San José State University

SPRING 2016

SOCI 105, Qualitative Research Methods

Instructor: Steve Nava, Ph.D.
Email: steve.nava@sjsu.edu
Office phone: (408) 924-2942
Course time: TTh 3:00pm-4:15pm Room DMH 227
Office location: DMH 223
Office hours: TTh 2pm-3pm

Final Exam: Monday, May 23, 2:45-5:00/1445-1700

Other Key Dates:

Course Description

This course is designed to engage with the process and ethical issues in performing qualitative research methods. We critically explore the meanings people give to their worlds and experiences. This course explores the "[p]hilosophy and logic of research design, interviewing techniques, field methods, issues of participant observation, theoretical perspectives, content analysis and qualitative microcomputer techniques."

Required for Sociology majors.

Prerequisite: SOCI 1 or equivalent, SOCI 100W, SOCI 101 and upper division standing."

Course Goals and Student Learning Objectives
This course will also help allow you to:
1. Understand the role of qualitative methods in social science.
2. Explore various types of qualitative research methods
3. Critically analyze examples of qualitative-based sociological work
4. Examine the various issues surrounding fieldwork such as: ethics, the relationship between the researcher and the people s/he studies, trust and rapport, and researching sensitive topics.
5. Gain hands-on experience with: collecting various types of qualitative data; designing and conducting an independent research project; and using basic data analysis techniques (such as coding).
6. Explore ways in which qualitative data is analyzed, evaluated, presented, and disseminated.

Required Texts/Readings:

Any added Online Readings will be posted on Canvas: (Canvas readings will be listed by author’s last name)

**Canvas**
You are automatically added the Canvas course website. Login regularly for: updates on assignments, readings in pdf format, and for posting course questions and stimulating class discussions online. Check Canvas daily.

**Active Participation is Mandatory**

**Official SJSU Amended Policy:**

“ATTENDANCE
Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

If a student has been out of school for one or more days, he should report to his instructors upon his return to inquire about making up the work. Students who know in advance that they will miss one or more classes should inform their instructors about their plans.”

Participation in class is vital to a vibrant classroom community. Bell hooks writes: "Conversation is the central location of pedagogy for the democratic educator." The learning in this course is experiential and collaborative; therefore, your contributions to our conversations and group activities will be essential.

If you MUST be absent for any reason:
1. Contact Dr. Nava class at steve.nava@sjsu.edu if you are to miss your class presentation or you will be late.
2. Contact another student in the class to find out what you have missed.
3. If you miss more than 3 classes for any reason, make arrangements with the instructor to explain your predicament.
4. If you must miss a class due to the celebration of religious or cultural holidays not observed by the university, please discuss this with me in advance so we can make any necessary arrangements.

**Participation:**
The readings are listed by the date they will be covered in class on the grid at then end of this syllabus. You will be expected to attend all class meetings on time, complete assigned readings, bring your syllabus to class everyday, the current book we are studying, writing materials, and regularly participate in class discussions. I will conduct the class on the assumption that you have read the assigned materials and are prepared to discuss the materials in a thoughtful manner. You should also be prepared to do a written analysis on the day’s readings during some class meetings.

**Classroom Norms:**
We will develop these norms as a group, but I have several expectations for classroom behavior: 1) respectful and engaged participation; 2) cell phones turned off or silenced and put away; 3) no use of portable computers unless I ask you to work on a project in class; 4) Bring all readings to class that are listed for the week. If I have to repeat the rules to you twice I will ask you to leave and not return until we have a conference about your rule infraction.

Course Requirements and Assignments
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Major Assignments
The assignments and activities for this course are designed to enhance understanding of course material. Your final grade in this class will be based on the following:

1. Observation Project/Taking Fieldnotes (2 observations and 3-page analysis paper):
   You will make two separate observations in a setting (with sociological implications) of your choice and write a reflection paper.

   Options include but are not limited to: café culture; mall culture (a declining culture); skateboard or surfing culture; library culture; restaurant server culture; urban farm culture; gentrifier culture; underclass, workingclass, middleclass, or upperclass culture; masculine culture; feminine culture; arts community culture; fashion culture; hip hop culture; street dance culture; yoga culture; tagging culture; queer culture; gym training culture; academic culture; slow food or artisan culture; craft beer culture; ethnic cultures; indigenous cultures.

   - Observation/Field notes #1 (due to Canvas by Week 5 Monday Feb 22nd, 11:59pm)
   - Observation/Field notes #2 and 3-Page Analysis of both sets of notes (due on Canvas Week 6 by Monday Feb. 29th by 11:59pm)

   TOTAL: 2 Observations or sets of fieldnotes; plus the 3-page reflections which explains 3 shard behavioral or interactional patterns you see in the research site; focus on motivations, meaningful symbols and contradictions (20%)

2. Interview Project: Interview Guide /20-interview questions; 2-Interviews; and 3-Page Analysis; and 5-Entry Annotated Bibliography:
   1) You will choose a topic and develop a research question (most likely the same one from your observation project). You will first complete an annotated bibliography on your topic. (Upload to Canvas Thursday Week 7 March 10th by 11:59 p.m.)
   2) Then, reflecting on the articles, you will design an interview guide including 20 questions you will ask the interviewees/respondents. (due week 9 March 24th 11:59pm on Canvas)
   3) Finally, you will perform 2-digitally recorded interviews with two people, and write a 3-page final analysis paper based on the interviews.

   - Interview #1 (upload to Canvas by Tuesday April 12th noon; include the
typed Transcript)

- **Interview #2** (include the typed Transcript and 3-Page Analysis of both interviews) (**due on Canvas 11:59pm Tuesday April 19th**)

  **Point Breakdown of Interview Project:** (Interview Guide = 5%, Annotated Bibliography = 10%, 2 Interviews and 3-Page Analysis= 25%, Total = 40% of final grade) (Final Draft of all parts due week 12 on Canvas)

Note that you will be expected to develop interview questions and 'follow-up question options' for each potential response, which is included in the 20 questions minimum. You will trade interviews guides with a partner and do a peer review. Also note, the annotated bibliography will contain 5 ethnographic studies on your chosen topic

*(note: See sample annotated bibliography entry at end of this syllabus)*

3. **Tuesday 2-Page Quotes-n-Questions Reflection (hardcopy) and Sharing (20 percent):**

You will **type** a weekly **two-page single spaced** reflection on all readings and one video (see links in digital syllabus) for the new week and turn it in Tuesday after our sharing discussions (12 pt font, single-spaced). **Steps:**

1. You will write your favorite **socially significant or theoretically intriguing** key quotes from the current readings and film clips. **Write one significant quote per reading.**
2. Then, you must write a discussion question related directly to each quote you wrote.
3. Write your own answer to the quote for each question (this will be read during your presentation after you’ve listened to fellow students answer your question)
4. For the remainder, explain the connections between the readings and film clip(s) for the current week.
5. Rehearse your presentation of your weekly **Tuesday Quotes-n-Questions reflections.** You will be asked to read the quotes in front of class in a **group of 5 students**, and you will ask the rest of the class to answer your discussion questions. If you are absent on your small group’s date, you will lose 5-points for your from your total grade for each instance.

I will collect these typed Quotes-n-Questions every Tuesday* after our session. At the end of the first half of the course I will staple all of your **Quotes-n-Questions reflections**, evaluate them, and you will be given a grade based on whether you followed directions closely.

Note: Choose questions that you are really interested in finding out the answers to. Explain what interests you in the reading and what you find relevant to your own social life.

4. **Final Exam (20 percent):** The final exam is comprehensive and will consist of several essay questions. You will receive a list of potential questions to prepare for prior to the exam. (10% of final grade)

5. **Class Participation and Activities:** Because this is a workshop-style course, student participation is vital for the success of the class. I will evaluate your class participation based on the following:

   a. Participation in course discussions
b. Successful completion of various in-class activities (i.e. interview & coding exercises, writing exercises, small group activities, and peer review work and feedback).

I will **subtract 2/100** percentage points for each missed classroom activity.

**The breakdown of your final grade looks like this:**
Observation Project (2 observations and 3-page reflection paper) 20%
Interview Project (2 interviews and 3-page reflection paper): 40%
Weekly Quotes and Questions: 20%
Reading Comprehension Quizzes: 10%
Final Exam: 10%

**Total:** 100%

*Important note:* An extra credit reward of 5% will be added to all students’ grades that highly and mindfully engage daily in classroom discussions. This means the student raises their hand each day of class attendance and offers a productive question or insight and do not break the classroom rules: no disrespect, no cell phone, and laptop usage during lecture or discussions.

**SOCI 105**
Final letter grades for the course will be assigned based on the following scale:
A = 93 – 100%  B = 83 – 87%  C = 73 – 77%  D = 63 – 67%
A- = 90 – 92%  B- = 80 – 82%  C- = 70 – 72%  D- = 60 – 62%
B+ = 88 – 89%  C+ = 78 – 79%  D+ = 68 – 69%  F = 59% or less

**University Policies**

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See **University Policy S90-5** at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s **Catalog Policies** section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the **Academic Calendars webpage** at http://www.sjsu.edu/provost/services/academic_calendars/. The **Late Drop Policy** is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course lectures. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling. Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University

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| 1    | Jan 28th; Intros | Topic: Class introduction  
Situating Qualitative Research Within Social Science Research | |
| 2    | Feb 2nd & 4th | Topic:  
Introduction to social science research:  
What is fieldwork or ethnography?  
What are we looking for in qualitative fieldwork?  
What questions can ethnography answer that quantitative research cannot answer?  
How does a research question evolve from observation? | Tuesday:  
Discuss: Q-n-Q: Mears, Ashley. 2012. “Ethnography as Precarious Work,” The Sociological Quarterly. (Quotes-n-Questions due for each reading on the date listed, in this case Mears, Preface and CH 1 and film clip)  
Film clip: Searching Siberia  
Film Clip: Sidewalk, a Documentary film by Mitchell Duneier and Barry Alexander Brown:  
In-class written reflection: What might have sparked Duneier’s interest in this topic? What is meaningful about his ‘representation’ of street book sellers? What social forces are shown to stimulate the choice to sell books on the street? What does Duneier have to say about the relationship between agency and structure through his ‘editing choices’ and ‘interview questions’ in his ethnographic film? Which interviewers saw the houseless vendors through a ‘sociological lens’ and which saw them as stereotypes or based on myths?  
Give specific examples from the film.  
Thursday:  
Guiding question: How do I choose a site and develop an initial research question?  
Read: Text: Preface and CH 1 Introduction to Qualitative Methods (Quotes-n-Questions due for each reading on the date listed)  
Reading Comprehension Quiz #1 |
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| 3    | Feb 9th & 11th | Topic: Introduction to ethnography and observation: What makes for a ‘thick description’ in field study/ethnography? Is it possible to claim ‘culture’ influences social agency without analyzing ‘power relations’ in your research site? Feb 9th Last day to drop a class without a "W" grade for Spring | Tuesday: Discuss Reading on Canvas: Springs, Danny. 2007. “Thick Description vs. Power” (Quotes-n-Questions due today)  
Thursday: Reading Comprehension Quiz #2 |
| 4    | Feb 16th & 18th | Topic: Conducting observations and taking field notes: How do I choose my setting? How do I gain access to the information I want to learn? What are my ‘embodiments’ and how do they effect my entrée? | Tuesday: Discuss: Q-n-Q: CH 3 Field Research: Setting and Entrée (Quotes-n-Questions due)  
Thursday: Embodiments essay: In-Class written reflection: What are my ‘embodiments’ and how might they effect my entrée into the ___ I am studying? (2-page in-class essay)  
Peer review of embodiments essay  
Reading Comprehension Quiz #3 |
| 5    | Feb 23rd & 25th | Topic: Conducting observations and taking field notes: What is worth recording in your field notes? What information should I leave out of my final write-up? How does one achieve a ‘thick description’ of their chosen research site? | Tuesday: Discuss: Q-n-Q: Text: CH 5 Writing Field Notes (Quotes-n-Questions due)  
Thursday: Quiz #4: Thick description: In-class Practice Observation Assignment: You will write a ‘thin description’ (one sentence) of a site on this campus then, you will write a ‘thick description’ of the same site (two paragraphs). We will then, discuss (in class) your reflection on why thick description is important for the reader’s interpretation of what is meaningful to record at your chosen site. Peer Review Work and Feedback Session: Trade papers and give 2 paragraphs of feedback of the student’s thick description.  
**DUE: Observation Fieldnotes #1 (5%)**: Write a thick description of an event or setting at a chosen research site. Be sure to include a final interpretation of your written descriptions (3-pages in length) in your conclusion in which you address the difficulties of seeking both immersion into the group and the critical distance needed to make sociological observations and analyze 3 main patterns of behavior you saw. (Please bring a hard copy to class Tuesday Feb 23rd and upload a copy to Canvas by Monday Feb 22nd, 11:59pm) |
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| 6    | March 1st & 3rd | Topic: Ethical issues: What ethical issues might I encounter in my research? How can I be sure to maintain safety for my research subjects and for my self? | **Tuesday:**
Read: Q-n-Q: CH 2 The Law, Politics and Ethics of Qualitative Research (Quotes-n-Questions due)

**Thursday:**
Topic: Roles, relationships, and issues in the fieldwork: How does one maintain both immersion in their site and a critical distance from any one standpoint?

Read: Text: CH 4 Roles and Relationships in Field Research (Quotes-n-Questions due)

DUE: Observation Fieldnotes #2 (5%): Write a second thick description/set of field notes at your chosen research site that is similar or the same as the one in Observation #1.

You will write a 3-page minimum comparative interpretive reflection (10%) on both of your sets of field notes reflecting on the difficulties of seeking both immersion into the group and the critical distance needed to make sociological observations. You will also make a final analysis of the three patterns you saw in both field notes. This paper will be due (Please bring 2 hard copies to class and upload a copy to Canvas by Monday Feb. 29th by 11:59pm)

Reading Quiz |
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<td>7</td>
<td>March 8th &amp; 10th</td>
<td>Topic: Roles, relationships, and issues in fieldwork. Introduction to interviewing. How does the researcher develop a research question?</td>
<td>Tuesday: Read: Q-n-Q: CH 6 The Interview: From Research Questions to Interview Questions (Quotes-n-Questions due)</td>
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<td>Thursday: Interview &amp; coding in-class exercises</td>
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<td>Reading Quiz</td>
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<td>DUE: Annotated Bibliography (connected to your Interview topic) (5-ethnographic entries based on your Interview topic) (Upload to Canvas Thursday March 10th by 11:59 p.m.)</td>
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<td>8</td>
<td>March 15th &amp; 17th</td>
<td>Topic: Research Questions: How do I fine-tune my research questions? Do I use the same interview schedule for all my respondents? Should I take the respondent's words at face value? no midterm</td>
<td>Tuesday: Discussion: Q-n-Q: CH 7 The Interview: Interaction, Talk, and Text (Quotes-n-Questions)</td>
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<td>Thursday: Rough Draft of 5 Interview Questions on your topic due in class as hardcopies.</td>
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<td>Activity: In-class Practice Interview: Bring 5-typed interview questions on your topic. Trade interview questions for feedback (bring a hardcopy of your interview questions). Finally, find a spot on campus where you can interview a fellow student about their opinions about your research topic, recording their responses using a pencil or laptop. Reconvene in class, and discuss how effective the questions were for gauging your research question. Reading Quiz</td>
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<td>9</td>
<td>March 22nd &amp; 24th</td>
<td>Topic: How do I treat historical documents, images, and internet materials in my research?</td>
<td>Tuesday: Discuss: Q-n-Q: CH 8 The Textual and the Visual as Qualitative Data: Documents, Images, and the Internet (Quotes-n-Questions due)</td>
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<td>Thursday: Interview Guide Due: Turn in a draft of your interview questions (20 questions) for your research project to Canvas by 11:59pm Thursday night.</td>
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<td><em><strong><strong><strong><strong>March 29th &amp; 31st off Spring Break</strong></strong></strong></strong></em></td>
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| 10   | April 5th & 7th         | **Topic: Interviewing:** How do I avoid leading questions? How do I develop ‘follow-up questions’ and use them in the interviews? | Tuesday: Interview Guide Peer Review: Bring 2 copies of your Interview Guide. Read another student's interview guide and make 5 bullet points of comments on the effectiveness of their questions and strategy to get answers to their research question. Turn in the guide with your comments after discussing them with the student. Be sure to put your name on their paper.  
Mock Interviews  
Thursday:  
Mock Interviews |
| 11   | April 12th & 14th       | **Topic: Interviewing:** What makes for an effective interview?            | Tuesday:  
Discuss: Q-n-Q: CH 9 Analyzing Qualitative Data: Fieldnotes, Transcripts, Documents, and Images (Quotes-n-Questions due)  
Coding and analysis exercise  
DUE: Interview #1 Recording (upload to Canvas by Tuesday April 12th noon; include the typed Transcript)  
Activity: Interview #1 Peer Review: Bring 2 hard copies of materials for Interview #1 to class for peer sharing  
Thursday:  
Reading Quiz |
| 12   | April 19th & 21st       | **Topic: Analyzing Interviews**                                            | DUE: Interview #2 Recording, Transcript and 3-Page Analysis of both interviews (upload Interview recording #2 and transcript, plus a 3-page Analysis of both Interviews (in one document) (due on Canvas 11:59pm Tuesday April 19th)  
Activity: Interview #2 Peer Review: Bring 2 hard copies of your transcript of Interview #2 to class  
Thursday, 11/19  
Continue: Activity: Interview #2 Peer Review Coding and analysis exercise continued |
| 13   | April 26th & 28th       | **Topic: Visual Ethnography**                                              | Tuesday:  
Q-n-Q: Visual Ethnography examples and critique Analysis of Visual Ethnography article 1 (on Canvas)  
Thursday:  
Q-n-Q: Visual Ethnography examples and critique |
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<td>14</td>
<td>May 3rd &amp; 5th</td>
<td>Reading Schedule and Activities: Students will read the material listed before the class meeting date listed.</td>
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<td><strong>Tuesday:</strong> Q-n-Q: Text CH 10 Writing Well (Quotes-n-Questions due)</td>
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<td><strong>Thursday (non-mandatory class meeting):</strong> Grade Checks and One-on-One help with Final Papers</td>
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<td>15</td>
<td>May 11th &amp; 12th</td>
<td><strong>Tuesday:</strong> Due: Complete Project Due (all parts turned in together): Upload to Canvas by Monday May 10th, by 11:59p.m.: Turn in The Final Paper (6 pages) (formally written final sociological analysis of what you learned from your overall research). Include all pervious portions in their final draft in this same document (except for the interview recordings).</td>
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<td>Topic: Share final interview paper conclusions for 2/100 extra credit</td>
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<td><strong>Thursday:</strong> Topic: Share final interview paper conclusions for 2/100 extra credit</td>
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<td>16</td>
<td>May 16th</td>
<td>—Potluck —Guided Study Session</td>
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<td>Final Exam: Monday, May 23, 2:45-5:00 / 1445-1700</td>
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Outdoor Recreation Constraints is an article written on the examination hikers based on race and gender. The results show that participants reported being constrained in participating in their favorite activity because of race, gender and rural residence although rural residence did not seem to have an impact on their participation. The methods used for this study was a survey conducted over the phone. About 17,000 people over the age of 16 were interviewed for 20 minutes. The authors initially hypothesized that marginalized groups in society would face greater constraints to outdoor recreation participation than their counterparts, this hypothesis goes along with my research question, I have also assumed the same thing. The results of the study show that the common constraints individuals face are about time and money as opposed to their marginalized group. Another important finding was that race was an insignificant factor. A common constraint women face when doing outdoor activities is personal safety and inadequate facilities. The findings in this article have been helpful to my study because of its relativeness to my research questions.