

# SOCIOLOGY 3010-01

## QUALITATIVE ANALYSIS & FIELD RESEARCH

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FALL 2025

### Course Information

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**Class Days:** M/W 10:30-11:45am

**Class Location:** Pfau Library 224

**Instructor:** Ethel Mickey (she/her)

**Email:** [ethel.mickey@csusb.edu](mailto:ethel.mickey@csusb.edu)

**Office:** SB 441

**Office Hours:** Tuesday's 12-1:15pm (Zoom),  
Wednesday's 12-1 pm (in person), and by  
appointment. Book a time using my [calendar link](#).

**Zoom:** <https://csusb.zoom.us/j/8857472787>

### Course Description

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This course is an introduction to qualitative research methods – a process of research inquiry that seeks in-depth and contextualized understandings of social phenomena, often in their natural settings, through non-numerical data. Key questions of the course include: What is the relationship between qualitative methods and theoretical understandings of society? How do power differentials – including those based on gender, race, and social class – affect fieldwork? What responsibilities do sociologists have to the people they study? This course examines these questions through close readings of qualitative research and through actively practicing various qualitative research methods, including content analysis, archival research, interviews, focus groups, and ethnography. We will learn to read qualitative research studies with a critical eye toward their design, effects, and scholarly contributions. Course assignments are designed to give students hands-on experience in qualitative research design, data collection, and analysis. The course explores the relationship of qualitative methods to quantitative methods, research ethics, and the strengths and challenges of specific qualitative approaches. The course concludes examining the jobs and professional fields requiring qualitative research skills.

### Prerequisites

SOC 1000

### Learning Goals

- 1) To learn about various qualitative research methods used in sociology in order to understand the role of empirical research in building sociological knowledge.
- 2) To analyze and evaluate qualitative research, including the types of questions that can be answered through qualitative data and strengths/limitations.
- 3) To understand the ethical implications of qualitative research, and how researchers can minimize harm and protect participants.
- 4) To actively engage in qualitative research, including content analysis, participant observation, and interviews, to empirically understand the social processes connecting individuals with social structures and how these connect to social inequalities.

- 5) To refine skills in active reading, collaboration, critical thinking, and verbal and written expression to prepare for future careers and/or graduate studies.

## Course Materials

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### Required Texts

*Successful Qualitative Research: A Practical Guide for Beginners*. Virginia Braun & Victoria Clarke. Sage. \*Available to buy or rent at the Coyote Bookstore (e-book option available too). The textbook is also available for rent through Amazon at a discounted rate. If you have any difficulties acquiring the book, please come and speak with me.

All other required readings will be posted on Canvas.

## Course Requirements

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### 1. Attendance and Participation (10 points)

You are expected to attend class, to have completed required readings ahead of time, and to participate in class discussions. I will track attendance, and you are allowed **4 unexcused absences** without negative impact on your participation grade. **This is not a lecture course!** At times, I will provide key course concepts and information during short lectures, but you are expected to be actively engaged in discussions. Failure to participate and contribute to the class discussion will impact your overall grade assessment negatively. Please come and see me right away if you anticipate any concerns with participation. I encourage you to ask questions in class. Please try to remember that if you have questions, other fellow students are likely to have the same question. Thus, no question is too basic! You can also post your questions on the Canvas discussion forum (and I encourage you to do so, as other students can benefit from the question and response).

Slides and handouts will be posted on Canvas, but I will not review course materials outside of class. If you will be missing class for a religious day of observance, please let me know and we will arrange for missed work.

I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. If you bring your child to class, I ask that you sit close to the door so that if your little one needs special attention and it is disrupting learning for other students, you may step outside until their needs have been met. Nearest lactation room: Santos Manuel Student Union, Meditation Room (2nd floor near the Fourplex).

**2. Weekly Reading Quizzes (15 points)** Each week, you will be assigned readings, either from the textbook or PDF readings posted on Canvas. There will be a short reading quiz due **every Monday at the start of class time (10:30am)**. These are open-book, open-note multiple choice quizzes on

Canvas. Quizzes are 3 points each. The lowest 4 quiz grades will be dropped at the end of the semester.

You will be most successful in the course if you participate in **active reading**. As you read, identify the main argument(s) the author is making, key concepts and their definitions, and examples. Avoid highlighting and instead take reading notes that summarize the material in your own words. Making outlines of the chapters and articles is often helpful. Prepare questions you want to raise in advance of class discussions. As our class time will be designed around our readings, it will be evident when students have not done the reading. In-class exercises and tests will contain questions based on material from the readings that I have not necessarily covered in class.

## 2. Homework Assignments (40 points total)

There will be 6 homework assignments for the course that provide you with experience conducting various qualitative research methods. **Homework assignments will be due on Wednesday at the start of class time (10:30am)** unless otherwise noted. You will be asked to reflect on what you have learned from the textbook and readings, while also engaging in hands-on research activities. Homework assignments are worth **5 points each**. **The CITI Ethics Training and Mini-Ethnography are worth 10 points.**

1. Reflexivity Map
2. CITI Research Ethics Training (10 points)
3. Content Analysis Worksheet
4. Ethnography Worksheet
5. Mini-Ethnography (10 points)
6. Virtual Class Assignment on Qualitative Interviews

## 4. Midterm test (10 points)

The in-person test will cover material discussed in the course textbook, other readings, lectures, and class discussions. The test will include a combination of multiple choice and short essay questions. The best way to prepare for the tests is to complete the readings, take notes, and be an active participant in class. There will be an in-class review session during the week of the test. **I will provide a study guide and practice questions. Students will be allowed one notecard as a “cheat sheet” for the test.** The midterm will be on **Wednesday, October 22**. More information will be provided in class.

## 5. Interview Project (25 points)

In the second half of the course, you will apply the methodological skills you have learned to design and conduct a qualitative interview project. You will interview a fellow CSUSB student about their educational experiences to date. The project will be broken up into shorter assignments over the span of several weeks, including designing an interview protocol, conducting the interview, transcribing interview data, and analyzing the data for themes in relation to course readings. The goals of this assignment are for you to engage in primary data collection and sociological research, linking course concepts and theories to personal histories

and society. You will write up your analyses as the final assignment for the course, and **the write-up will be due during exam week, Monday, December 8th at 12:30pm uploaded to Canvas.** There is no final exam for this course.

## Grades

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Assignment	Points
Attendance & participation	10
Reading quizzes	15
Homework Assignments	40
Midterm exam	10
Interview Project	25
<b>Total Points</b>	<b>100</b>

Over the course of the semester, you will accumulate 100 points from the assignments, exams, and attendance. I suggest **you** write down or create an excel file to help keep a count of your points. I **don't use Canvas to calculate final grades.**

**Grading Scale:** A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 76-79, C = 73-75, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F below 59

## Deadlines & Schedule

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It is your responsibility to follow the course schedule and keep track of assignment deadlines.

### FAQ: Missing Class, Deadlines & Late Work

Q: I can't come to class. What should I do?

You can miss four class sessions without penalty. If you have not yet used your four "freebie" unexcused absences, then there is **no need to email me**. If you believe your absence qualifies as an excused absence, then you can [fill out this Google Form](#) to log your absence and upload documentation. According to University policy, excused absences include documented illness or injury to the student or a relative, religious observance, university-sanctioned activities, jury duty, or military service. If you anticipate missing **several** classes, then you can and should email me directly so we can discuss options and set up a path for your success in the course.

Q: When are Quizzes due?

Reading quizzes must also be submitted by **Monday at 10:30am** during the week they are listed on the syllabus schedule. They are late as of 10:31am on Monday.

Q: When are Homework's due?

Homework assignments must also be submitted by **Wednesday at 10:30am** during the week they are listed on the syllabus schedule. They are late as of 10:31am on Wednesday.

Q: What if I can't submit my work by the deadline?

A: I encourage you to plan ahead and submit your work on time. Use the weekends to read and submit your quizzes. In accordance with university and departmental policies, make up assignments or incomplete grades will be given at my discretion in cases of documented illness, injury, or official university business. In general, extensions will be granted for serious, unexpected life events that are outside of your control, including family emergencies. As you are able, please plan ahead and communicate with me via email if you think you will have difficulty meeting a deadline to request an extension. Otherwise, work submitted late will be deducted one letter grade for each day late (B+→B, and so on), unless it is excused *in advance* via email.

Q: How do I know if I've completed all the work that was due for the week?

A: Use the Syllabus Course Schedule to keep track of assignments. Additionally, the Canvas "To Do" list will have deadlines and automatic reminders.

## Community Guidelines

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**Statement on diversity, equity, and inclusion in the classroom:** All students are welcome and belong in this class, with the diversity that students bring a resource and strength. As we come together across differences, I ask that you treat each other with courtesy, care, and respect at all times. The classroom should be a safe learning environment for all of us. This necessitates that we each take responsibility for keeping the classroom free of discrimination, harassment, and intimidation. Debate and disagreements can (and should) occur during the collective learning process, as we often tackle some controversial issues. Critically examining our most basic assumptions about the social world is a key task of sociology but is also an activity that requires courage. I will work to ensure a democratic and respectful environment that supports your taking intellectual risks. I aim to present materials that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, and culture. However, I might have not thought of something. Your suggestions are encouraged and appreciated.

**Office Hours:** Office hours will be held on Tuesday's 12-1:15pm (Zoom), Wednesday's 12-1 pm (in person), and by appointment. **You must schedule an appointment with me using the following link:** <https://calendly.com/profmickey>. You can join virtual office hours by using the "Zoom" menu on Canvas.

**Laptops and Electronics:** Laptops are allowed in the course strictly for notetaking. Please respect your fellow classmates and refrain from browsing the Internet, checking emails, etc. during class as it is distracting to everyone around you. If I notice you are using your laptop for anything not related to the course, your participation grade will be negatively impacted. Please turn your cell phones off or on silent prior to the beginning of class. I understand that there might be times when you need to keep your phone on during class for family or other urgent reasons. Please let me know ahead of time if this applies to you.

**Class recordings:** To foster an environment of openness where students feel comfortable asking questions and testing out new ideas, no audio or video recordings of class or photographs are permitted without the instructor's permission or a disability-related accommodation.

**Lateness and extension policy:** In accordance with university and departmental policies, make up assignments or incomplete grades will be given at my discretion in cases of documented illness, injury, or official university business. In general, extensions will be granted for serious, unexpected life events that are outside of your control, including family emergencies. As you are able, please plan ahead and communicate with me if you think you will have difficulty meeting a deadline to request an extension. Otherwise, work submitted late will be deducted one letter grade for each day late (B+→B, and so on), unless it is excused *in advance* via email.

**E-mail etiquette:** Emails should be reserved for quick, yes/no questions or to set up a meeting time. If you have more in-depth questions, need to review course material, or missed a class session, I encourage you to come to my office hours. I do my best to answer emails promptly, however, I am not available via email 24/7. If you email me after 5:00pm on weekdays, I will answer you by the next morning. If you email me on the weekends, I will answer by Monday morning. If it is an urgent matter, put "Urgent" in the subject heading.

**Canvas:** I will regularly use Canvas to communicate with the class and make announcements. Please make sure to check the Canvas course site often and sign up to receive alerts.

## Student Support Services

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### Academic and Student Support Services

All students are welcome and belong in this class, and various resources are available to support student success and wellbeing both in and outside of the classroom. I encourage you to take advantage of the wealth of student support resources on campus. A complete list of all academic support services is available on the [Academic Success](#) section of the [CSUSB Student Affairs](#) website.

- [The Writing Center](#) offers one-on-one tutoring sessions, workshops, and materials.
- [Technology Support Center](#) or [support@csusb.edu](mailto:support@csusb.edu) for 24/7 tech support, including Canvas.
- [Academic Success](#) support via Student Affairs, including mentoring and tutoring services.
- [Counseling and Psychological Services](#)
- The [Basic Needs](#) team supports any student with difficulty affording groceries, or lacks a safe and stable place to live.
- [Student Financial Services](#)
- [Undocumented Student Success Center](#). If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested. Making use of these resources will not jeopardize your student status, your financial aid, or any other part of your residence.
- The [Office of Tribal Relations](#) provides Indigenous students with scholarships, internships, and other resources.

- The [Veterans Success Center](#) provides support, resources, and information for students with a military background.
- The [Osher Adult Re-Entry Center](#) (OARC) provides resources for adult re-entry students to help make the most of their college experiences
- [The Obershaw Den](#) provides food and personal hygiene items for enrolled students in need. Services are confidential.

**Accommodations and Disability Access.** All of us learn in different ways and with varying degrees of success. It is my job to help each and every one of you learn. Disabilities will always be accommodated. If you know of any factors that may hinder your ability to complete this course successfully, or if you will need accommodations for a documented disability or other appropriate reason, please let me know as soon as possible. Any student seeking classroom or testing accommodations must contact Services for Students with Disabilities during the first two weeks of class at (909) 537-5238 or [ssd@csusb.edu](mailto:ssd@csusb.edu). SSD is located in UH-183.

**Academic Integrity and Plagiarism.** All students are expected to abide by the Student Conduct Code and complete their work with academic honesty. No form of plagiarism, lying, cheating, or other academic dishonesty will be tolerated and could result in a failing grade for the assignment or course or further disciplinary sanctions. We will discuss what kinds of actions constitute academic dishonesty in class, including plagiarism.

In this course, every element of class assignments must be fully prepared by the student. In this course, we will learn how AI tools can assist in social science research, and where they fall short. I will make clear when the use of generative AI tools is acceptable, and when the use is considered plagiarism. All writing assignments must be original work produced by the student, and **the use of generative AI tools for any portion of assignments will be treated as plagiarism, resulting in an “F” for your assignment.** If you have questions, please contact me. To learn more about plagiarism, I encourage you to read the [University’s Policy on Academic Dishonesty](#) and the library’s [Guide on Citing Sources](#).

**Emergency Preparedness.** Emergencies can occur at any time with little or no warning. All CSUSB students, faculty, and staff are expected to be familiar with basic emergency protocols outlined by the [Office of Emergency Management and Business Continuity](#), in the event of a disaster on campus, whether small or large.

## CSUSB Land Acknowledgement

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We recognize that California State University, San Bernardino sits on the territory and ancestral land of the San Manuel Band of Mission Indians (Yuhaaviatam). We recognize that every member of the California State University, San Bernardino community has benefitted and continues to benefit from the use and occupation of this land since the institution’s founding in 1965.

Consistent with our values of community and diversity, we have a responsibility to acknowledge and make visible the university’s relationship to Native peoples. By offering this Land



Acknowledgement, we affirm Indigenous sovereignty and will work to hold California State University, San Bernardino more accountable to the needs of American Indian and Indigenous peoples.

## A Final Note

Please seek me out whenever you need help, by email or in person. ***Please make use of my office hours!*** Office hours are a dedicated time for students to access their instructors in any way that is useful for you. We can arrange meetings by appointment or on Zoom if my regular office hours are not convenient for you. I am eager to help you with course material and to get to know you, but you must take the initiative.

## Weekly Course Schedule

*Updates to the weekly reading schedule will be announced in advance and posted on Canvas. All readings outside of the textbook are available as PDFs on Canvas.*

Unit I: Introduction to Qualitative Research Methods & Ethics				
Week	Dates	Topics & Readings	Due Monday	Due Weds.
1	8/25-8/27	<b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- Course Introduction</li> <li>- Fundamentals of Qualitative Research</li> <li>- Sociology Careers and Graduate School</li> </ul> <b><u>Reading:</u></b> <ul style="list-style-type: none"> <li>❑ Chapter 2 pp. 19-26; 33-41</li> </ul>		
2	9/1-9/3	<b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- Connecting Theory, Questions &amp; Methods</li> </ul> <b><u>Reading:</u></b> <ul style="list-style-type: none"> <li>❑ Chapter 3 pp. 42-55</li> </ul>	Reading Quiz	Homework: Reflexivity Map
3	9/8-9/10	<p><b>*No Monday Class on 9/8. Take the time to start working on your CITI training.</b></p> <b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- The Ethics of Studying People</li> </ul> <b><u>Readings:</u></b> <ul style="list-style-type: none"> <li>❑ Chapter 3 pp. 61-68</li> <li>❑ <a href="#">ASA Code of Ethics</a> (only General Principles &amp; Principle #11 Informed Consent)</li> </ul>	Reading Quiz	Start to work on CITI training



4	9/15-9/17	<b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- The Ethics of Studying People, cont'd.</li> <li>- AI and Research Ethics</li> <li>- Intersectionality and Feminist Methods</li> </ul> <b><u>Reading:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> González-López (Canvas)</li> </ul>	Reading Quiz	Homework: CITI training
<b>Unit II: Qualitative Research Techniques</b>				
5	9/22-9/24	<b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- Content Analysis</li> </ul> <b><u>Reading:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Slakoff &amp; Brennan (Canvas)</li> </ul>	No quiz.	Homework: Content Analysis Worksheet
6	9/29-10/1	<b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- Introduction to Ethnography</li> <li>- In-class fieldwork</li> <li>- Thick description</li> </ul> <b><u>Reading:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emerson, Fretz, &amp; Shaw. "Chapter 1." (Canvas)</li> </ul>	Reading Quiz	Homework: Ethnography Worksheet
7	10/6-10/8	<b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- Debrief fieldwork</li> <li>- Writing fieldnotes</li> </ul> <b><u>Readings:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emerson, Fretz, &amp; Shaw. "Chapter 2." (Canvas)</li> </ul>	Reading Quiz	Homework: Fieldnote from Ethnography
8	10/13-10/15	<p><b>*No Monday Class on 10/13- Holiday.</b></p> <p><b>* Wednesday – Virtual Class, Prof. Mickey at conference. See Canvas for instructions.</b></p> <b><u>Topics:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Qualitative Interviews</li> </ul> <b><u>Reading:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 3 pp. 55-61</li> <li><input type="checkbox"/> Chapter 4 pp. 77-81</li> </ul>	No quiz.	Virtual Class Assignment on Canvas.
9	10/20-10/22	<p><b>Monday's class will be a review session.</b></p> <p><b>*The Midterm Exam will be on Wednesday, 10/22 in class.*</b></p>		

10	10/27-10/29	<b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- Introduce Interview Project</li> <li>- Getting Started with Interviews</li> <li>- Designing Interview Questions</li> </ul> <b><u>Readings:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Jacob &amp; Furgerson (Canvas)</li> <li><input type="checkbox"/> Chapter 4 pp. 81-85</li> </ul>	Reading Quiz	Interview Project Worksheet
11	11/3-11/5	<b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- Conducting Interviews</li> </ul> <b><u>Readings:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 4 pp. 85-106</li> <li><input type="checkbox"/> "12 Handy Interview Tips" (Canvas)</li> </ul>	Reading Quiz	Interview Questionnaire
<b>Unit III: Moving from Data Collection to Analysis</b>				
12	11/10-11/12	<b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- Introduction to Qualitative Data Analysis</li> <li>- Cleaning Transcripts</li> </ul> <b><u>Reading:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 8 pp.173-180</li> </ul>	No quiz.	Interview completed. Upload your clean transcript + reflection paragraph.
13	11/17-11/19	<b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- Coding and Identifying Patterns</li> </ul> <b><u>Readings:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 9</li> <li><input type="checkbox"/> Chapter 10 pp. 223-235</li> </ul>	Reading Quiz	Coded transcript.
<b>Unit IV: Writing &amp; Circulating Qualitative Research</b>				
14	11/24	<b>THANKSGIVING WEEK. No Class Wednesday.</b> <b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- Defining Themes &amp; Telling Stories</li> </ul> <b><u>Read:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 11 pp. 248-262</li> </ul>	No quiz.	
15	12/1-12/3	<b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>- Writing &amp; Synthesizing Findings</li> </ul>	Reading Quiz	Codebook

		- Workshop Final Papers  <u><b>Read:</b></u> <input type="checkbox"/> Chapter 13, pp. 296-315		
<b>There is no final exam for the course. Interview Projects due Monday 12/8 at 12:30 pm uploaded to Canvas.</b>				