

DEPARTMENT OF SOCIOLOGY

Module Code: SC203-5-FY

Module Title: Researching Social Life II

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Module Title:	Researching Social Life II
Module Supervisor: Module Teachers	Prof Nick Allum Dr Laurie Hawkins Mr Kiril Makarov Ms Jenn Kelley
E-mail and Office Number	nallum@ essex.ac.uk 6.332
Assessment	100% coursework
Coursework	1. Three Mini Homework Exercises 15% 2. Quantitative Data Analysis Report 35% 3. Qualitative Research Proposal: 15% 4. Qualitative Analysis Report: 35%
Submission Dates	1 Weeks 4-10 (via Moodle) 2 Week 16 3 Week 22 4 Week 30
Return of marked coursework	1 Weeks 6-11 2 Week 19 3 Week 25 4 Week 33
Listen again	Is available for this module http://listenagain.essex.ac.uk/

Students taking this module must refer to the **UNDERGRADUATE /POSTGRADUATE TAUGHT STUDENTS' HANDBOOK** for general information about coursework and assignments and the University's policy on late submission, which can be found on the Sociology website.

<https://moodle.essex.ac.uk/course/view.php?id=7129>

You must upload your assignment(s) onto the Coursework Submission system at: <http://faser.essex.ac.uk/> by the deadline(s) published in this module outline.

Please note that we recommend that you upload your assignments well in advance of the final deadline.

Aims of the module

This module introduces you to some of the methods commonly used in sociological research for the collection and analysis of quantitative and qualitative data. In classes you will also be encouraged to think about and discuss the issues introduced in the lectures. In the lab sessions you will learn some practical skills in statistical data analysis.

Transferable skills and learning outcomes

In the process of taking this module, you will develop skills that are transferable to your undergraduate project, the labour market, or postgraduate work, when you complete your undergraduate studies. You will also appreciate more how sociologists go about applying their skills and knowledge to the empirical and theoretical investigation of issues they study. Chiefly, upon successful completion of the module, you will have developed skills in:

- Understanding the principles underlying quantitative approaches to sociology
- Deriving and operationalising research hypotheses and questions using statistics and qualitative data
- Appreciating ethical issues affecting research in general, and potentially affecting your own research
- Analysing qualitative data in a systematic and transparent way
- Analysing quantitative data and use of the computer software package SPSS

Delivery of the module

This module is taught through a combination of a lecture and a class or lab session each week.

You are expected to attend each weekly lecture and each weekly class or lab that you have been assigned to.

Support outside of workshops and classes**Office hours**

The teaching team has weekly office hours in which they guarantee to be sitting in their room waiting to deal with any inquiries you may bring. Please use this service, especially if there is anything in the module that you are unclear about. You will be notified about the time of the office hours in the first lecture. Don't wait until the last week before an assignment is due as you may find your teachers unsympathetic.

Essential texts

- Field, A. (2013). *Discovering statistics using IBM SPSS Statistics*. (4th ed.). London: Sage.
- MacInnes, J. (2017). *An introduction to secondary data analysis with IBM SPSS Statistics*.
- Bryman, A (2012) *Social Research Methods (Fourth Edition)*, Oxford: Oxford University Press.

There will also be a module reader available on Moodle that contains readings for the Spring term.

Additional resources

Videos

Each topic in the Autumn term has at least one accompanying video that you should watch. Links to these videos are in the week by week reading list below. In the Spring term, there are additional readings each week.

Online resources

As well as the week by week readings you are set, you are strongly encouraged to find material to read yourself that is of interest. The lectures will introduce you to how we DO empirical research; in your own reading you should aim to find material that is relevant to areas of research that most interest you. One of the best resources on research methods is SAGE Research Methods – <http://methods.sagepub.com/> . You can log into this by using the Shibboleth Institutional login.

Schedule of lectures

Week No	Lecture Title
	Autumn
2	Introduction to the module. What is quantitative analysis?
3	Statistics and society: busting myths
4	Describing and summarising your data I
5	Describing and summarising your data II
6	Samples and populations: statistical inference
7	Statistical significance: testing hypotheses
8	Breaking data down by groups: contingency tables
9	Contingency tables and hypothesis tests
10	What goes with what?: correlation analysis

11	Recap and assignment preparation
	Spring
16	Introduction: what is a research question?
17	Research Ethics
18	Critical perspectives on Ethnography
19	How to do interviews
20	Interviews and Sensitive Research
21	Reading week
22	Writing your research proposal
23	Internet research
24	Analysing data
25	Writing up your research project

Assessment

Assessment and schedule for completion of assignments

You are required to complete five pieces of work throughout the year.

Autumn term:

1. There are mini homework assignments set in weeks 5,7,9 and 10. You need to use SPSS to complete them. Each one is based on what we are doing in the lab in that week. If you come to the lab, it will be easy to complete the homeworks. Each one is worth 5% of your total mark for the module. You need to submit at least 3 of the 4 homeworks. These submissions should be via MOODLE – NOT ON FASER! If you submit all four, your marks will be calculated from the best three out of your submitted four, so it is a good idea to do all of them. [15% in total]
2. A data analysis exercise using SPSS and submitted in Week 16 (after Christmas break). In this exercise you will write a report based on your analysis of data using SPSS, and using all of the things you have learned in the lab sessions and homeworks. [35% in total]

Spring term assessment:

3. Students will conduct either a term-long 'mini-ethnography' (that may be done in part or wholly online) or a comparison between 2 in depth interviews on a topic of the student's choice (transcribed, analysed and compared). The assessment is divided into two:
 - 3 A short written research proposal about the preparation and progress of the project, reflecting on the development of the research question and students' reflections on how the module content relates to their project. [15% in total]
 4. A final written report (maximum of 2500 words) on the results of the student's research project, including reflections on the experience of conducting the project, and incorporating literature from the lectures and readings. [35% in total]

DETAILED SYLLABUS

Week 2 Introduction to the module. What is quantitative analysis?

This lecture will introduce the structure of the module, the lectures, labs and assignments, what it means to study society using data and statistics and some of the assumptions we make when doing so.

Field ch 1
Macinnes Ch 1

Videos:
<http://methods.sagepub.com/video/introduction-to-statistics>

Week 3 Statistics and society: busting myths

Things are not always as they appear and using robust statistics can tell us a lot about society that is not intuitively obvious. In this lecture we will examine statistics on social trends and see how much your perceptions are in line with what large scale statistics tell us. In the labs you will be introduced to the IBM SPSS computer package and begin to examine data yourself.

Field ch 1
Macinnes Ch 1

Week 4 Describing and summarising your data (categorical variables)

How to summarise large amounts of data to facilitate comparisons, examine trends. In this lecture we will see how to use tables and charts to show statistical information clearly and intelligibly.

Field ch 2
MacInnes ch2

Video:
<http://0-methods.sagepub.com.serlib0.essex.ac.uk/video/the-frequency-distribution>

Week 5 Describing and summarising your data (continuous variables)

How to summarise large amounts of data to facilitate comparisons, examine trends. In this lecture we will see how to use summary statistics to describe the distribution of continuous variables.

Field ch 2
MaInnes ch2

Videos:

<http://methods.sagepub.com/video/population-mean-and-sample-mean>

<http://methods.sagepub.com/video/population-and-sample-standard-deviation>

Week 6 Samples and populations: statistical inference

When we carry out studies of human behaviour or beliefs, we use a sample of people in order to understand how things are in the world beyond our sample. Inferential statistics can help us to understand how well our findings might generalise beyond the data we have in our study sample. Inferential statistics include confidence intervals, standard errors and p-values.

Field ch 2
MaInnes ch2

Videos:

<http://methods.sagepub.com/video/populations-and-samples>

<http://methods.sagepub.com/video/sampling-distributions>

<http://methods.sagepub.com/video/central-limit-theorem-part-1>

Week 7 Statistical significance: testing hypotheses

What is a scientific hypothesis and how can we test it using inferential statistics? What it means when something is 'statistically significant'. Sociology is full of theories. But how do we know which ones are true? We can't know for certain but we develop testable propositions and then use statistics to help us make a judgement about the truth of these propositions beyond our sample.

Field ch 9
MaInnes ch4

Videos:

<https://youtu.be/9q6cL3qkigQ>

<http://methods.sagepub.com/video/an-introduction-to-descriptive-and-inferential-statistics>

<https://youtu.be/3azuAaOJack> (multi-part)

Week 8 Breaking down data by groups: contingency tables

We often want to break down our data into groups to see whether, for instance, the attitudes of people having different educational experiences are related to their views on immigration. Using contingency tables, we can carry out these analyses and answer sociologically interesting questions about group differences.

Field ch 18
MacInnes ch4

Week 9 Contingency tables and hypothesis tests

IN this lecture we continue our discussion of contingency tables and learn how to generalise our results beyond the sample of data we have and how to quantify how big group differences are.

Field ch 18
MacInnes ch4

Video:
<https://youtu.be/VskmMgXmkMQ>

Week 10 What goes with what?: correlation analysis

Correlation analysis allows us to see what the association is between attributes expressed as continuous quantities. For instance, how is child mortality related to a country's wealth or income? How is age and health status related? We will visualise these associations and learn about Pearson's correlation coefficient.

Field ch 6

Video:
https://www.youtube.com/playlist?list=PLBb5Losa2ugGCIVDDERdTAY1_RCyUH3mr

Week 11 Recap and Q and A about data analysis assignment

In the final week of term, we will briefly recap/revise what we have learned and you will be able to ask questions about the data analysis assignment, due after Christmas.

Spring Term: Qualitative Research

General qualitative books

In addition to the specific readings listed under each section, there are many, many overviews of qualitative research available, of differing levels of complexity. Some good ones are listed here, with the first one by Braun & Clarke being about the best basic introduction to all the stages of qualitative research, and likely to be useful for undergraduate projects.

- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.
- Silverman, D. (2005, 2010 - all editions are valid) *Doing qualitative research: a practical handbook* London: SAGE.
- Silverman, D. (2007) *A very short, fairly interesting and reasonably cheap book about qualitative research*. London: SAGE.
- Savin-Baden, M. & Howell Major, C. (2010) *New approaches to qualitative research: wisdom and uncertainty*. London: Routledge.
- Flick, U (ed.) (2007) *The Sage qualitative research kit*. London: Sage.
- Willis, J. with Muktha Jost, Rema Nilakanta (2007) *Foundations of qualitative research: interpretive and critical approaches*. Thousand Oaks: SAGE.
- Devine, F. & Heath, S. (ed.) *Doing social science: evidence and methods in empirical research*. Basingstoke: Palgrave Macmillan.

Week 16	Introduction
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This lecture will provide an overview of the structure and content of the module. It will also outline the means of assessment. Students will undertake a qualitative research project that they design, carry out and write up. There will also be a brief introduction to key themes in the module curriculum for the term.

Required reading:

- Braun, V. & Clarke, V. (2013) 'Chapter Two: 10 Fundamentals of Qualitative Research', in Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.
- Cooper, G. (2008) 'Conceptualising Social Life', in Gilbert, Nigel (ed). (2008) *Researching Social Life (Third Edition)*. London: Sage.

Further Reading

- Bell, C. and Roberts H. (1984) (eds) Social researching: politics, problems, practice (London: RKP).
- Bernard, H.R. (2000) Social research methods: qualitative and quantitative approaches. London: Sage.
- Blaxter, L., Hughes, C. and Tight, M., (1996) How to research, Buckingham: Open University Press.
- Alan Bryman (2008) *Social Research Methods (Third Edition)*, Oxford: Oxford University Press.

- Clark, J. and Causer, G. (1991) "Introduction: Research strategies and decisions", in G. Allan and C. Skinner (eds.) Handbook for research students in the social sciences. London: Falmer Press
- Gilbert, Nigel (ed). (2008) *Researching Social Life* (Third Edition). London: Sage
- Hammersley, M. (1995) The politics of social research (London: Sage).
- Hollway, W. and T. Jefferson (2000) Doing qualitative research differently: free association, narrative and the interview method. London: Sage.
- Lieberson, Stanley (1992) Einstein, Renoir, and Greeley: Some Thoughts about Evidence in Sociology: 1991 Presidential Address. *American Sociological Review*, Vol. 57, No. 1 pp. 1-15.
- Available:
www.wjh.harvard.edu/soc/faculty/lieberson/Einstein_Renoir_Greeley.pdf
- May, T. (1993) Social research: issues, methods and process, Buckingham: Open University Press, Chapter 3.
- Oakley, A, (2000) Experiments in Knowing: Gender and Method in the Social Sciences. Cambridge: Polity Press.
- Silverman, David (2005, 2010 - all editions are valid) *Doing qualitative research: a practical handbook* London: SAGE.
- McGoey, L (2012) Logic of Strategic Ignorance, *British Journal of Sociology*. 2012. (to see the benefits of forgetting about anonymity).

Week 17 Research ethics

This session looks at some of the main challenges, potential risks and ethical dilemmas involved in various stages of the research process – from identifying sources of information and research funding, gaining research access and consent, conducting fieldwork to disseminating research findings. What is ethical conduct in research and why is it important? How are ethics and epistemology related? The lecture will explore these questions and others, critically examining the role of the researcher in terms of power relations in the research process.

Required reading

- Miller, T. & Bell, L. (2002) 'Consenting to what? Issues of access, gate-keeping and "informed" consent', in Mauthner, M. (ed.). *Ethics in Qualitative Research*, London: Sage.
- Wardhaugh, J. (2000), "'Down and outers": fieldwork amongst street homeless people', King and Wincup (eds), *Doing Research on Crime and Justice*, Oxford: Oxford University Press.

Further readings

- Ali S. (2006) 'Racialising Research: Managing Power and Politics?' *Ethnic and Racial Studies* 29 (3): 471-86.
- Glucksman, M. (2010) 'Silenced by law: the cautionary tale of women on the line', in Ryan-Flood, R. & Gill, R. (Eds.) (2010) *Secrecy and Silence in the Research Process: Feminist Reflections*. London: Routledge.
- Gunaratnam, Y. (2003) Researching 'Race' and Ethnicity Methods, Knowledge and Power. London: Sage.

- Harding, S. (ed) (1987) Feminism and Methodology, Bloomington: Indiana University Press.
- Harding, S. and Norberg, K. (2005) 'New Feminist Approaches to Social Sciences Methodologies: An Introduction', in *Signs* 30 (4): 2009-15.
- Kirsch, G. E. (1999) Ethical Dilemmas in Feminist Research: The politics of location, interpretation and publication. New York: SUNY.
- Moore, H. (2010) 'Forms of knowing and un-knowing: secrets about society, sexuality and God in Northern Kenya', in Ryan-Flood, R. & Gill, R. (Eds.) (2010) *Secrecy and Silence in the Research Process: Feminist Reflections*. London: Routledge.
- Patai, D. (1991) 'US academics and Third World women: is ethical research possible?' In Gluck, S. & Patai, D. (eds) *Women's Words: The Feminist Practice of Oral History*. London: Routledge.
- Ribbens, J. & Edwards, R. (eds.) (2003) *Feminist Dilemmas in Qualitative Research: Public Knowledge and Private Lives*. London: Sage.
- Ryan-Flood, R. & Gill, R. (2010) *Secrecy and Silence in the Research Process: Feminist Reflections*. London: Routledge.
- Sanchez Taylor, J. (2001) 'Dollars are a Girl's Best Friend? Female Tourists' Sexual Behaviour in the Caribbean', *Sociology* Vol 35 (3): 749-764.
- Valentine, G. (2002) 'People Like Us: Negotiating sameness and difference in the research process', in Moss (ed) *Feminist Geography in Practice: Research and Methods*. Oxford: Blackwell.
- Winddance Twine, F. and Warren, J.W. (eds) (2000) *Racing Research, Researching Race*, New York: New York University Press.
- Wolf, D. (1996) 'Situating Feminist Dilemmas in Fieldwork' in D. Wolf (ed) Feminist dilemmas in fieldwork, Oxford: Westview Press.
- Wolcott, Harry F. (2002) *Sneaky kid and its aftermath: ethics and intimacy in fieldwork*. Walnut Creek, CA: Altamira Press.

Week 18 Critical Perspectives on Ethnography

In this lecture, we will look at the historical development of ethnographic methods from their origins as a method for anthropologists to study 'strange' and 'other' cultures to their current popularity in a range of disciplines – sociology, anthropology, legal studies, political studies – as a means of challenging the familiarity of the everyday. In doing so, we will examine some of the perceived limitations of ethnography, such as whether information derived from a particular ethnographic research site can be generalized to other areas. In looking at the advantages and limits of ethnography, we will see how the philosophy and practice of ethnography has changed over time, in response to extensive reflection and political critique about how we should look at others and ourselves. Part of the story of ethnography is the development of reflexivity by researchers, and this week will introduce this concept.

Required reading:

- Hammersley, M. & Atkinson, P. (2007) "What is ethnography?" In *Ethnography: principles in practice*. 3rd ed. London: Routledge.
- Goffman, A. (2009) "On the run: Wanted men in a Philadelphia ghetto." *American Sociological Review* 74.3 (2009): 339-357.

Further resources and readings: Ethnographic Methods

It is helpful to have one or two texts on ethnography that can serve as a general guide to the philosophy and practicalities of this research technique. Below are text books which describe how to do ethnography and reflect on the intellectual and ethical issues which surround this methodology. It is not an exhaustive list and if you cannot find one of these books, try a general search for ethnography, or go to the library and browse the shelves.

Fetterman, David M. (2007) *Ethnography : step-by-step*. 3rd ed. London: Sage.
Hammersley, Martyn and Atkinson, Paul (2007) *Ethnography: principles in practice*. 3rd ed. London: Routledge.

Coffey A. (1999) *The Ethnographic Self: Fieldwork and the Representation of Identity*. London: Sage.

Davies, Charlotte Aull. (2002) *Reflexive Ethnography: a Guide to Researching Selves and Others*. London : Routledge.

Atkinson, P (ed.) (2001) *Handbook of Ethnography*. London: Sage, 2001.

Examples of Ethnography

The examples listed here are a very few out of very many. I encourage you to find an ethnography that is on a topic you are interested in. Also keep an eye out in your other modules for examples of ethnographies.

Berkowitz, D. (2006). Consuming Eroticism: Gender Performances and Presentations in Pornographic Establishments. *Journal of Contemporary Ethnography*, 35(5), 583–606.

Coco, A., & Woodward, I. (2007). Discourses of Authenticity Within a Pagan Community: The Emergence of the “Fluffy Bunny” Sanction. *Journal of Contemporary Ethnography*, 36(5), 479–504.

Freeman, Carla. (2000) *High tech and high heels in the global economy : women, work, and pink-collar identities in the Caribbean*. Durham [N.C.]: Duke University Press.

Lakoff, A. (2005). Pharmaceutical Reason: Knowledge and Value in Global Psychiatry. Cambridge Cambridge University Press

Miller, Daniel (1997) *Capitalism: an Ethnographic Approach*. Oxford : Berg.

Monaghan, L.F. (2002) ‘Hard Men, Shop Boys and Others: Embodying Competence in a Masculinist Occupation’ , *Sociological Review* 50(3): 334-355

Ortner, Sherry B (2003) *New Jersey Dreaming: Capital, Culture, and the Class of '58*. Durham: Duke University Press, 2003.

Pettinger, L. (2006) ‘On the Materiality of Service Work’. *Sociological Review*. 54 (1) pp 48-65.

Rabinow, P. (1996). Making PCR: A Story of Biotechnology. Chicago, University of Chicago Press.

Sehgal, M. (2007). Manufacturing a Feminized Siege Mentality: Hindu Nationalist Paramilitary Camps for Women in India. *Journal of Contemporary Ethnography*, 36(2), 165–183.

Virchow, F. (2007). Performance, Emotion, and Ideology: On the Creation of “Collectives of Emotion” and Worldview in the Contemporary German Far Right. *Journal of Contemporary Ethnography*, 36(2), 147–164. doi:10.1177/0891241606298822

Westwood, Sallie. (1984) *All day every day: factory and family in the making of women's lives*. London : Pluto Press.

- Yanow, D. (2012). Organizational ethnography between toolbox and world-making. *Journal of Organizational Ethnography*, 1(1), 4–4.
- Yodanis, C. (2006). A Place in Town: Doing Class in a Coffee Shop. *Journal of Contemporary Ethnography*, 35(3), 341–366.

Week 19

How to do interviews

Interviews are a popular method of social research. Surely the easiest way to obtain information is to simply ask people – or is it? In fact, the interview encounter can be highly complex, reflecting dimensions of power, inequality and difference. This lecture will explore how to formulate interview questions and how to develop a rapport with participants. Getting people to open up to you in a research setting is far more challenging than simply arriving with a recorder and a set of questions.

Required readings

- Braun, V. & Clarke, V. (2013) 'Chapter Four: Interactive Data Collection 1: Interviews', in Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.
- Garton, S., & Copland, F. (2010). 'I like this interview; I get cakes and cats!': the effect of prior relationships on interview talk. *Qualitative Research*, 10(5), 533-551.

Further readings

- Burgess-Proctor, A. (2015, January). Methodological and ethical issues in feminist research with abused women: Reflections on participants' vulnerability and empowerment. In *Women's Studies International Forum* (Vol. 48, pp. 124-134). Pergamon.
- Clarke, V., & Turner, K. (2007). 'Clothes maketh the queer? Dress, appearance and the construction of lesbian, gay and bisexual identities'. *Feminism & Psychology*, 17(2), 267-276.
- Finch, J. (1983) 'It's great to have someone to talk to': ethics and politics of interviewing women'. In Bell, C. & Roland, H. (eds) *Social Researching: Politics, Problems, Practice*. London: Routledge.
- Oakley, A. (1981) 'Interviewing Women: a contradiction in terms?' In Roberts, H. (ed) *Doing Feminist Research*. London: Routledge.
- Silverman, D. (2007) *A very short, fairly interesting and reasonably cheap book about qualitative research*. London: Sage. *Especially the early critique of the presumptions of qualitative interviewers!*
- Sturges, J. E., & Hanrahan, K. J. (2004). Comparing telephone and face-to-face qualitative interviewing: A research note. *Qualitative Research*, 4(1), 107-118.
- Williams, C. L., & Connell, C. (2010). "Looking Good and Sounding Right": Aesthetic Labor and Social Inequality in the Retail Industry. *Work and Occupations*, 37(3), 349–377.
- Zavella, P. (2018). Feminist insider dilemmas: Constructing ethnic identity with Chicana informants. In *Feminist dilemmas in fieldwork* (pp. 138-159). Routledge.

Week 20 Interviewing and sensitive research

Social researchers must be attuned to the ways in which interviews are conducted and examine how hierarchies are both reproduced and subverted within the interview situation. Interviewing people about sensitive topics can also elicit complex responses with consequences for both the researcher and researched. This lecture will explore these complexities and consider ways of handling difficult situations in the interview encounter.

Required reading

- Puwar, N. (1997) 'Reflections on Interviewing Women MPs' *Sociological Research Online*, vol. 2, no. 1.
- Phoenix, A. (2010) 'Suppressing intertextual understandings: negotiating interviews and analysis', in Ryan-Flood, R. & Gill, R. (eds.) (2010) *Secrecy and Silence in the Research Process: Feminist Reflections*. London: Routledge.

Further readings

- Cuomo, D., & Massaro, V. A. (2016). Boundary-making in feminist research: new methodologies for 'intimate insiders'. *Gender, Place & Culture*, 23(1), 94-106.
- Gunaratnam, Y. (2003) Researching 'Race' and Ethnicity: Methods, Knowledge and Power. London: Sage.
- Mullings, B. (1999) 'Insider or outsider, both or neither: some dilemmas of interviewing in a cross-cultural setting', *Geoforum*, 30 (4): 337-50.
- Patterson, A., Kinloch, V., Burkhard, T., Randall, R., & Howard, A. (2016). Black feminist thought as methodology: Examining intergenerational lived experiences of black women. *Depart Crit Qual Res*, 5(3), 55-76.
- Phoenix, A. (2009) 'De-colonising practices: negotiating narratives from racialised and gendered experiences of education', *Race Ethnicity and Education* 12 (1), 101-114.
- Phoenix, A. 'Practising feminist research: The intersection of gender and race in the research process'. In: Mary Maynard and June Purvis, Editors, *Researching Women's Lives from a Feminist Perspective*, Taylor & Francis, London (1994).
- Savage, M. (2010) *Identities and social change in Britain since 1940: the politics of method*, Oxford: Oxford University Press. *Especially the discussion of what qualitative researchers used to try to get away with!*
- Ryan-Flood, R. & Gill, R. (eds.) (2010) *Secrecy and Silence in the Research Process: Feminist Reflections*. London: Routledge.
- Valentine, G. (2002) 'People Like Us: Negotiating sameness and difference in the research process', in Moss (ed) *Feminist Geography in Practice: Research and Methods*. Oxford: Blackwell.

Week 21 Reading Week

You will use this time to prepare your research proposal and data collection.

Week 22 Writing up your research proposal

Sociological research has traditionally focused on words and numbers. Some innovative researchers have begun to use photography, video art, sound-recording, model building and other techniques for eliciting participants' ideas about their social worlds. New technologies play an enormous role in making these methods possible. We will explore some of these new methods, paying particular attention to visual methods and to the participatory possibilities offered by the Internet. The rise of new visual and digital methods in social research has been coupled with the idea that inanimate objects have distinctive *ontological* status and authority: texts and other artefacts do not merely represent an underlying social reality – they can have a transformative effect on that reality. Inanimate objects can be seen as social “actors” – in that they can influence, constrain and enable possibilities for social action. We will explain in more depth what is meant by the idea that different inanimate objects and material artefacts – such as photographs, digital network maps, and audio recordings – can be viewed as social actors.

Required readings

Braun, V., & Clarke, V. (2013). 'Chapter Three: Planning and Designing Qualitative Research', in Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.

Further resources and readings

- Gauntlett, David. (2007) *Creative Explorations: New Approaches to Identities and Audiences*. London : Routledge.
- Heath, C. (2004). Configuring Reception: (Dis-)Regarding the “Spectator” in Museums and Galleries. *Theory, Culture & Society*, 21(6), 43–65.
- Heath, Christian, Jon Hindmarsh and Paul Luff (2010) *Video in qualitative research : analysing social interaction in everyday life*.
- Hindmarsh, J., & Pilnick, A. (2002). The tacit order of teamwork: collaboration and embodied conduct in anesthesia. *The Sociological Quarterly*, 43(2), 139–164.
- Hine, C (2005) *Virtual Methods: Issues in Social Research on the Internet*. Oxford : Berg, 2005.
- Knowles, J. Gary, and Cole, Ardra L. (2008) *Handbook of the Arts In Qualitative Research: Perspectives, Methodologies, Examples, and Issues*. Thousand Oaks, CA.: Sage Publications.
- Knowles, C and Sweetman, P (eds.) (2004) *Picturing the Social Landscape: Visual Methods and the Sociological Imagination*. London : Routledge.
- Pink, Sarah. (2004) *Home truths: gender, domestic objects and everyday life*. Oxford: Berg, Online book.
- Pink, Sarah. (2007) *Doing Visual Ethnography: Images, Media, and Representation In Research*. 2nd ed. London: Sage Publications.
- Radley, A and Bell, SE (2007) Artworks, collective experience and claims for social justice: the case of women living with breast cancer. *Sociology of Health and Illness*. 29(3): 366:390.
- Rogers, R. and Marres, N. 2000. “Landscaping climate change: a mapping technique for understanding science and technology debates on the World Wide Web” *Public Understanding of Science*. 9: 141–163.

- Rose, Gillian (2001) *Visual methodologies : an introduction to the interpretation of visual materials* London: Sage.
- Rose, Gillian (2010) *Doing family photography: the domestic, the public, and the politics of sentiment*. [electronic resource] Farnham : Ashgate.
- Rose, Gillian, (2012) *Visual methodologies: an introduction to researching with visual materials* 3rd ed. London: SAGE.
- Gillian Rose and Divya P. Tolia-Kelly (eds.)(2012) *Visuality/ materiality: images, objects and practices*. Farnham: Ashgate
- Singh, I. 2007. "Capacity and Competence in Children as Research Participants." *EBMO Reports*. 8: S35-S39.
- Sooryamoorthy, R (2007) Behind the scenes - Making research films in sociology. *International Sociology*. 22: 547- 563

Week 23 Internet Research

What is life like when lived online? How can we make sense of the transformations wrought on social life by social media? What's the difference between studying the internet and using the internet to gather and analyse qualitative data? In this session we will consider the kinds of research questions we can answer using the internet, and consider what happens to traditional research methodologies when translated into the internet.

Required reading:

- Hine, C (2006) 'Internet Research as Emergent Practice' in *Emergent Methods in Social Research*. Nagy Hesse-Biber, S. and Leavy, P. (eds.) Sage. Pp 525-541.
- Sills, S., Pickens, C., Beach, K., Jones, L., Calder-Dawe, O., Benton-Greig, P., & Gavey, N. (2016). Rape culture and social media: Young critics and a feminist counterpublic. *Feminist Media Studies*, 16(6), 935-951.

Further reading

- Hookway, N. (2008). 'Entering the blogosphere': some strategies for using blogs in social research. *Qualitative Research*, 8(1), 91-113. doi: 10.1177/1468794107085298
- G. Kirkpatrick. 'Technology: Taylor's *play between worlds*', Ch2 in Fiona Devine and Sue Heath (ed.) *Doing social science : evidence and methods in empirical research*. Basingstoke: Palgrave Macmillan.
- Mark D. Johns, Shing-Ling Sarina Chen & G. Jon Hall (eds.)(2004) *Online social research : methods, issues & ethics*. New York: P. Lang.
- Morrow, O., Hawkins, R., & Kern, L. (2015). Feminist research in online spaces. *Gender, Place & Culture*, 22(4), 526-543.
- Hine, Christine (2000) *Virtual ethnography*. London: SAGE. *online book as well*.
- Hine, C. (ed) (2005) *Virtual methods: issues in social research on the Internet*. Oxford: Berg. *online book as well*.

- Pettinger, L. (2011) 'Knows how to please a man': studying customers to understand service work'. *The Sociological Review*, 59(2): 223-241.
- Rogers, R (2009) *End of the virtual: digital methods*.
- Dicks, B and Mason, B (2006) Hypermedia methods for qualitative research. in *Emergent methods in social research*. Nagy Hesse-Biber, S and Leavy, P. (eds.) Sage.
- Savage, M., & Burrows, R. (2007). The Coming Crisis of Empirical Sociology. *Sociology*, 41(5), 885–899. doi:10.1177/0038038507080443
- Savage, M., & Burrows, R. (2009). Some Further Reflections on the Coming Crisis of Empirical Sociology. *Sociology*, 43(4), 762–772. doi:10.1177/0038038509105420
- Van Zoonen, L., Vis, F., and Mihelj, S. (2010), 'Emerging citizenship on YouTube: activism, satire and online debate around the anti-Islam video *Fitna*', *Critical Discourse Studies*, 7(4): 249-262
- Webber, R. (2009). Response to 'The Coming Crisis of Empirical Sociology': An Outline of the Research Potential of Administrative and Transactional Data. *Sociology*, 43(1), 169–178. doi:10.1177/0038038508099104

Week 24 Analysing interviews

This lecture explores the complex process of interpreting texts, with a specific focus on analysing interviews. It briefly introduces some of the dominant modes of analysis used by qualitative researchers, including grounded theory, narrative analysis, discourse analysis), relating each to epistemology and to data gathering, before giving you Lynne's foolproof guide to comparing and analysing qualitative interviews.

Required reading

- Gibson, W. J. & Brown, A. (2009) 'Identifying themes, codes and hypotheses' [Ch. 8] in Gibson, W. J. & Brown, A. (2009) *Working with qualitative data*. Los Angeles, [Calif.]: Sage.
- Gill, R. (2000) 'Justifying injustice: broadcasters' accounts of inequality in radio'. In: Mitchell, Caroline, (ed.) *Women and Radio: Airing Differences*. Routledge, London, pp. 137-151.

Further reading

- Bird, C. M. (2005). How I Stopped Dreading and Learned to Love Transcription. *Qualitative Inquiry*, 11(2), 226–248. doi:10.1177/1077800404273413
- Gibbs, Graham (2002) *Qualitative data analysis: explorations with NVivo*. Buckingham: Open University.
- Gill, R. (2007) 'A discourse analytic examination of broadcasters' talk', in Potter, J. (Ed.) *Discourse and Psychology*. London: Sage.
- Gibson, William J and Andrew Brown (2009) *Working with qualitative data* [paper and electronic resource] Los Angeles, [Calif.]: SAGE.
- Lewins, Ann and Christina Silver. (2007) *Using software in qualitative research : a step-by-step guide*. London: Sage.
- Richards, L. (2009) *Handling qualitative data: a practical guide*. 2nd ed. London: SAGE.
- Silverman, D. (2006) *Interpreting qualitative data : methods for analyzing talk, text and interaction*. 3rd ed London: Sage.

- Wolcott, Harry F., (1994) *Transforming qualitative data: description, analysis, and interpretation*. Thousand Oaks, Calif.: Sage Publications
- Wolcott, Harry F. (1990) *Writing up qualitative research*. Newbury Park, Calif.: Sage Publications

Week 25 Writing up your research project

In the final lecture, we will consider 'best practice' in writing up your research project. Frequently asked questions will be addressed. The lecture will outline some of the mistakes that students often make and also present key ways in which to strengthen your project in the final writing up stage.

Required reading

- Braun, V., & Clarke, V. (2013). 'Chapter Eleven: Analysing and Interpreting Patterns Across Data', in Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.
- Braun, V., & Clarke, V. (2013). 'Chapter Thirteen: Writing and Communicating Qualitative Research', in Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.

Further reading

- Blaikie, N (2000) *Designing Social Research*. Cambridge: Polity Press.
- Christianson, M., Lalos, A., Westman, G., & Johansson, E. E. (2007). "Eyes Wide Shut" Sexuality and risk in HIV-positive youth in Sweden: A qualitative study. *Scandinavian Journal of Public Health*, 35(1), 55-61. doi: 10.1080/14034940600812943.
- Clifford, J. & Marcus, G. (1986) *Writing Culture: the Politics of Ethnography* U of Calif. Press HM107. W7.
- Dickson-Swift, V., James, E. L., Kippen, S., & Liamputtong, P. (2007). Doing sensitive research: what challenges do qualitative researchers face? *Qualitative Research*, 7, 327–353.
- Geertz, C. "Thick description: Toward an interpretive theory of culture." In: *The Interpretation of Cultures*. New York: Basic Books, pp. 3-30, 1973.
- Gupta and Ferguson (1997) "The Field as Site, Method, and Location" in *Anthropological Locations*. Berkeley: University of California Press.
- C.G.M. Robben and Jeffrey A. Sluka, eds., *Ethnographic Fieldwork: An Anthropological Reader*. Oxford: Blackwell.
- Konopinski, N. (ed) (2014) *Doing Anthropological Research: A Practical Guide*. London: Routledge.
- Ryan-Flood, R. & Gill, R. (Eds.) (2010) *Secrecy and Silence in the Research Process: Feminist Reflections*. London: Routledge.
- Wolcott, Harry F. (1990) *Writing up qualitative research*. Newbury Park, Calif.: Sage Publications.