

SOC 5313-001 MIXED METHODS RESEARCH

Time: Thursday 3:00-5:40pm.

Location: Kaufman Room 330

Professor: Samuel L. Perry

Office Hours: By Appointment

Office: Kaufman Hall 342

Contact: samperry@ou.edu

COURSE DESCRIPTION

More often than we like to acknowledge, a comprehensive understanding of social phenomena (groups, problems, processes) requires that we draw on multiple research methods beyond the vital analytic strategies we learn in our statistics classes. This graduate-level course will provide an introduction to the theoretical underpinnings, development, and application of mixed-methods research designs. Because our department currently does not offer a focused course in qualitative research methods (though that will soon change in the future and thus this course will evolve), this semester we will explore and emphasize qualitative methods initially and then begin to develop our understanding of how to integrate these methods with the quantitative methods students should already have some familiarity with by this point in their graduate training.

COURSE OBJECTIVES

Upon completion of this course, students should be able to demonstrate the following:

- A clear understanding of the unique ethical considerations confronting a qualitative researcher.
 - Ability to evaluate the quality of particular applications of qualitative research in various studies and as well as the application of mixed-methods research designs.
 - A rudimentary ability to effectively design and carry out qualitative and mixed-methods research projects.
 - Substantial progress toward a qualitative or mixed-methods project/paper of their own choosing.
- Further development in one's writing and presenting skills.

COURSE REQUIREMENTS

Attendance, Participation, & Preparedness (40%)

This is a graduate seminar and full participation is **essential** to your getting the most out of the readings, class sessions, and assignments. Class participation will be weighted heavily and will be based on my subjective evaluation of whether you consistently come to class, contribute to the class discussions, and demonstrate that you have read and thought about the materials. The impetus will be on you to convince me of these things. Part of this participation grade will also include a 1 page single-spaced summary of that week's readings in which you summarize, synthesize, and even critique the readings. This will be printed out and turned in at the beginning of each class.

Leading One Class Discussion (10%)

Students will each lead one class during the semester. A sign-up sheet will be passed around during the first class. Leading the class will entail closely reading the assigned readings for your chosen week (this should include careful notes and outlines of the argument and important points to highlight) and preparing discussion questions for the class. The student will lead the first half of class; professor Perry will lead the second half.

Portfolio Comprising Five Short Assignments (25%)

Throughout the course, you will have five short assignments that will ultimately contribute to a fully developed paper/proposal by the end of the course. These will be outlined below. They should be submitted to the entire class by Sunday at Midnight BEFORE class so that all students have the chance to read and respond with comments during class.

Final Paper/Proposal (15%)

A final paper or well-developed proposal will emerge out of your five assignments. I will provide feedback on the short component assignments so that your finished paper/proposal should be quite solid. This paper would ideally be used as an article for publication, a start on your MA thesis, and/or even the ground work for your eventual dissertation.

Presentations (10%)

Each student will give a 15-20 minute presentation on their research project. This presentation will be in the format of a conference talk (with powerpoint preferably). These should include a discussion of the research question, theoretical and conceptual frameworks, methods, and, data analysis and results. I will give you an example of a research talk in class so you'll know what this should look like.

GRADING

Attendance, Participation, & Preparedness 40%

Leading One Class Discussion 10%

Five Short Assignments (5% each) 25%

- Research Questions and Justification
- Review of Literature for Research Questions
- Description of Proposed Research Methods
- Analysis/Results/Findings
- Discussion/Conclusions

Final Paper/Proposal 15%

Presentation 10%

Total 100%

COURSE MATERIALS

- All articles and book chapters will be posted on canvas or will be available through Google scholar.

COURSE SCHEDULE (Definitely Subject to Change)

WEEK 1 (1/14) – WHAT ARE THE ETHICAL ISSUES INVOLVED IN RESEARCHING PEOPLE CLOSELY?

- [ASA 2018 Code of Ethics](#)
- Johnson, Tara Star. 2008. "[Qualitative Research in Question: A Narrative of Disciplinary Power With/in the IRB.](#)" *Qualitative Inquiry* 14(2):212-232.
- Small, Mario L. 2015. "[De-Exoticizing Ghetto Poverty: On the Ethics of Representation in Urban Ethnography.](#)" *City & Community* 14(4):352-358.
- Fine, Gary Alan, and David Shulman. 2009. "[Lies from the Field: Ethical Issues in Organizational Ethnography.](#)" Pg. 177-195 in *Organizational Ethnography: Studying the Complexities of Everyday Life*, by Ybema, Yanow, Wels, and Kamsteeg. SAGE.
- Humphreys, Laud. 1975. "Postscript: A Question of Ethics." and "Retrospect: Ethical Issues in Social Research." From *Tea Room Trade: Impersonal Sex in Public Places*, Revised Edition. By Laud Humphreys

WEEK 2 (1/21) – THE LOGIC OF QUALITATIVE INQUIRY (IN CONTRAST WITH QUANTITATIVE RESEARCH)

- Martin, John Levi. 2016. "[Toward a Nightmare Resistant Sociology.](#)" *Contemporary Sociology: A Journal of Reviews* 45(5):535-542.
- Ragin, Charles C. 1999. "[The Distinctiveness of Case-oriented Research.](#)" *Health Services Research* 34(5):1137-1151.
- Small, Mario Luis. 2009. "[How Many Cases Do I Need? On Science and the Logic of Case Selection in Field-Based Research.](#)" *Ethnography* 10(1):5-38.
- Lareau, Annette. 2012. "[Using the Terms Hypothesis and Variable for Qualitative Work: A Critical Reflection.](#)" *Journal of Marriage and Family* 74(4):671-677.
- Collins, Patricia Hill. 1990. "[Toward an Afrocentric Feminist Epistemology.](#)" Pgs 47-72 in *Turning Points in Qualitative Research* by Lincoln and Denzin.

WEEK 3 (1/28) – IN-DEPTH INTERVIEWING THEORY AND DESIGN

DUE: Research Questions and Justification (Remember to submit these via email to the class before midnight the Sunday BEFORE class; and then bring a hard copy to class time.)

Debates About the Efficacy of Interviewing

- Pugh, Allison J. 2013. [“What Good Are Interviews for Thinking about Culture? Demystifying Interpretive Analysis.”](#) *American Journal of Cultural Sociology* 1:42-68.
- Jerolmack, Colin, and Shamus Khan. 2014. [“Talk Is Cheap: Ethnography and the Attitudinal Fallacy.”](#) *Sociological Methods & Research* 43(2):178-209.
- Lamont, Michele, and Ann Swidler. 2014. [“Methodological Pluralism and the Possibilities and Limits of Interviewing.”](#) *Qualitative Sociology* 37:153-171.

In-Depth Interview Design

- Rubin, Herbert J., and Irene S. Rubin. 2005. “The Responsive Interview as an Extended Conversation,” “Structuring the Interview,” and Designing Main Questions and Probes,” and “Preparing Follow-Up Questions.” From *Qualitative Interviewing: The Art of Hearing Data*, 2nd Edition, by Rubin & Rubin.

WEEK 4 (2/4) – CODING AND ANALYZING INTERVIEW DATA

- Rubin, Herbert J., and Irene S. Rubin. 2005. “The First Phase of Analysis: Preparing Transcripts and Coding Data,” and “Analyzing Coded Data” From *Qualitative Interviewing: The Art of Hearing Data*, 2nd Edition, by Rubin & Rubin.
- Deterding, Nicole M., and Mary C. Waters. 2018. [“Flexible Coding of In-Depth Interviews: A Twenty First-Century Approach.”](#) *Sociological Methods & Research* (online first).

WEEK 5 (2/11) – ETHNOGRAPHY & PARTICIPANT OBSERVATION THEORY AND DESIGN

DUE: Review of Literature for Research Questions

- Desmond, Matthew. 2014. [“Relational Ethnography.”](#) *Theory and Society* 43(5):457-579. • Read Response by Burawoy, Michael. 2017. [“On Desmond: the Limits of Spontaneous Sociology.”](#) *Theory and Society* 46:261-284.
- Tavory, Iddo, and Stefan Timmermans. 2013. [“A Pragmatist Approach to Causality in Ethnography.”](#) *American Journal of Sociology* 119(3):682-714.
- Rinaldo, Rachel, and Jeffrey Guhin. Forthcoming. [“How and Why Interviews Work: Ethnographic Interviews and Meso-level Public Culture.”](#) *Sociological Methods & Research*.

WEEK 6 (2/18) – NO CLASS: PROFESSOR PERRY OUT OF TOWN

WEEK 7 (2/25) – CODING AND ANALYZING ETHNOGRAPHIC DATA

DUE: Description of Proposed Research Methods

- Timmermans, Stefan, and Iddo Tavory. 2012. [“Theory Construction in Qualitative Research: From Grounded Theory to Abductive Analysis.”](#) *Sociological Theory* 30(3):167-186.
- Duneier, Mitchell. 2011. [“How Not to Lie with Ethnography.”](#) *Sociological Methodology* 41(1):1-11.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. Chapters 2, 3, 4, and 6 in *Writing Ethnographic Field Notes*. Chicago, IL: University of Chicago Press.
- Calarco, Jessica. 2018. [“Notes from the field: show how you know what you know.”](#) Blog post published at Scatterplot.

WEEK 8 (3/3) – FOCUS GROUPS

Introduction and Theory Behind Using Focus Groups

- Morgan, David L. 1996. [“Focus Groups.”](#) *Annual Review of Sociology* 22:129-152.
- Hollander, Jocelyn A. 2004. [“The Social Context of Focus Groups.”](#) *Journal of Contemporary Ethnography* 33(5):602-637.
- Edgell, Penny, Kathleen E. Hull, Kyle Green, and Daniel Winchester. 2016. [“Reasoning Together Through Telling Stories: How People Talk about Social Controversies.”](#) *Qualitative Sociology* 39:1-26.
- Cyr, Jennifer. 2016. [“The Pitfalls and Promise of Focus Groups as a Data Collection Method.”](#) *Sociological Methods & Research* 45(2):231-259.

Analyzing Focus Group Data

- Onwuegbuzie et al. 2009. [“A Qualitative Framework for Collecting and Analyzing Data in Focus Group Research.”](#) *International Journal of Qualitative Methods* 1-21.

WEEK 9 (3/10) – IN-DEPTH CASE STUDY RESEARCH

- Harrison, Helena, Melanie Birks, Richard Franklin, and Jane Mills. 2017. [“Case Study Research: Foundations and Methodological Orientations.”](#) *Forum: Qualitative Social Research* 18(1).
- Burawoy, Michael. 1998. [“The Extended Case Method.”](#) *Sociological Theory* 16(1):4-33.
- Ragin, Charles. 1999. [“Using Qualitative Comparative Analysis to Study Causal Complexity.”](#) *Health Services Research* 34(5):1225-1239.
- Snow, David, and Danny Trom. 2002. “The Case Study in the Study of Social Movements.” Pp. 146- 172 in *Methods of Social Movement Research* by Klandermans and Staggenborg. Minneapolis, MN: University of Minnesota Press.

- Seawright, Jason, and John Gerring. 2008. "[Case Selection Techniques in Case Study Research.](#)" *Political Research Quarterly* 61(2):294-308.

WEEK 10 (3/17) – NO CLASS: SPRING BREAK

WEEK 11 (3/24) – QUANTITATIVE AND QUALITATIVE CONTENT ANALYSES

Theory

- Hsieh, Hsiu-Fang and Sarah E. Shannon. 2005. "[Three Approaches to Qualitative Content Analysis.](#)" *Qualitative Health Research* 15(9):1277-1288.
- Chakrabarti, Parijat, and Margaret Frye. 2017. "[A Mixed-Methods Framework for Analyzing Text Data: Integrating Computational Techniques with Qualitative Methods in Demography.](#)" *Demographic Research* 37:1351-82.

Various Examples of Content Analyses (skim the theory; focus carefully on the methods and analysis)

- Thomas, Jeremy N. 2013. "[Outsourcing Moral Authority: The Internal Secularization of Evangelicals' Anti-Pornography Narratives.](#)" *Journal for the Scientific Study of Religion* 52(3):457-475.
- Perry, Samuel L. 2019. "[The Bible as a Product of Cultural Power: The Case of Gender Ideology in the English Standard Version.](#)" *Sociology of Religion* (online first).
- Burke, Kelsy, and Alice MillerMacPhee. 2020. "Pornography Addiction Discourse in Science, News Media, and Politics: Knowledge Production and Biomedical Sexuality." *Social Forces* (online first).
- Ignatow, Gabriel. 2008. "[Culture and Embodied Cognition: Moral Discourses in Internet Support Groups for Overeaters.](#)" *Social Forces* 88(2):643-670.
- Fritz, Niki, and Bryant Paul. 2017. "[From Orgasms to Spanking: A Content Analysis of the Agentive and Objectifying Sexual Scripts in Feminist, for Women, and Mainstream Pornography.](#)" *Sex Roles* 77:639-652.

WEEK 12 (3/31) – ARCHIVAL RESEARCH FOR HISTORICAL COMPARATIVE SOCIOLOGY

Theory and Approaches

- Neuman, W. Lawrence. 2006. "Historical-Comparative Research." Pp. 418-456 in *Social Research Methods: Qualitative and Quantitative Approaches*. 6th ed. Boston MA: Pearson
- Taylor, Steven J., Robert Bogdan and

Marjorie DeVault. 2016. "Historical and Archival Research." Pp. 153-160 in *Introduction to Qualitative Research Methods: A Guidebook and Resource*. 4th ed. New York, John Wiley & Sons.

Various Examples of Historical/Archival Sociological Research (skim the theory; focus carefully on the methods and analysis)

- Mora, G. Cristina. 2014. "[Cross-Field Effects and Ethnic Classification: The Institutionalization of Hispanic Panethnicity, 1965-1990.](#)" *American Sociological Review* 79(2):183-210.
- Gorski, Philip S. 2000. "Historicizing the Secularization Debate: Church, State, and Society in Late Medieval and Early Modern Europe, CA. 1300 to 1700." *American Sociological Review*
- Wilde, Melissa, and Sabrina Danielson. 2014. "[Fewer and Better Children: Race, Class, Religion and Birth Control Reform in America.](#)" *American Journal of Sociology* 119(6):1710-1760.

WEEK 13 (4/7) – WHY/WHEN DO WE INTEGRATE QUALITATIVE AND QUANTITATIVE METHODOLOGIES?

DUE: Analysis/Results/Findings

- Small, Mario. 2011. "[How to Conduct a Mixed Methods Study: Recent Trends in a Rapidly Growing Literature.](#)" *Annual Review of Sociology* 37(1):57-86.
- Denzin, Norman K. 2007. "Triangulation." In *The Blackwell Encyclopedia of Sociology*.
- Denzin, Norman K. 2012. "[Triangulation 2.0.](#)" *Journal of Mixed Methods Research* 6(2):80-88.
- Leech, Nancy L., and Anthony J. Onwuegbuzie. 2009. "[A Typology of Mixed Methods Research Designs.](#)" *Quality & Quantity* 43:265-275.

WEEK 14 – (4/14) – ANALYZING EXAMPLES OF MIXED RESEARCH METHODS

DUE: Discussion/Conclusions

Okay to skim the theory; Focus carefully on the methods and analyses.

- Emerson, Michael O., Christian Smith, and David Sikkink. 1999. "[Equal in Christ, but Not in the World: White Conservative Protestants and Explanations of Black-White Inequality.](#)" *Social Problems* 46(3):398-417.
- Vaisey, Stephen. 2009. "[Motivation and Justification: A Dual-Process Model of Culture in Action.](#)" *American Journal of Sociology* 114(6):1675-1715.
- Menchik, Daniel A., and Xiaoli Tian. 2008. "[Putting Social Context into Text: The Semiotics of E-mail](#)

[Interaction.](#)" *American Journal of Sociology* 114(2):332-70.

- Braunstein, Ruth, Brad R. Fulton, and Richard L. Wood. 2014. ["The Role of Bridging Cultural Practices in Racially and Socioeconomically Diverse Civic Organizations."](#) *American Sociological Review* 79(4):705-725.
- Perry, Samuel L. 2013. ["Social Capital, Race, and Personal Fundraising in Evangelical Outreach Ministries."](#) *Journal for the Scientific Study of Religion* 52(1):159-178.
- Williams, Roman R. 2010. ["Space for God: Lived Religion at Work, Home, and Play."](#) *Sociology of Religion* 71(3):257-279.

WEEK 15 (4/21) – WRITING MIXED RESEARCH METHODS

- Reading and Responding to One Another's Materials

WEEK 16 (4/28) – PARTY AND IN-CLASS PRESENTATIONS