

**SOCIOLOGY 615 – QUALITATIVE METHODS**  
**FALL 2020**  
**Mondays, 9:30AM-12:10PM**  
**ONLINE**

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Course Website: sakai.rutgers.edu

**COURSE DESCRIPTION**

What is it like to pursue a qualitative project? What lineage and logics do we adopt and subscribe to by relying on qualitative methodologies for our projects? Where and how do we begin a qualitative project, what does it look like, what are the rules? What is reliable qualitative information? What are different methodological options for my research question?

This course examines the logics, theoretical considerations, and practical applications of a range of qualitative research approaches and methods used in the discipline of sociology. The course will be conducted as a practicum, considering the theoretical and epistemological backdrop for qualitative methodologies while focusing more centrally on the practice and applications of different techniques. We will consult readings that detail the principles and considerations for each methodology, as well as sociological work that utilize these methodologies, to serve as references, guides, instructive models, and warnings, for our own qualitative projects. Students in the course will have the opportunity to practice varying techniques in the service of their projects while exploring a range of methods that may illuminate new research angles.

**Course Goals:**

- Understand the logics, epistemologies, and legacies shaping qualitative inquiry and methods
- Attend to questions of ethics, power, and positionality in pursuing qualitative methods
- Recognize qualitative research design options
- Practice varying qualitative research methodologies
- Analyze qualitative data and have an awareness of available software for qualitative analysis
- Make sense and develop theory from qualitative research techniques
- Understand the parameters of writing qualitative research products
- Critically engage qualitative research scholarship.

**Diversity Statement**

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

## **COURSE REQUIREMENTS & GRADING**

Students are expected to attend class via Zoom and come prepared to discuss the readings. The Zoom site will be shared via the course Sakai site.

### 1. Assignments/Exercises (50%)

There will be 12 assignments/exercises. These assignments constitute the practicum aspect of the course. I will provide specific directions for each exercise. These assignments will often begin with peer conversations in the latter part of class. Students will have a chance to discuss their ideas and plans with the full class or a subset of their peers. Note that the assignments due dates vary. Sometimes, they are due right before class, and at other times they are due on Fridays at 5pm after or before that topic is covered. Once the dates are set, I will update the syllabus on Sakai.

### 2. Collaborative Qualitative Research Methods Library (10%)

Each student has to contribute five references, throughout the semester, to a collaborative research library. This library will serve as a useful reference for course participants as they embark in qualitative research projects. The library will be set up as an Excel file that I will provide access to all students. Students don't have to read the whole article, but should include the abstract, or a brief description of the topic of the article/book/report as reference for others. You may choose which weeks to submit the articles. Just be sure that you submit at least five.

### 3. Article/Book Example and Discussion Leadership (15%)

Each student will be responsible for briefly presenting an article or book not included in the syllabus, which either is in conversation with, considers, applies, or serves as an example of the topics for that week. This article or book should also be included as a reference in our research library (for a total of 6 by each student). The presentation should be brief, about 7 minutes, and should provide a summary of the article and an explication of its relationship to the week's readings. After, the presentation, the presenter should present three guiding discussion questions for the class to engage in a discussion of the readings. Good discussion questions have a perspective. They insinuate links between readings and propose new insights. Think of what is wrong, what you agree with, what can be challenged, what can be defended, and/or what is unexpected in the week's readings, and ask about it. A good question can lead to a research project, and even to an abundant program of research. We will complete assignments of weeks by week 3 and I will amend the syllabus accordingly.

### 4. Final Project (25%):

The final paper for this course can take different forms, as is useful for the student. It can be a full research paper with a developed methods section, a stand-alone detailed methods section of an article, a write up of an qualitative analysis, a full research paper using qualitative methods, a research proposal, a spelled out research design for a paper or project, a reflexive paper, a theoretical examination of a methodological question, etc.,. You may choose to use any of the readings throughout the semesters as references or even models. Please be sure to consult your plans for the final paper with the professor by Monday, November 16. On the last day of class, we'll do a roundtable where each student will present their project to the class.

## **CLASS STRUCTURE & READINGS**

9:30-10:30am – Discussion of prior week's assignment  
10:30-11:00 – Introduction of this week's Topic / Techniques  
11am-11:30am- Presentation of Additional Reading & Discussion Questions  
11:30am-12:10pm-Discussion and Workshopping of Next Assignment

All course readings will be available via Sakai and via online links through Rutgers library.

**CLASS SCHEDULE**

| DATE  | TOPIC   | READINGS  | ASSIGNMENT   |
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| <b>PART I: QUALITATIVE IMAGINATIONS</b>   |   |   |  |
| <p><b>Week 1:</b><br/>*TUESDAY*,<br/>September 8<br/><br/>{Monday class<br/>schedule}</p> | <p><b>Qualitative<br/>Methods and<br/>the<br/>[“Official”]<br/>Sociological<br/>Imagination</b></p> | <ul style="list-style-type: none"> <li>■ C Wright Mills, The Sociological Imagination {Excerpt}</li> <li>■ P. Berger, “What are Sociologists and Why are they Doing this?”</li> <li>■ Becker, H. <i>Tricks of the Trade: How to Think about Your Research While You Are Doing It</i>. Ch. 2 “Imagery”,<br/><a href="https://babel.hathitrust.org/cgi/pt?id=hvd.32044051829489&amp;view=1up&amp;seq=122">https://babel.hathitrust.org/cgi/pt?id=hvd.32044051829489&amp;view=1up&amp;seq=122</a></li> </ul> <p>OPTIONAL:</p> <ul style="list-style-type: none"> <li>■ Textbook Reference you may want to consult: <a href="https://methods-sagepub-com.proxy.libraries.rutgers.edu/book/sage-qualitative-research-methods">https://methods-sagepub-com.proxy.libraries.rutgers.edu/book/sage-qualitative-research-methods</a></li> </ul> <p>REVIEW: Qualitative Landscape: Sage Methods Map -<br/><a href="https://methods.sagepub.com/methods-map/fieldwork">https://methods.sagepub.com/methods-map/fieldwork</a></p> | <p>Please come to our first meeting prepared to discuss the readings and your research interests, expectations, interest in qualitative methods.</p> |
| <p><b>Week 2:</b><br/>Monday,<br/>September 14</p>  | <p><b>Qualitative<br/>Methods &amp;<br/>the Science of<br/>Sociology</b></p>                        | <ul style="list-style-type: none"> <li>■ Abbott, A. (1997). Of time and space: The contemporary relevance of the Chicago School. <i>Social forces</i>, 75(4), 1149-1182. [Pages 1149-1166 to footnote 32.]</li> <li>■ Marvasti, Amir (2004) <i>Qualitative Research in Sociology</i>, “What is Qualitative Research” (13pp)</li> <li>■ Creswell, J. W., <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>, Ch. 1, Ch. 9 “Qualitative Procedures” (p.173-202)</li> <li>■ Neuman, W. Lawrence, <i>Basics of Social Research: Qualitative and Quantitative Approaches</i>, “Qualitative and Quantitative Orientations Towards Research,” p. 84-91</li> <li>■ Creswell, J.W. and Plano Clark, Vicki L., <i>Designing and Conducting Mixed Methods Research</i>, Ch. 1 “Understanding Mixed Methods Research” (p. 1-19), Ch. 2 “Examining Preliminary</li> </ul>   | <p>Assignment 1: Write a 1 page description of your methodological philosophy and how it relates to your topic of interest.</p>                      |

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|   |   | Considerations” (p. 20-36). [OPTIONAL: Ch. 3 “Locating and Reviewing Mixed Methods Studies” (p. 38-57)]  |  |
| <b>Week 3:</b><br>Monday,<br>September 21 | <b>Ethics &amp; Power</b>   | <i>Readings:</i><br><ul style="list-style-type: none"> <li>■ Ladson-Billings, G. (2000). Racialized discourses and ethnic epistemologies. <i>Handbook of qualitative research</i>, 2, 257-277.</li> <li>■ Smith, Linda Tuhiwai (2013) <i>Decolonizing methodologies: Research and indigenous peoples</i>. Zed Books Ltd. Ch. 1 “Introduction”, Ch. 2 “Research Through Imperial Eyes”</li> <li>■ Zuberi, T., &amp; Bonilla-Silva, E. (Eds.). (2008). <i>White logic, white methods: Racism and methodology</i>. Rowman &amp; Littlefield Publishers. Introduction</li> <li>■ Al-Natour, R. (2011). The Impact of the Researcher on the Researched. <i>M/C Journal</i>, 14(6). Retrieved from <a href="http://journal.media-culture.org.au/index.php/mcjournal/article/view/428">http://journal.media-culture.org.au/index.php/mcjournal/article/view/428</a></li> <li>■ Gaztambide-Fernández, Rubén A. "Elite entanglements and the demand for a radically un/ethical position: the case of Wienie Night." <i>International Journal of Qualitative Studies in Education</i> 28, no. 9 (2015): 1129-1147.</li> <li>■ Vera &amp; Feagin (2004) “The Study of Racist Events” in <i>Researching Race and Racism</i>, ed. Martin Bulmer and John Solomos (New York: Routledge)</li> </ul> | Assignment 2: IRB Certification            |
| <b>Week 4:</b><br>Monday,<br>September 28 | <b>The “I,” the “We,” the “Us” and How we Do Sociology</b><br>-Positionality<br>-Epistemology<br>-Insider &/OR Outsider | <ul style="list-style-type: none"> <li>■ Collins, P. H. (1986). Learning from the outsider within: The sociological significance of Black feminist thought. <i>Social problems</i>, 33(6), s14-s32.</li> <li>■ Young, Jr., Alford, ((2004) “Experiences in Ethnographic Interviewing about Race: The Inside and Outside of It,” in <i>Researching Race and Racism</i>, ed. Martin Bulmer and John Solomos (New York: Routledge)</li> <li>■ Gorelick, S. (1991). Contradictions of feminist methodology. <i>Gender &amp; Society</i>, 5(4), 459-477.</li> </ul>   | Assignment 3: Goals, Purpose, Orientation. |

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|  |  | <ul style="list-style-type: none"> <li>■ Lamont, Michèle (2004) “A life of (sad) but justified choices” in <i>Researching Race and Racism</i>, ed. Martin Bulmer and John Solomos (New York: Routledge)</li> <li>■ Roque Ramírez, Horacio N., 2002 “My Community, My History, My Practice,” <i>Oral History Review</i>, Summer/Fall 2002, 29 (2): 87-91</li> </ul> <p>----</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>■ Elijah Anderson, “Introduction to the 1996 Edition of the <i>Philadelphia Negro</i>” p. ix-xvi</li> <li>■ Held, Nina (2009) Researching “Race” in Lesbian Space: A Critical Reflection, <i>Journal of Lesbian Studies</i>, 13:2, 204-215.</li> <li>■ Selected Review of Alice Goffman’s <i>On the Run</i></li> </ul> |  |
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| <b>PART II: QUALITATIVE INQUIRY</b> |
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| <b>Week 5</b><br>Monday,<br>October 5  | <b>Research Topic / Question</b> | <p>-Alford, Robert R. (1998). <i>The Craft of Inquiry: Theories, Methods and Evidence</i>. New York: Oxford University Press. Ch. 1.</p> <ul style="list-style-type: none"> <li>■ Neuman, W. Lawrence, <i>Basics of Social Research: Qualitative and Quantitative Approaches</i>, “From the Research Question to Hypotheses,” p. 101-121</li> <li>■ Creswell, J. W., <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>, p. 129-132</li> </ul>  | Assignment 4:<br>Write 3 research questions with a brief paragraph describing what motivates each question |
| <b>Week 6</b><br>Monday,<br>October 12 | <b>Research Design</b>           | <ul style="list-style-type: none"> <li>■ Neuman, W. Lawrence, <i>Basics of Social Research: Qualitative and Quantitative Approaches</i>, “From the Research Question to Hypotheses,” p. 140-165</li> <li>■ Becker, H. <i>Tricks of the Trade: How to Think about Your Research While You Are Doing It</i>. Ch. 3 “Sampling”,<br/> <a href="https://babel.hathitrust.org/cgi/pt?id=hvd.32044051829489&amp;view=1up&amp;seq=122">https://babel.hathitrust.org/cgi/pt?id=hvd.32044051829489&amp;view=1up&amp;seq=122</a></li> <li>■ Gieryn, T.F., 2006. City as truth-spot: Laboratories and field-sites in urban studies. <i>Social Studies of Science</i>, 36(1), pp.5-38.</li> </ul> | Assignment 5:<br>Write a brief research design.  |

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|  |  | <ul style="list-style-type: none"> <li>■ Small, Mario (2009) 'HOW MANY CASES DO I NEED?' <i>Ethnography</i> 10(1):5-38.</li> <li>■ Dinzey-Flores, Zaire Z. 2013. <i>Locked in, Locked Out: Gated Communities in a Puerto Rican City</i>. University of Pennsylvania Press. Prologue &amp; Methods Appendix</li> <li>■ Massey, D. S., Albright, L., Casciano, R., Derickson, E., &amp; Kinsey, D. N. (2013). <i>Climbing Mount Laurel: The struggle for affordable housing and social mobility in an American suburb</i>. Princeton University Press.</li> </ul> |  |
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| <b>PART III: DATA COLLECTION TECHNIQUES</b> |
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| <p><b>Week 7</b><br/>Monday,<br/>October 19</p> | <p>Field Research,<br/>Ethnography<br/>Participant<br/>Observation</p> | <ul style="list-style-type: none"> <li>■ Lawrence, <i>Basics of Social Research: Qualitative and Quantitative Approaches</i>, Ch. 11 “Field Research” (p. 275-303)</li> <li>■ Marvasti, Amir (2004) <i>Qualitative Research in Sociology</i>, “Ethnography” (27pp)</li> <li>■ Emerson, R. M., Fretz, R. I., &amp; Shaw, L. L. (2011). <i>Writing ethnographic fieldnotes</i>. University of Chicago Press.</li> <li>■ Dunier, Mitchell (2004) “Three rules I go by in my ethnographic research on race and racism” in <i>Researching Race and Racism</i>, ed. Martin Bulmer and John Solomos (New York: Routledge)</li> <li>■ Young, Jr., Alford. “White Ethnographers and the Experiences of African American Men,” in Zuberi, T., &amp; Bonilla-Silva, E. (Eds.). (2008). <i>White logic, white methods: Racism and methodology</i>. Rowman &amp; Littlefield Publishers.</li> </ul> | <p>Assignment 6: Participant Observation Field Note, Ethnographic Write up, Personal Reflection</p> |
| <p><b>Week 8</b><br/>Monday,<br/>October 26</p> | <p><b>Interviewing</b></p>   | <p>Marvasti, Amir (2004) <i>Qualitative Research in Sociology</i>, “Interviews” (19pp)</p> <p>Weiss, R. S. (1995). <i>Learning from strangers: The art and method of qualitative interview studies</i>. Simon and Schuster. Ch. 1-5.</p> <p><a href="https://babel.hathitrust.org/cgi/pt?id=hvd.32044012967147&amp;view=1up&amp;seq=4">https://babel.hathitrust.org/cgi/pt?id=hvd.32044012967147&amp;view=1up&amp;seq=4</a></p>  | <p>Assignment 7: Write an interview instrument/script. Conduct an interview.</p>                    |

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| <p><b>Week 9</b><br/>Monday,<br/>November 2</p>  | <p><b>Archival;<br/>Historical;<br/>Primary<br/>Documents;<br/>Secondary<br/>Material</b></p> | <p>■ Neuman, W. Lawrence, <i>Basics of Social Research: Qualitative and Quantitative Approaches</i>, Ch. 9 “Nonreactive Research and Secondary Analysis” (p. 224-246), Ch. 12 “Historical Comparative Research” (p.304-326)</p>   | <p>Assignment 8: Identify historical/archival/primary documents that may inform your project. Review them. How would you adjust your research question and design? What kind of information and knowledges does it facilitate?</p> |
| <p><b>Week 10</b><br/>Monday,<br/>November 9</p> | <p><b>Audiovisual<br/>&amp; New Data</b></p>  | <p>■ Marvasti, Amir (2004) <i>Qualitative Research in Sociology</i>, “Visual Sociology” (19pp)</p> <p>■ REVIEW: Data Planet: <a href="https://www.data-planet.com/?utm_source=cross-product-footer&amp;utm_medium=cross-product">https://www.data-planet.com/?utm_source=cross-product-footer&amp;utm_medium=cross-product</a></p> <p>■ Hwang, J., &amp; Sampson, R. J. (2014). Divergent pathways of gentrification: Racial inequality and the social order of renewal in Chicago neighborhoods. <i>American Sociological Review</i>, 79(4), 726-751.</p> <p>■ Dinzey-Flores, Zaire &amp; Alex Demshock. “Staging Safety”</p> <p>■ Erickson, F. (1982). Audiovisual records as a primary data source. <i>Sociological Methods &amp; Research</i>, 11(2), 213-232.</p> <p>■ Hesse-Biber, S., Dupuis, P. R., &amp; Kinder, T. S. (1997). Anthropology: New Developments in Video Ethnography and Visual Sociology—Analyzing Multimedia Data Qualitatively. <i>Social Science Computer Review</i>, 15(1), 5-12.</p> <p>■ Annette Kim, Spatial Analysis Lab <a href="https://slab.today/">https://slab.today/</a></p> <p>■ Big Data</p> <p>■ Online Data</p> | <p>Assignment 9: Identify online, virtual or other type of data. Review.</p> <p>How would you adjust your research question and design? What kind of information and knowledges does it facilitate?</p>                            |
| <p><b>Week 11</b></p>                            | <p>Social Action<br/>Research &amp;<br/>Participatory</p>                                     | <p>■ Kaptani, E., &amp; Yuval-Davis, N. (2008). Participatory theatre as a research methodology: Identity, performance and social action among refugees. <i>Sociological Research Online</i>, 13(5), 1-12.</p>  | <p>Assignment 10: Consider and write up a PAR design for your project.</p>   |

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| Monday,<br>November 16                       | Action<br>Research  | <ul style="list-style-type: none"> <li>■ Whyte, W. F. (1989, September). Advancing scientific knowledge through participatory action research. In <i>Sociological forum</i> (Vol. 4, No. 3, pp. 367-385). Kluwer Academic Publishers-Plenum Publishers.</li> <li>■ Wadsworth, Y. (2005). 'Gouldner's child?' Some reflections on sociology and participatory action research. <i>Journal of Sociology</i>, 41(3), 267-284.</li> <li>■ Freidenberg, Judith, 1995, "Policy Ethnography in East Harlem: Methodological Issues," <i>Annals of the New York Academy of Sciences</i> 749: 119-136</li> </ul>   |  |
| <b>PART IV: QUALITATIVE ANALYSES</b>         |   |  |  |
| <b>Week 12</b><br><br>Monday,<br>November 23 | Qualitative<br>Analysis<br>Transcribing<br>Data,<br>Preparing<br>Data,<br>Qualitative<br>Software | <ul style="list-style-type: none"> <li>■ Marvasti, Amir (2004) <i>Qualitative Research in Sociology</i>, "Data Analysis" (38pp)</li> <li>■ Becker, H. <i>Tricks of the Trade: How to Think about Your Research While You Are Doing It</i>. Ch. 5 "Logic",<br/><a href="https://babel.hathitrust.org/cgi/pt?id=hvd.32044051829489&amp;view=1up&amp;seq=122">https://babel.hathitrust.org/cgi/pt?id=hvd.32044051829489&amp;view=1up&amp;seq=122</a></li> <li>■ Evers, J. C. (2011). From the past into the future. How technological developments change our ways of data collection, transcription and analysis. In <i>Forum Qualitative Sozialforschung/Forum: Qualitative Social Research</i> (Vol. 12, No. 1).</li> <li>■ <a href="https://www.thieme-connect.de/products/ejournals/pdf/10.4103/2321-0656.120254.pdf">https://www.thieme-connect.de/products/ejournals/pdf/10.4103/2321-0656.120254.pdf</a></li> </ul> | Assignment 11: Prepare your data for analysis. If you do not have data, draw up a plan for organizing your data and preparing it for analysis. |
| <b>Week 13</b><br><br>Monday,<br>November 30 | Qualitative<br>Analysis   | <ul style="list-style-type: none"> <li>■ Neuman, W. Lawrence, <i>Basics of Social Research: Qualitative and Quantitative Approaches</i>, Ch. 13 "Analysis of Qualitative Data" (p.327-342)</li> <li>■ Neuendorf, Kimberly A. <i>The Content Analysis Guidebook 2<sup>nd</sup> Ed.</i> "Defining Content Analysis" (34pp) <a href="https://methods-sagepub-com.proxy.libraries.rutgers.edu/book/the-content-analysis-guidebook-2e">https://methods-sagepub-com.proxy.libraries.rutgers.edu/book/the-content-analysis-guidebook-2e</a></li> </ul> <p>see also Altheide &amp; Schneider, 2013</p> <p>Hijmans's (1996) typology of "qualitative content analyses"</p>  | Assignment 12: Data Analysis   |



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|   |                        | An important methodological source for qualitative content analysis of mediated messages is Altheide's (1996) canonical text (see also Altheide & Schneider, 2013)   |   |
| <b>PART V: MAKING SENSE: FINDING MEANING, BUILDING THEORY, WRITING AND SHARING INSIGHTS</b> |                        |  |   |
| <b>Week 14</b><br>Monday,<br>December 7   | Writing,<br>Presenting | <ul style="list-style-type: none"> <li>■ Neuman, W. Lawrence, <i>Basics of Social Research: Qualitative and Quantitative Approaches</i>, Ch. 14 "Writing the Research Report" (p.343-359)</li> <li>■ Marvasti, Amir (2004) <i>Qualitative Research in Sociology</i>, "Writing" (14pp)</li> <li>■ Laurel Richardson (2004) <i>Writing Strategies</i>. Sage Little Blue Book. -Downloadable PDF by chapter: <a href="https://methods-sagepub-com.proxy.libraries.rutgers.edu/book/writing-strategies/d4.xml">https://methods-sagepub-com.proxy.libraries.rutgers.edu/book/writing-strategies/d4.xml</a>; -Accesible online: <a href="https://babel.hathitrust.org/cgi/pt?id=mdp.39015018989361&amp;view=1up&amp;seq=5">https://babel.hathitrust.org/cgi/pt?id=mdp.39015018989361&amp;view=1up&amp;seq=5</a></li> <li>■ Back, Les, "Writing in and Against Time," in <i>Researching Race and Racism</i>, ed. Martin Bulmer and John Solomos (New York: Routledge)</li> <li>■ {Recommended} Wolcott. <i>Writing Up Qualitative Research</i> <a href="https://methods-sagepub-com.proxy.libraries.rutgers.edu/book/writing-up-qualitative-research">https://methods-sagepub-com.proxy.libraries.rutgers.edu/book/writing-up-qualitative-research</a></li> </ul> | Assignment 12:<br><br>Roundtable Presentation of<br>Research Design |

Readings:

**Readings**

Troy Duster (2006), COMPARATIVE PERSPECTIVES AND COMPETING EXPLANATIONS: TAKING ON THE NEWLY CONFIGURED REDUCTIONIST CHALLENGE TO SOCIOLOGY. *American Sociological Review*, 71(1): 1–15.

Mark Solovey (2001), "PROJECT CAMELOT AND THE 1960S EPISTEMOLOGICAL REVOLUTION: RETHINKING THE POLITICS-PATRONAGE-SOCIAL SCIENCE NEXUS." *Social Studies of Science*, 31.2:171–206.

Katherine Irwin (1994), THE VIOLENCE OF ADOLESCENT LIFE: EXPERIENCING AND MANAGING EVERYDAY THREATS. *Youth & Society*, 35(4).

Cecilia Menjivar (2004), RELIGION AND IMMIGRATION IN COMPARATIVE PERSPECTIVE: CATHOLIC AND EVANGELICAL SALVADORANS IN SAN FRANCISCO, WASHINGTON, D.C., AND PHOENIX. *Sociology of Religion* 64.1:21–45.

Belcher excerpt READING THE JOURNAL'S DECISION. Handout on BB.

Alan Lewis (2001), A FOCUS GROUP STUDY OF THE MOTIVATION TO INVEST: “ETHICAL / GREEN” AND “ORDINARY” INVESTORS COMPARED. *Journal of Socio-Economics* 30:331–41.

Dan McAdams (2011). Exploring Psychological Themes through Life-narrative Accounts” in *Varieties of Narrative Analysis* Edited by James A. Holstein and Jaber F. Gubrium. Sage Publications.

THE PUB AND THE PEOPLE [excerpt] (1942). Handout on BB.

Luttrell (2000) 'GOOD ENOUGH' METHODS FOR ETHNOGRAPHIC RESEARCH. *Harvard Educational Review* 70(4):499- 523.  
Diane Vaughan (2004), THEORIZING DISASTER: ANALOGY, HISTORICAL ETHNOGRAPHY, AND THE CHALLENGER ACCIDENT.  
*Ethnography* 5.3:315–347.