotes.

**November 25 (Week 14): Focus Groups**

* Readings:
	+ Stewart, David W., Prem N. Shamdasani, and Dennis W. Rook. 2007. Selection from *Focus Groups*, 2nd ed. Thousand Oaks, CA: Sage (pp. 37-49).
	+ Hollander, Jocelyn. 2004. “The Social Contexts of Focus Groups” in *Journal of Contemporary Ethnography* 33(5): 602-637.
	+ Peek, Lori and Alice Fothergill. 2009. “Using Focus Groups: Lessons from Studying Daycare Centers, 9/11, and Hurricane Katrina.” *Qualitative Research* 9(1): 31-59.
* Activity to do before this week’s class:
	+ *Memo(s)*. Write up a one or more memos that each addresses a theme that has emerged in your data and describes data that illustrate that theme. Submit your memo(s) to Canvas.
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork.
* Other announcements:
	+ Continue with interviews: recruiting participants, conducting interviews, and writing up fieldnotes.
	+ Continue with your site observations and fieldnotes.

**December 2 (Week 15): Documents and Visual Media**

* *Readings to be determined.*
* Activity to do before this week’s class:
	+ *Visual media.* Identify two types of visual media that relate to the fieldwork you have conducted this semester. Write up one or two paragraphs describing them and discussing why you might find these useful and how you could use them.
		- Submit this write-up to Canvas.
		- Additionally, have examples ready to share in class (through screenshare in Zoom, or you can send me examples that I will then show from my laptop).
* Additional work to complete and submit before this week’s class:
	+ Commentary on readings: Overview and points for discussion.
	+ Brief status report of your fieldwork.
* Other announcements:
	+ Continue with interviews: recruiting participants, conducting interviews, and writing up fieldnotes.
	+ Continue with your site observations and fieldnotes.
	+ Continue writing memos.

**December 13: Final paper and supporting materials due by 5:00pm to Canvas.**

**UNIVERSITY POLICIES**

*Classroom Behavior*

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2019-2020_student_code_of_conduct_0.pdf).

*Requirements for COVID-19*

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

* maintain 6-foot distancing when possible,
* wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
* clean local work area,
* practice hand hygiene,
* follow public health orders, and
* if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](https://www.colorado.edu/sccr/). For more information, see the policies on [COVID-19 Health and Safety](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming on to campus each day, all students are required to complete a [Daily Health Form](https://www.colorado.edu/protect-our-herd/daily-health-form).

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](https://www.colorado.edu/protect-our-herd/daily-health-form) remotely. In this class, if you are sick or quarantined, please email me so that we can together determine how best to support you.

*Accommodation for Disabilities*

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment.  Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.  If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

*Preferred Student Names and Pronouns*

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

*Honor Code*

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

*Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation*

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

*Religious Holidays*

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details. If any of this class’s requirements conflict with your religious observances, please let me know so that together we can best determine how to accommodate your commitments.

1. This syllabus borrows substantially from those Christi Sue has used to teach this course and was also informed by syllabi of Kathleen Tierney, Michael Bell, and Jane Collins. [↑](#footnote-ref-1)