



SOC 631 (001): Applied Qualitative Methods

Key Course Information

General Identifying Information

Institution Name: University of Wisconsin–Madison

Course Subject, Number and Title: SOC 631, Applied Qualitative Methods

Credits: 3

Course Designations and Attributes: LAS Credit

Level: Advanced

Honors: Honors credit available. Discuss with instructor if interested.

Requisites: Junior standing, or permission of instructor

Meeting Time and Location: TR 1:00-2:15pm, 5206 Sewell Social Sciences

Instructional Modality: in-person

Course Description: This course offers an introduction to qualitative research methods, with a focus on the applied methods most commonly used by practitioners in business, marketing and communications, healthcare, education, government and social service organizations, and nonprofit think-tanks. Students will learn to produce qualitative data using open-ended survey questions, interviews, focus groups, observations, and media/content archives. Students will also learn techniques for analyzing and presenting qualitative data, including data in text-based and visual forms. Students will complete a set of individual practical assignments focused on gathering data and then work in teams to analyze the data and produce a final report and presentation of what they find.

Instructor Contact Info: Dr. Jessica Calarco, jcalarco@wisc.edu

Instructor Office Hours: by appointment; to schedule, see: <https://calendly.com/jesscalarco/office-hours-clone>

Course Learning Outcomes

In this course, you will learn to:

- Recognize high-quality qualitative data and articulate their value for work in applied settings.
- Design and carry out qualitative studies capable of producing high-quality qualitative data.
- Analyze qualitative data to answer questions relevant to work in applied settings.
- Effectively communicate the findings from qualitative research to practitioners in applied settings.
- Work productively as a member of a research team.
- Create an equitable and inclusive classroom climate conducive to high quality discussions.

How Credit Hours are Met by the Course

This course involves two weekly lectures (75 minutes each). This course carries the expectation you will work on course learning activities (reading, writing, data collection, data analysis, etc.) for about 3-6 hours out of the classroom each week.

Regular and Substantive Student-Instructor Interaction

Interaction with faculty is a crucial component of the high-quality education UW–Madison offers. It is key to providing every student with the Wisconsin Experience. To that end, I will offer direct instruction, facilitate large-group and small-group discussions among students, and provide regular feedback on student work. In addition to holding office hours, I will also stay after class for 10 minutes to answer questions, provide individualized advice and support, and debrief the pedagogical approaches used in the course.

Norms, Working Agreements, and Expectations

Norms and Working Agreements

Every classroom has its own social norms and climate—either an explicit or an implicit social contract for how things work, the way that the instructor and students treat one another, and the “feel” of the room. My goal in this class is to actively foster a positive environment for high-quality discussion.

To that end, I have developed a set of Norms & Working Agreements, based on the recommendations developed by UW-Madison’s Discussion Project. However, we may make some adjustments as needed and with your input.

Norms conditions for shared learning	Working Agreements agreed-upon procedures
• presume positive intentions • engage respectfully • listen attentively • aim for equal participation • respect boundaries • provide evidence	• come to class prepared • complete assignments on-time • use names to address each other • be okay with silence • start and end on time

A Culture of Care¹

Over the course of the semester, you (and I) may encounter unexpected challenges, including challenges related to health and illness, academic responsibilities, caregiving responsibilities, work responsibilities, financial resources, technological resources, and more. Such challenges can be distressing for students, particularly in light of pressures to work hard, get “good” grades, and be as “successful” as possible.

These challenges will be more manageable if we take care of each other. Taking care of ourselves and each other is a radical act, and we will all be learning how to do it better throughout the course of the semester. To set the tone for these efforts, I will offer ideas for getting through the semester while prioritizing care. This is not an exhaustive list, and I hope we will revisit this at the end of the course to add strategies that you find to be useful.

- **Bring yourself as you are.** We are all working under duress, whether it’s a pandemic, late capitalism, white supremacy, patriarchal oppression, or all of those things at once. Let’s not pretend that the very things we discuss in the course aren’t the very things we live with, in our bodies, in our worlds. Let’s take care of each other in class through kindness and support.
- **Take things week by week.** This syllabus represents my high hopes for this semester, but we will also check in regularly to make sure that the plans outlined here are still feasible. And, in the interim, please ask for what you need.
- **Ask for what you need to thrive.** I have developed this course with accessibility in mind, but you may have needs that are not covered, and that’s okay. We all have different needs, and we can work together to problem-solve.

¹ This statement is adapted from resources developed by Dr. Laura Mauldin. See: <https://www.lauramauldin.com/resources>

Course Website and Digital Instructional Tools

Course Canvas Website: <https://canvas.wisc.edu/courses/448572>

Required Books and Other Course Materials

There are no required books for this course. Instead, assigned readings will include book chapters, journal articles, or reports, which will be posted on Canvas as links or PDFs.

To complete the assignments for this course, you will need the following materials:

- A cell phone or other digital device that is capable of recording audio and video
- A laptop or other digital device that can be used to access and edit online materials (e.g., Google Docs) during class meetings or occasionally for Zoom meetings if we have to switch to virtual format

Assignments and Expectations

In this course, you will be expected to come to class prepared, participate in discussions, and complete a set of individual and small-group assignments that demonstrate the knowledge and skills you have learned.

Preparation and Participation

Collaborative learning is a central feature of this course. We will discuss theories and approaches to qualitative methods, work in teams to evaluate published research, and participate in peer feedback workshops in class.

By 5pm on the day before each class meeting, you should:

1. Complete ([or at least reasonably engage with](#)) the **assigned readings** in the module on Canvas.
(For tips on how to avoid getting overwhelmed by reading assignments, see: Jessica Calarco. 2018. "Beyond the Abstract: Reading for Meaning in Academia." <http://www.jessicacalarco.com/tips-tricks/2018/9/2/beyond-the-abstract-reading-for-meaning-in-academia>)
2. Complete any **pre-work** activities in the module on Canvas.
(These do not need to be turned in, but we will use them during class).
3. Complete the **discussion question** assignment, if included in the Canvas module.
 - a. Questions can be general questions about the topic of discussion for the week, specific questions about a particular point in a particular reading, or anything in between.
 - b. I will review these questions prior to the start of class to get a sense of where to focus our discussion and may incorporate these questions during class.
4. Complete and submit any other **major assignments**, following the directions on Canvas.

During lectures, you should be prepared to:

1. Complete **in-class activities**.
2. Contribute to **large- and small-group discussions** as both a speaker and listener.
3. Help ensure that our class discussions are **respectful and inclusive**, including by:
 - a. Making space for others to share while also sharing your own ideas, asking questions, and affirming points that others raise.
 - b. Directing criticisms at specific claims or reasoning, rather than at other members of the class.

Practical Assignments

In this class, you will learn to produce high-quality qualitative data, analyze qualitative data to answer questions relevant to work in applied settings, and effectively communicate the findings from qualitative research to practitioners in these settings. Building on these lessons, you will complete a series of **practical assignments** that demonstrate the skills you have learned.

For these practical assignments, you will be placed in **research teams** of 3-5 students, which each team member playing an assigned role (based on response to a survey about your role preferences). Possible roles include: (1) **project director**, who is responsible for leading the team in designing the project and the writing the report/presentation, (2) **project manager**, who is responsible for leading the team's data collection efforts and keeping the team on track with deadlines, (3) **data analyst**, who is responsible for leading the team's data analysis efforts and identifying key findings to include in the report/presentation, (4) **designer**, who is responsible for leading the team in developing engaging visuals for use with data collection (e.g., recruitment flyers) and in the report/presentation (e.g., figures, tables, slide design, report layout), and (5) **editor**, who is responsible for leading the team in ensuring the clarity and accuracy of text-based materials for use with data collection (e.g., survey questions) and in the report/presentation.

Each research team will be **assigned a research question** (based on responses to a survey about your topic preferences). All team members, regardless of their assigned roles, will work individually to **collect data** relevant to their team's research questions. Teams will then work collectively to **analyze the data** and to produce a **report or presentation** of their key findings. Each team will be given a **Google Drive folder** to use to store project-related materials. All materials in the folder will be visible to the instructor.

Practical assignments should be **uploaded to your team's Google Drive folder** (or, as appropriate, to another relevant tool, such as Qualtrics or Google Forms) by the date listed in the course schedule section below. Late work will be accepted, without penalty, within one week of the initial due date. However, we will use these assignments as part of our in-class activities and discussions. Thus, if you do not complete the assignments by the initial due date, you may be unable to participate fully in class.

The practical assignments are as follows:

1. **Open-Ended Surveys:**

- a. Teams will work together to develop a survey that is relevant to the team's research question, to program the survey in Qualtrics or Google Forms, to identify a relevant population to survey, and to choose a strategy for recruiting participants. (Surveys must include at least one open-ended question and should also include relevant background questions such as age, gender, race/ethnicity, educational attainment, political affiliation, etc.).
- b. Each team member will recruit at least ten people (age 18 or older) to complete the team survey.
- c. The project manager will upload the team's survey results to the team's Google Drive folder.
- d. Teams will then work together to analyze the data from the open-ended survey questions.

2. **In-Depth Interview:**

- a. Teams will work together to develop a basic interview guide relevant to the team's research question, to identify relevant participants, and to choose a strategy for recruiting participants for interviews.
- b. Each team member will then interview at least one person (age 18 or older) using the team interview guide and adding probing follow-up questions as needed. (Interviews should last at least 30 minutes each).
- c. Each team member will audio or video record and transcribe the interview they conduct. (You may use Zoom or other automated tools like Scribie, Rev, GoTranscript, TranscribeMe, Otter, or Trint to assist with transcribing audio, though you should verify the accuracy of the transcripts produced).

- d. Each team member will upload their audio or and transcript to the team Google Drive folder.
- e. Teams will then work together to analyze the data from the in-depth interviews.

3. Focus Group:

- a. Teams will work together to develop a basic focus group discussion guide relevant to the team's research questions, to identify relevant participants, and to choose a strategy for recruiting participants for focus group discussions.
- b. Each team member will then conduct a focus group discussion with 3-10 people (age 18 or older) using the team discussion guide and adding probing follow-up questions as needed. (Focus group discussions should last at least 30 minutes each).
- c. Each team member will audio or video record and transcribe their focus group conversation. (You may use Zoom or other automated tools like Scribie, Rev, GoTranscript, TranscribeMe, Otter, or Trint to assist with transcribing the discussions, though you should verify the accuracy of the transcripts produced).
- d. Each team member will upload their audio/video and transcript to the team Google Drive folder.
- e. Teams will then work together to analyze the data from the focus group discussions.

4. Observations:

- a. Teams will work together to identify observable settings or situations relevant to the team's research question and to develop a plan for observing these settings/situations.
- b. Each team member will then spend at least 60 minutes observing one or more of these relevant settings/situations and keep jottings during their visits. (Observation sessions can be completed in one sitting or over multiple, e.g., three visits for 20 minutes each).
- c. Each team member will produce fieldnotes that describe at least three key moments from their observations and explain the relevance of those moments to the team's research question.
- d. Each team member will upload their fieldnotes to the team Google Drive folder.
- e. Teams will then work together to analyze the data from the observations.

5. Media/Document Archives:

- a. Teams will work together to identify a cache of documents or media relevant to the team's research question, to develop a plan for identifying relevant information from these sources.
- b. Each team member will gather at least 10 relevant documents/media products.
- c. Teams will work together to create a coding file for recording relevant information from these sources. (Relevant sources might include administrative documents, YouTube/TikTok videos, social media posts, mainstream media articles, policy documents, or websites). Coding files should include links to the analyzed sources or descriptions of where the original data sources can be accessed. Coding files should also make clear which team member collected and analyzed each document.
- d. Each team member will code least 10 relevant documents/media products and record relevant data using the team's coding file.
- e. Team members will then work together to analyze the findings from this coding process.
- f. The project manager will ensure that the coding file is complete and accessible in the Google Drive folder.

6. Final Project Outline:

- a. Teams will work together to produce an outline of their final project (see below for what each option should include)
- b. The project manager will ensure that the outline is complete and accessible in the Google Drive folder
- c. Teams will have the opportunity to get feedback from classmates on their outlines
- d. Teams should use this feedback to prepare their final projects

7. Final Projects:

Teams will have two options for their final projects: (1) a written report, or (2) a presentation. These two options are outlined below:

a. Written Reports:

- i. Teams will work together to produce a report that uses the data they have collected and analyzed to answer their research question and explain the significance of what they find.
- ii. Reports should communicate these findings clearly and compellingly, using a mix of text and visuals.
- iii. Reports should be at least 10 pages (single-spaced) in length and should include:
 1. A title page with the title of the report and the names of team members (1 page)
 2. A table of contents (1 page)
 3. An executive summary (1 page)
 4. An introduction identifying the significance of the research question, citing relevant sources (1 page)
 5. An elaboration of key findings with supporting evidence, broken down into subsections that help to organize the findings (3-5 pages)
 6. A conclusion that offers recommendations based on the key findings (1-2 pages)
 7. A methodological appendix that explains how the team collected and analyzed the data used in the report (1-2 pages)
 8. A bibliography with references for all cited sources (1 page)
- iv. Teams will upload their draft report to the team Google Drive folder.
- v. Teams will then be paired with another team. Each member of Team A will review Team B's report and provide feedback. Each member of Team B will review Team A's report and provide feedback.
- vi. Teams will work together to review the feedback that they receive and to revise their reports based on that feedback.
- vii. The project manager should ensure that the final report is complete and accessible in the team Google Drive folder.
- viii. Each team member should submit a link to the final report on Canvas (this ensures that everyone has checked that the report is complete and accessible).
- ix. Each team member should also complete the self-/peer-evaluation survey.

b. Presentations:

- i. Teams will work together to produce a slide presentation that uses the data they have collected and analyzed to answer their research question and explain the significance of what they find.
- ii. Presentations should communicate these findings clearly and compellingly, using a mix of text and visuals.
- iii. Presentations should have at least 10 slides, including:
 1. A title slide with the title of the project and the names of team members (1 slide)
 2. An introduction slide with the research question and its significance (1 slide)
 3. A methods slide describing how the team collected and analyzed the data (1 slide)
 4. An overview slide that summarizes the key findings (1 slide)
 5. A set of slides that elaborate on key findings with supporting evidence (3-5 slides)
 6. A conclusion slide that offers recommendations based on key findings (1 slide)
 7. A methodological appendix that explains how the team collected and analyzed the data used in the report (1-2 slides)
 8. A bibliography with references for all cited sources (1-2 slides)
- iv. Presentations should be no shorter than 8 minutes and no longer than 15 minutes in length. (You should prepare and practice your presentation to ensure that your group is not under or over time).

- v. The project manager should ensure that the team's slides are complete and accessible in the team Google Drive folder.
- vi. Each team member should submit a link to the final report on Canvas (this ensures that everyone has checked that the report is complete and accessible).
- vii. Each team member should also complete the self-/peer-evaluation survey.
- viii. Teams will give their presentations in class and answer questions from the audience about their research.

Teaching Philosophy and Grading

Grades matter for a range of opportunities in school and outside of school, but they do not always accurately reflect students' efforts or mastery of the material,² they are not always effective for motivating students to learn,³ and they are often used to justify allocating resources and opportunities to students in inequitable ways.⁴ Given the problems with traditional grading, this course will use a mix of labor-based and mastery-based grading, as outlined below.

For the labor-based components, "complete" is roughly equivalent to an A, "partially complete" is roughly equivalent to a B/C, and "incomplete" is roughly equivalent to a D/F. For the mastery-based components, the expectations for each grade are outlined below.

1. Preparation and Participation:

- a. *Grade Percentage*: 20 percent
- b. *Grade Type*: Labor-Based
 - i. Complete: student nearly always comes to class prepared and contributes to discussions
 - ii. Partially Complete: student usually comes to class prepared and usually contributes to discussions
 - iii. Incomplete: student rarely or never comes to class prepared and rarely or never contributes to discussions

2. Open Ended Survey:

- a. *Grade Percentage*: 5 percent
- b. *Grade Type*: Labor-Based
 - i. Complete: student recruits at least 10 eligible participants to complete the survey
 - ii. Partially Complete: student recruits 3-9 participants to complete the survey
 - iii. Incomplete: student recruits fewer than 3 participants to complete the survey

3. Interview:

- a. *Grade Percentage*: 5 percent
- b. *Grade Type*: Labor-Based
 - i. Complete: student conducts an interview at least 30 minutes in length and produces a complete and accurate transcript of the interview
 - ii. Partially Complete: student completes an interview, but it is shorter than 30 minutes or is only partially or somewhat accurately transcribed
 - iii. Incomplete: student does not complete an interview or does not produce a transcript

² <https://www.gse.harvard.edu/ideas/edcast/19/12/grading-equity>

³ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4041495/>

⁴ <http://www.alfiekohn.org/article/case-grades/>

4. Focus Group:

- a. *Grade Percentage:* 5 percent
- b. *Grade Type:* Labor-Based
 - i. Complete: student conducts a focus group discussion at least 30 minutes in length with 3-10 participants and produces a complete and accurate transcript of the focus group
 - ii. Partially Complete: student conducts a focus group discussion, but it is shorter than 30 minutes in length, involves fewer than 3 participants, or is only partially or somewhat accurately transcribed
 - iii. Incomplete: student does not complete a focus group discussion or does not produce a transcript

5. Observation:

- a. *Grade Percentage:* 5 percent
- b. *Grade Type:* Labor-Based
 - i. Complete: student spends at least 60 minutes in a relevant field site and produces fieldnotes that document at least three key moments from these observations
 - ii. Partially Complete: student conducts observations, but for fewer than 60 minutes, or produces fieldnotes that document only one or two key moments
 - iii. Incomplete: student does not complete observations or do not produce fieldnotes

6. Media/Content Analysis:

- a. *Grade Percentage:* 5 percent
- b. *Grade Type:* Labor-Based
 - i. Complete: student identifies and codes at least 10 relevant documents
 - ii. Partially Complete: student identifies and codes 3-9 relevant documents
 - iii. Incomplete: student identifies and codes fewer than 3 relevant documents

7. Final Project Outline

- a. *Grade Percentage:* 5 percent
- b. *Grade Type:* Labor-Based
 - i. Complete: project outline meets all requirements and includes all relevant information
 - ii. Partially Complete: project outline meets most but not all of the requirements OR includes most but not all relevant information
 - iii. Incomplete: project outline meets few or none of the requirements OR includes little or no relevant information

8. Final Project

- a. *Grade Percentage:* 25 percent labor-based; 25 percent mastery-based
- b. *Grade Type:* Labor-Based Component (based on peer evaluations from a student's team members and on a student's self-evaluation of their contribution to the project)
 - i. Complete: student nearly always contributed constructively to the project, including to data collection, data analysis, background research, and writing
 - ii. Partially Complete: student usually contributed constructively to the project
 - iii. Incomplete: student rarely or never contributed constructively to the project
- c. *Grade Type:* Mastery-Based Component (based on instructor evaluation)
 - i. A: project meets all requirements AND project consistently demonstrates mastery of techniques for qualitative data collection and analysis AND project is clearly written/presented

- ii. B: project meets most but not all of the requirements OR project only mostly demonstrates mastery of qualitative techniques OR project is only mostly clearly written/presented
- iii. C: project meets only some of the requirements OR project only sometimes demonstrates mastery of qualitative techniques OR project is only sometimes clearly written/presented
- iv. D: project meets only a few of the requirements OR project only rarely demonstrates mastery of qualitative techniques OR project is only rarely clearly written/presented
- v. F: project does not meet any of the requirements OR project demonstrates no mastery of qualitative techniques OR project is never clearly written/presented

Course Schedule/Calendar

This schedule is subject to change. However, I will do my best to provide ample advanced notice of changes.

Part	1	Topic:	An Introduction to Qualitative Research
Class	1	Class Date:	January 21, 2025
		Topic:	Introductions
		Summary:	During this class period, we will get to know each other, review the logistics, expectations, and assignments for the course, and establish norms and working agreements for our time together.
		Readings:	Syllabus
		Assignments:	None
		Assignments Due:	January 20, 2025, by 5pm
Class	2	Class Date:	January 23, 2025
		Topic:	Foundations of Qualitative Research
		Summary:	During this class period, we will learn to distinguish qualitative from quantitative data and methods and to articulate the value of qualitative research, particularly for practitioners in applied settings.
		Reading Questions:	- How are qualitative data and methods different from quantitative data and methods? - What types of questions can we answer with qualitative data and methods? - How can qualitative research help inform/support the work of practitioners in applied settings?
		Readings:	- Svend Brinkmann et al. "Historical Overview of Qualitative Research in the Social Sciences," in Patricia Leavy, ed., <i>The Oxford Handbook of Qualitative Research</i> (2020). https://academic-oup-com.ezproxy.library.wisc.edu/edited-volume/34283/chapter/290627597 - Sally Thorne, "Reclaiming Qualitative Design for the Applied Disciplines," in Uwe Flick, ed., <i>The SAGE Handbook of Qualitative Research Design</i>. https://ebookcentral.proquest.com/lib/wisc/reader.action?docID=6926217&ppg=1222
		Assignments:	Discussion question Team/Topic/Role Selection Survey
		Assignments Due:	January 22, 2025, by 5pm
Class	3	Class Date:	January 28, 2025
		Topic:	The Ethics of Qualitative Research
		Summary:	During this class period, we will learn to carry out qualitative research ethically and with respect for the dignity, privacy, and confidentiality of our participants
		Reading Questions:	- What role should ethics play in qualitative research? - What harm do we risk in carrying out qualitative research, particularly in applied settings? - What steps can qualitative researchers take to reduce the risk of harm?

		Readings:	• Anna Traianou, "The Centrality of Ethics in Qualitative Practice," in Patricia Leavy, ed., <i>The Oxford Handbook of Qualitative Research</i> (2020). https://academic-oup-com.ezproxy.library.wisc.edu/edited-volume/34283/chapter/290630930 • Robert Cluley & William Green. (2024). "Market research ethics: New practices but no new ideas," <i>AMS Review</i> (14): 68-82. https://link-springer-com.ezproxy.library.wisc.edu/article/10.1007/s13162-024-00276-8
		Assignments:	• Discussion question • Pre-Work Activity: CITI Human Subjects Protections Certification https://apps.research.wisc.edu/citi
		Assignments Due:	January 27, 2025, by 5pm
Class	4	Class Date:	January 30, 2025
		Topic:	Designing Qualitative Research Studies
		Summary:	During this class period, we will learn to design qualitative research studies, focusing on those that are likely to be most relevant to practitioners in applied settings
		Reading Questions:	• What's the value of starting with a research question? • What makes an effective research question? • How do we choose which data/methods to use in answering our question? • How do we navigate the tradeoffs involved in these choices?
		Readings:	• Tim Rapley. "Developing Research Questions: The Social Lives of Ideas, Interests, and Questions," in Uwe Flick, ed, <i>The SAGE Handbook of Qualitative Research Design</i> (2022). https://ebookcentral.proquest.com/lib/wisc/reader.action?docID=6926217&ppg=298 • Robert Thornberg, "Abduction as a Guiding Principle in Qualitative Research Design," in Uwe Flick, ed, <i>The SAGE Handbook of Qualitative Research Design</i> (2022). https://ebookcentral.proquest.com/lib/wisc/reader.action?docID=6926217&ppg=284
		Assignments:	• Discussion question • Pre-Work Activity: identify and take notes on 3+ relevant background readings for your final project
		Assignments Due:	January 29, 2025, by 5pm
Part	2	Topic:	Collecting Qualitative Data
Class	5	Class Date:	February 4, 2025
		Topic:	Collecting Open-Ended Survey Data: Learning the Basics
		Summary:	During this class period, we will learn to collect high-qualitative open-ended survey data
		Reading Questions:	• How are open-ended survey questions different from closed-ended questions? • What makes an open-ended survey question effective? • What types of open-ended survey questions are most relevant to practitioners in applied settings? • What additional questions might you need to include on a survey to effectively interpret participants' open-ended responses?

		Readings:	• How To: Pew Research Center, "Writing Survey Questions." https://www.pewresearch.org/our-methods/u-s-surveys/writing-survey-questions/ • Sociological Example: Natasha Quadlin, "The Mark of a Woman's Record: Gender and Academic Performance in Hiring," <i>American Sociological Review</i> (2018). https://journals-sagepub-com.ezproxy.library.wisc.edu/doi/full/10.1177/0003122418762291 • Applied Example: Laura Silver et al., "What Makes Life Meaningful? Views From 17 Advanced Economies," Pew Research Center (2021). https://www.pewresearch.org/global/2021/11/18/what-makes-life-meaningful-views-from-17-advanced-economies/
		Assignments:	• Discussion Question • Pre-Work Activity: identify and take notes on 3+ relevant background readings for your final project
		Assignments Due:	February 3, 2025, by 5pm
Class	6	Class Date:	February 6, 2025
		Topic:	Collecting Open-Ended Survey Data: Applying What You've Learned
		Summary:	During this class period, you will work with your team to: • Identify relevant participants to recruit for the survey. • Develop a plan for recruiting participants for the survey. • Develop and program a survey for use with the open-ended survey assignment. (Upload your survey to your team's Google Drive folder by the end of class)
		Assignments:	• Pre-Work Activity: brainstorm at least one open-ended survey question relevant to your team's research question, and identify relevant background questions for use in interpreting responses to those open-ended questions
		Assignments Due:	February 5, 2025, by 5pm
Class	7	Class Date:	February 11, 2025
		Topic:	Conducting In-Depth Interviews: Learning the Basics
		Summary:	During this class period, we will learn to conduct high-quality in-depth interviews
		Reading Questions:	• How are in-depth interviews different from surveys? • What makes an in-depth interview question effective? • When and how should interviewers probe for more information? • What types of interview questions are most relevant to practitioners in applied settings? • What steps can interviewers take to improve rapport with their participants?
		Readings:	• How To: Mario Small. 2009. "How Many Cases Do I Need? On science and the logic of case selection in field-based research." <i>Ethnography</i>. https://journals-sagepub-com.ezproxy.library.wisc.edu/doi/abs/10.1177/1466138108099586

			• Sociological Example: Kelley Fong, “Getting Eyes in the Home: Child Protective Services Investigations and State Surveillance of Family Life,” <i>American Sociological Review</i> (2020). https://journals-sagepub-com.ezproxy.library.wisc.edu/doi/full/10.1177/0003122420938460 • Applied Example: Liz Chen, “Interview with Dorothy Roberts,” Center for American Progress (2013). https://www.americanprogress.org/article/interview-with-dorothy-roberts-2/
		Assignments:	• Discussion Question • Pre-Work: finish developing and programming your survey; finalize your plan for recruiting participants
		Assignments Due:	February 10, 2025, by 5pm
Class	8	Class Date:	February 13, 2025
		Topic:	Conducting In-Depth Interviews: Applying What You’ve Learned
		Summary:	During this class period, you will work with your team to: • Identify relevant participants to recruit for in-depth interviews. • Develop a plan for recruiting participants for the in-depth interviews. • Develop an interview guide for use with the in-depth interview assignment. (Upload your interview guide to the team Google Drive folder by the end of class)
		Assignments:	• Pre-Work Activity: brainstorm at least three in-depth interview questions relevant to your team’s research question, and identify relevant background questions for use in interpreting responses to those open-ended questions; begin recruiting participants to take your team’s survey
		Assignments Due:	February 12, 2025
Class	9	Class Date:	February 18, 2025
		Topic:	Conducting Focus Group Discussions: Learning the Basics
		Summary:	During this class period, we will learn to conduct high-quality focus group discussions
		Reading Questions:	• How are focus group discussions different from in-depth interviews? • What makes a focus group question effective? • When and how should focus group facilitators probe for more information? • What types of focus group questions are most relevant to practitioners in applied settings? • What steps can focus group facilitators take to improve rapport among participants?
		Readings:	• How To: Sabine Caillaud, Nikos Kalampalikis, and Marjolaine Doumergue, “Designing Focus Groups,” in Uwe Flick, ed., <i>The SAGE Handbook of Qualitative Research Design</i> (2022). https://ebookcentral.proquest.com/lib/wisc/reader.action?docID=6926217&ppg=725 • Sociological Example: Derron Wallace, “The Racial Politics of Cultural Capital: Perspectives from Black Middle-Class Pupils and Parents in a London Comprehensive,” <i>Cultural Sociology</i> (2019). https://journals-sagepub-com.ezproxy.library.wisc.edu/doi/full/10.1177/1749975519839521 • Applied Example: Marina Zhavoronkova et al., “How To Improve Employment Outcomes for Young Adults Leaving Incarceration,” Center for American Progress (2023).

			https://www.americanprogress.org/article/how-to-improve-employment-outcomes-for-young-adults-leaving-incarceration/
		Assignments:	• Discussion Question • Pre-Work Activity: finish recruiting participants to take your team's survey; schedule your in-depth interview
		Assignments Due:	February 17, 2025, by 5pm
Class	10	Class Date:	February 20, 2025
		Topic:	Conducting Focus Group Discussions: Applying What You've Learned
		Summary:	During this class period, you will work with your team to: • Identify relevant participants to recruit for focus group discussions. • Develop a plan for recruiting participants for the focus groups. • Develop a discussion guide for use with the focus group assignment. (Upload your discussion guide to the team Google Drive folder by the end of class)
		Assignments:	• Open-Ended Survey: upload the exported results (i.e., an Excel spreadsheet or Google sheet) of your group's survey to your team's Google Drive folder; use the text box in the assignment tool on Canvas to indicate how many survey participants you personally recruited to complete the survey • Pre-Work Activity: brainstorm at least three focus group questions relevant to your team's research question; conduct your in-depth interview (if you haven't already) and begin the process of transcribing
		Assignments Due:	February 19, 2025, by 5pm
Class	11	Class Date:	February 25, 2025
		Topic:	Conducting Observations: Learning the Basics
		Summary:	During this class period, we will learn to conduct high-quality observations
		Reading Questions:	• What can we learn from observations that we cannot learn from interviews? • What should we look for (and document) while conducting observations? • How can we use fieldnotes to effectively describe what we observe? • What types of observations are most relevant to practitioners in applied settings?
		Readings:	• How To: David Wasterfors, "Designing for Observation," in Uwe Flick, ed., <i>The SAGE Handbook of Qualitative Research Design</i> (2022). https://ebookcentral.proquest.com/lib/wisc/reader.action?docID=6926217&ppg=757 • Sociological Example: Jessica McCrory Calarco, "Coached for the classroom: Parents' cultural transmission and children's reproduction of educational inequalities," <i>American Sociological Review</i> (2014). https://journals-sagepub-com.ezproxy.library.wisc.edu/doi/abs/10.1177/0003122414546931 • Applied Example: Robert C. Pianta, "Implementing Observation Protocols: Lessons for K-12 Education from the Field of Early Childhood," Center for American Progress (2012). https://www.americanprogress.org/article/implementing-observation-protocols/

		Assignments:	• Discussion Question • Pre-Work Activity: finish transcribing your in-depth interview (if you haven't already) and begin the process of verification; schedule and recruit participants for your focus group discussion
		Assignments Due:	February 24, 2025, by 5pm
Class	12	Class Date:	February 27, 2025
		Topic:	Conducting Observations: Applying What You've Learned
		Summary:	During this class period, you will work with your team to: • Identify relevant sites or situations to observe in answering your research question. • Develop a plan for observing. (Upload your plan to the team Google Drive folder by the end of class)
		Assignments:	• In-Depth Interview: upload the audio file and transcript of your interview to your team's Google Drive folder • Pre-Work Activity: brainstorm at least one observable situation or setting relevant to your team's research question; conduct your focus group discussion (if you haven't already) and begin the process of transcribing
		Assignments Due:	February 26, 2025, by 5pm
Class	13	Class Date:	March 4, 2025
		Topic:	Content Analysis: Learning the Basics
		Summary:	During this class period, we will learn to collect and record high-quality data from media and document archives
		Reading Questions:	• What can we learn from qualitative content (e.g., media, documents, webpages, physical objects) that we cannot learn from surveys, interviews, or observations? • How can we select useful sources for qualitative content? • What types of qualitative content are most relevant to practitioners in applied settings? • How should we interpret media and document data? • How should we document emerging themes and patterns in media and document data? • How should we verify themes and patterns in media and document data?
		Readings:	• How To: Lindsay Prior, "Content Analysis," in Patricia Leavy, ed., <i>The Oxford Handbook of Qualitative Research</i> (2020). https://academic-oup-com.ezproxy.library.wisc.edu/edited-volume/34283/chapter/290643833 • Sociological Example: Michaela DeSoucey and Miranda R. Waggoner, "Another Person's Peril: Peanut allergy, Risk Perceptions, and Responsible Sociality," <i>American Sociological Review</i> (2022). https://journals-sagepub-com.ezproxy.library.wisc.edu/doi/abs/10.1177/00031224211067773

			Applied Example: Rucha Modi et al., “How Religion and LGBTQ Rights Intersect in Media Coverage,” Center for American Progress (2020). https://www.americanprogress.org/article/religion-lgbtq-rights-intersect-media-coverage/
		Assignments:	Discussion Question Pre-Work Activities: finish transcribing your focus group discussion (if you haven’t already) and begin the process of verification; select and plan a visit to your research site for your observation
		Assignments Due:	March 3, 2025, by 5pm
Class	14	Class Date:	March 6, 2025
		Topic:	Content Analysis: Applying What You’ve Learned
		Summary:	During this class period, you will work with your team to: - Identify relevant media or document archives for use in answering your research question. - Develop a plan for gathering and recording relevant media or document data - Develop a plan for identifying emerging themes and patterns in the data - Develop a coding guide for verifying the emerging themes and patterns in the data. (Upload your plans and coding guide to the team Google Drive folder by the end of class)
		Assignments:	Focus Group Discussion: upload the video or audio file and the transcript of your focus group discussion to your team’s Google Drive folder Pre-Work Activity: brainstorm at least one source of documents relevant to your team’s research question, and find at least one example of such a document to bring to class; conduct your observation (if you haven’t already) and begin the process of writing fieldnotes
		Assignments Due:	March 5, 2025, by 5pm
Part	3	Topic:	Analyzing Qualitative Data
Class	15	Class Date:	March 11, 2025
		Topic:	Analyzing Open-Ended Survey Data: Learning the Basics
		Summary:	During this class period, we will learn to analyze open-ended survey data
		Reading Questions:	- How should we interpret open-ended survey data? - How should we document emerging themes and patterns in open-ended survey data? - How should we verify themes and patterns in open-ended survey data?
		Readings:	How To: Kristin M. Jackson and William M. K. Trochim, “Concept Mapping as an Alternative Approach for the Analysis of Open-Ended Survey Responses,” <i>Organizational Research Methods</i> (2002). https://journals-sagepub-com.ezproxy.library.wisc.edu/doi/abs/10.1177/109442802237114 Sociological Example: Long Doan and Matthew K. Grace, “Factors Affecting Public Opinion on the Denial of Healthcare to Transgender Persons,” <i>American Sociological Review</i> (2022). https://journals-sagepub-com.ezproxy.library.wisc.edu/doi/full/10.1177/00031224221082233

			Applied Example: Kim Parker, Juliana Menasce Horowitz, and Anna Brown, “Americans’ Complex Views on Gender Identity and Transgender Issues,” Pew Research Center (2022). https://www.pewresearch.org/social-trends/2022/06/28/americans-complex-views-on-gender-identity-and-transgender-issues/
		Assignments:	Discussion Question Pre-Work Activity: finish writing your fieldnotes (if you haven’t already) and begin reflecting on their relevance to your team’s research question; select the media or documents you will analyze for your media/document archive assignment
		Assignments Due:	March 10, 2025, by 5pm
Class	16	Class Date:	March 13, 2025
		Topic:	Analyzing Open-Ended Survey Data: Applying What You’ve Learned
		Summary:	During this class period, you will work with your team to: - Interpret the open-ended survey data collected by the team members. - Identify emerging themes and patterns in the data. - Develop a plan and coding guide for verifying the emerging themes and patterns in the data. (Upload your plan and coding guide to the team Google Drive folder by the end of class)
		Assignments:	Pre-Work Activity: review the open-ended response data from your team’s survey and identify at least one emerging theme; begin recording relevant data from the media/documents you have selected (if you haven’t already)
		Assignments Due:	March 12, 2025, by 5pm
Class	17	Class Date:	March 18, 2025
		Topic:	Analyzing In-Depth Interview and Focus Group Data: Learning the Basics
		Summary:	During this class period, we will learn to analyze in-depth interview and focus group data
		Reading Questions:	- How should we interpret in-depth interview and focus group data? - How should we document emerging themes and patterns in in-depth interview and focus group data? - How should we verify themes and patterns in in-depth interview and focus group data?
		Readings:	How To: Rosaline S. Barbour, “Analysing Focus Groups,” in Uwe Flick, ed., <i>The SAGE Handbook of Qualitative Data Analysis</i> (2017). https://sk-sagepub-com.ezproxy.library.wisc.edu/reference/the-sage-handbook-of-qualitative-data-analysis/i1915.xml Sociological Example: Allison Roda and Amy Stuart Wells, “School Choice Policies and Racial Segregation: Where White Parents’ Good Intentions, Anxiety, and Privilege Collide,” <i>American Journal of Education</i> (2013). https://www-journals-uchicago-edu.ezproxy.library.wisc.edu/doi/full/10.1086/668753

			• Applied Example 1: Eric Torres and Richard Weissbourd, “Do Parents Really Want School Integration?” Making Caring Common Project. (2020). https://mcc.gse.harvard.edu/s/Do-Parents-Really-Want-School-Integration-2020-FINAL.pdf • Applied Example 2: Ulrich Boser and Perpetual Baffour, “Isolated and Segregated: A New Look at the Income Divide in Our Nation’s Schooling System,” Center for American Progress (2017). https://www.americanprogress.org/article/isolated-and-segregated/
		Assignments:	• Discussion Question • Pre-Work Activity: continue recording relevant data from the media/documents you selected (if you haven’t already) and begin reflecting on their relevance to your team’s research question
		Assignments Due:	March 17, 2025, by 5pm
Class	18	Class Date:	March 20, 2025
		Topic:	Analyzing In-Depth Interview and Focus Group Data: Applying What You’ve Learned
		Summary:	During this class period, you will work with your team to: • Interpret the in-depth interview and focus group data collected by the team members. • Identify emerging themes and patterns in the data. • Develop a plan and coding guide for verifying the emerging themes and patterns in the data. (Upload your plan and coding guide to the team Google Drive folder by the end of class)
		Assignments:	• Observation: upload your fieldnotes to your team’s Google Drive folder • Pre-Work Activity: review the data from your team’s in-depth interviews and focus groups and identify at least one emerging theme; continue recording relevant data from the media/documents you have selected (if you haven’t already)
		Assignments Due:	March 19, 2025, by 5pm
Class	19	Class Date:	April 1, 2025
		Topic:	Analyzing Observational Data: Learning the Basics
		Summary:	During this class period, we will learn to analyze observational data
		Reading Questions:	• How should we interpret observational data? • How should we document emerging themes and patterns in observational data? • How should we verify themes and patterns in observational data?
		Readings:	• How To: Amir B. Marvasti, “Analysing Observations,” in Uwe Flick, ed., <i>The SAGE Handbook of Qualitative Data Analysis</i> (2017). https://sk-sagepub-com.ezproxy.library.wisc.edu/reference/the-sage-handbook-of-qualitative-data-analysis/i2173.xml • Sociological Example: Elizabeth Korver Glenn, “Compounding Inequalities: How Racial Stereotypes and Discrimination Accumulate across the Stages of Housing Exchange,” <i>American Sociological Review</i> (2018). https://journals-sagepub-com.ezproxy.library.wisc.edu/doi/full/10.1177/0003122418781774

			Applied Example: Matthew Desmond, “How Home Ownership Became the Engine of American Inequality,” <i>New York Times Magazine</i> (2017). https://www.nytimes.com/2017/05/09/magazine/how-homeownership-became-the-engine-of-american-inequality.html
		Assignments:	Discussion Question Pre-Work Activity: finish recording relevant data from the media/documents you have selected (if you haven’t already)
		Assignments Due:	March 31, 2025, by 5pm
Class	20	Class Date:	April 3, 2025
		Topic:	Analyzing Observational Data: Applying What You’ve Learned
		Summary:	During this class period, you will work with your team to: - Interpret the observational data collected by the team members. - Identify emerging themes and patterns in the data. - Develop a plan and coding guide for verifying the emerging themes and patterns in the data. (Upload your plan and coding guide to the team Google Drive folder by the end of class)
		Assignments:	Pre-Work Activity: review the data from your team’s observations and identify at least one emerging theme
		Assignments Due:	April 2, 2025, by 5pm
Part	4	Topic:	Communicating Effectively with Qualitative Data
Class	21	Class Date:	April 8, 2025
		Topic:	Communicating Effectively with Qualitative Data: Learning the Basics
		Summary:	During this class period, we will learn to effectively communicate findings from qualitative research to practitioners in applied settings
		Reading Questions:	- How should we use evidence from existing research to justify/contextualize qualitative research? - How should we present the key findings from qualitative research? - How should we incorporate evidence to support key findings from qualitative research? - How should we convey the significance of findings from qualitative research to practitioners in applied settings? - How should we describe the methods used to collect and analyze qualitative data when presenting our work to practitioners in applied settings?
		Readings:	How To: Norman K. Denzin, “Writing and/as Analysis or Performing the World,” in Uwe Flick, ed., <i>The SAGE Handbook of Qualitative Data Analysis</i> (2017). https://sk-sagepub-com.ezproxy.library.wisc.edu/reference/the-sage-handbook-of-qualitative-data-analysis/i3358.xml Sociological Example: Jessica McCrory Calarco, Ilana S. Horn, and Grace A. Chen, ““You Need to Be More Responsible”: The Myth of Meritocracy and Teachers’ Accounts of Homework Inequalities,”

			<i>Educational Researcher</i> (2022). https://journals-sagepub-com.ezproxy.library.wisc.edu/doi/full/10.3102/0013189X221111337 • Applied Example: Jessica Calarco and Ilana Horn, “‘There’s only so far I can take them’ – why teachers give up on struggling students who don’t do their homework,” <i>The Conversation</i> (2022). https://theconversation.com/theres-only-so-far-i-can-take-them-why-teachers-give-up-on-struggling-students-who-dont-do-their-homework-187896
		Assignments:	• Discussion Question
		Assignments Due:	April 7, 2025, by 5pm
Class	22	Class Date:	April 10, 2025
		Topic:	Communicating Effectively with Qualitative Data: Applying What You’ve Learned (Part 1)
		Summary:	During this class period, you will work with your team to: • Begin drafting a report using your team’s analyses to answer your research question • Begin drafting a presentation using your analyses to answer your research question
		Assignments:	• Media/Document Analysis: upload your media/document files and completed coding file to your group’s Google Drive folder • Pre-Work Activity: review your team’s data analysis and identify a tentative answer to your research question along with at least three pieces of evidence that support your claim
		Assignments Due:	April 9, 2025, by 5pm
Class	23	Class Date:	April 15, 2025
		Topic:	Communicating Effectively with Qualitative Data: Applying What You’ve Learned (Part 2)
		Summary:	During this class period, you will continue to work with your team to: • Continue drafting a report using your team’s analyses to answer your research question • Continue drafting a presentation using your analyses to answer your research question
		Assignments:	• Come to class prepared to contribute to your team’s report/presentation
		Assignments Due:	April 14, 2025, by 5pm
Class	24	Class Date:	April 17, 2025
		Topic:	Communicating Effectively with Qualitative Data: Applying What You’ve Learned (Part 3)
		Summary:	During this class period, we will have a peer review workshop • Getting feedback from classmates on your group’s final project outline • Giving feedback to classmates on their group’s final project outline
		Assignments:	• Final Project Outline: upload your group’s project outline to your group’s Google Drive folder
		Assignments Due:	April 16, 2025, by 5pm
Class	25	Class Date:	April 22, 2025

		Topic:	Communicating Effectively with Qualitative Data: Applying What You've Learned (Part 4)
		Summary:	During this class period, you will work with your team to: - Revise your project based on the feedback you received on your project outline - Begin preparing materials for your final report/presentation
		Assignments:	Come to class prepared to contribute to your team's report/presentation
		Assignments Due:	April 21, 2025, by 5pm
Class	26	Class Date:	April 24, 2025
		Topic:	Communicating Effectively with Qualitative Data: Applying What You've Learned (Part 5)
		Summary:	During this class period, you will continue to work with your team to: Complete your final report/presentation
		Assignments:	Come to class prepared to contribute to your team's report/presentation
		Assignments Due:	April 23, 2025, by 5pm
Class	27	Class Date:	April 29, 2025
		Topic:	Presenting Qualitative Data (Part 1)
		Summary:	During this class period, you will work with your team to: - Present the findings from your qualitative research - Answer questions about your research NOTE: If your team chose the report option, you should still plan to attend class to observe your classmates' presentations and participate in Q&A
		Assignments:	Presentation: if your team has selected the presentation option, upload your team's completed slides to your team's Google Drive folder and be ready to present in class
		Assignments Due:	April 28, 2025, by 5pm
Class	28	Class Date:	May 1, 2025
		Topic:	Presenting Qualitative Data (Part 2)
		Summary:	During this class period, we will continue group presentations
Week	15	Exam Week	May 4-9, 2025
		Assignments:	Report: upload your team's final report to your team's Google Drive folder (Note: if your group chooses the presentation option, you can revise your slides based on feedback received during in-class presentations before submitting the final version) Final Project Self-Evaluation and Team Peer Evaluation: complete the survey on Canvas
		Assignments Due:	May 5, 2025, by 5pm

Academic Policies and Statements

Basic Needs Security

Some students experience difficulties affording groceries or accessing sufficient food to eat every day. Some students lack a safe and stable place to live. Some students experience challenges balancing school work with paid work, childcare, and other family obligations. Those challenges can create considerable anxiety for students and may also affect students' performance in their courses. Please ask for what you need. I'm happy to help you identify and connect with relevant resources and also make adjustments to our course plan.

Family Commitments

Some of you may have care responsibilities for children or other family members. At some point during the semester, those caregiving responsibilities may come into conflict with the course schedule or make it difficult to complete your assigned work. Please ask for what you need. I'm happy to allow visitors in class and/or to make remote participation options available.

Digital Access and Equity:

Digital devices (like laptops and cell phones) are becoming increasingly important to success in college. In this course, you may need digital devices to access readings and complete and submit written assignments.

I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Please ask for what you need.

If you do not have access to reliable internet or a reliable, internet-connected digital device, I encourage you to contact the Dean of Students Office to request assistance. If you contact me, as well, I can help you write a message to the Dean of Students and also work with you to develop a plan for completing work in this course.

If you are experiencing problems with your device or internet access, I encourage you to contact [DoIT for support](#). If those problems are persistent and/or interfere with your ability to complete the work for this course, please let me know.

I also encourage students to be aware of the many technology-related resources that UW-Madison provides:

- Free on-campus wireless internet (wifi) access
- Free software (including Microsoft Office, Adobe Creative Suite, statistical software, etc.) for download and for cloud-based use.
- Free unlimited, secure online storage (a great way to back up files).
- Free tech-support
- Discounts on devices from leading technology companies, including Apple, Dell, and Microsoft.

Institutional Academic Policies and Statements

Please review the following:

- [Teaching and Learning Data Transparency Statement](#)
- [Privacy of Student Records and the Use of Audio Recorded Lectures Statement](#)
- [Campus Resources for Academic Success](#)
- [Course Evaluations](#) and [Digital Course Evaluations](#)
- [Students' Rules, Rights and Responsibilities](#)
- [Diversity and Inclusion Statement](#)
- [Academic Integrity Statement](#)
- [Accommodations for Students with Disabilities](#)
- [Academic Calendar and Religious Observances](#)