

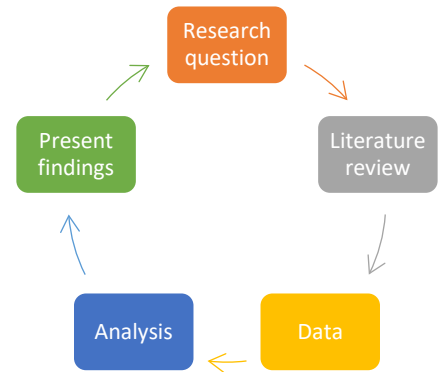
**Deadlines** (variable – see individual prompts)

**Overall learning goals:**

- Apply qualitative research strategies (KU Core 3)
- Analyze primary data sociologically
- Demonstrate collaboration skills
- Demonstrate capacity to investigate diversity (KU Core 4.1)

**Overview:**

Knowing how we do our craft in sociology is an important part of developing a sociological imagination as well as building important research skills. Couched in the 5-part research cycle (question, literature, data, analysis, presentation), this project will advance student’s research skills in **data** collection and **analysis** through a collaborative, student-led exploratory study of the experience of family life during social distancing and quarantine situations related to the COVID-19 pandemic. The project will be completed in steps to promote learning underlying skills. Results will be compiled into a single research project that will be the subject of a class lecture and discussion.



**Instructions:**

The project consists of the following steps:

1. Read American Sociological Association (ASA) code of ethics and take online quiz for extra credit
2. Interview question activity
3. Reading research activity
4. Coding activity
5. Three 15-minute interviews of family and/or fictive kin; transcribe interviews/interview notes
6. Code your interview data and exchange transcriptions with a peer and code their interviews; compare your codes and develop themes
7. Analysis proposal
8. Reflection and peer evaluation

Each step has its own set of instructions and grading rubric in the folder for this project on BlackBoard (“COVID-19 Project”). The deadlines are on the syllabus.

Extra Credit (3 pts)

American Sociological Association Ethics Quiz

Due: Anytime throughout the semester (offered in Week 1 of the semester)

Based on your reading of the ASA Code of Ethics, please answer the following true/false questions for extra credit.

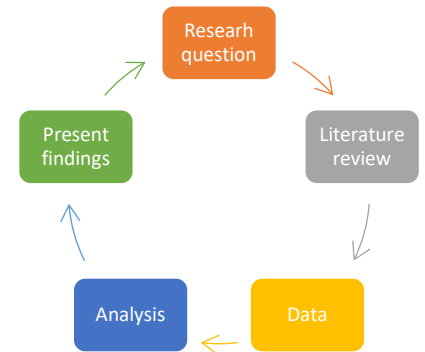
1. Research participants cannot usually be guaranteed confidentiality, as we cannot control what they might say.
  - a. **False:** We must always guarantee research participants that we as the researcher will keep their participation confidential, despite the fact they are free to tell anyone what they want.
2. Sociologists only need to care about protecting the rights of research participants when they sign an informed consent form.
  - a. **False:** Informed consent is the process of receiving consent from someone to participate in research after they have been informed of their rights. Sociologists are obligated to consider and protect the rights of research participants regardless of if they sign something.
3. Sometimes, it is okay to deceive research participants in human subjects research.
  - a. **True:** Deception can include misleading participants about the research procedures and/or not providing all relevant information about the research. Sociologists do not use deceptive techniques unless they have determined that the following conditions have been met (1) the research involves no more than minimal risk to research participants; (2) deception is justified by the study's prospective scientific, educational, or applied value; (3) equally effective alternative procedures that do not use deception are not feasible; and (4) they have obtained the approval of an authoritative body with expertise on the ethics of social science research such as an institutional review boards.

**Deadline:** Sunday, 9/6 by 11:59PM

**Learning objectives:** craft an interview question  
 Related course goal: Competency (KU Core 3)

**Instructions:** Read the short “[Strategies for Qualitative Interviews](#)” from Harvard University. Following the advice on p. 4 of the guide, construct three possible interview questions based on our research question: “*How has the COVID-19 pandemic impacted American family life?*” Explain briefly how your questions attend to the research question. Then, share your questions with your research partner through your MS Teams Group (or email, etc.) as a Word document. Use the Harvard guide to evaluate the quality of each of your peer’s questions (you only need to evaluate the questions of one student if there are more than 2 people in your group), as well as the following criteria:

- Does the question capture some aspect of our research question? If not, suggest one way to align it better with the research question.
- Is the question too broad or too specific? If either, suggest one way to find a “middle ground.”
- Could the question be interpreted in several ways? If it can, suggest a way to make the question clearer.
- Does the question overlap with another question (i.e., are two questions asking essentially the same thing?)? if it does, suggest a way to make the question unique.



After evaluating your peer’s interview questions, return your evaluation and suggested fixes (if any) to your peer on the same Word document they sent you in **red** text. Adjust your questions based on any peer feedback you receive in **blue** text. The color coding will distinguish your original work, your peer’s work, and your revisions. Be thoughtful and kind with your feedback to each other, and please respect the feedback you receive and find ways to use it. Submit your work as a Word document and upload to BlackBoard via the assignment link in the COVID-19 project folder.

**Grading:** (\*\*\*)Number of points depends on your effort)

What you need to submit to receive credit (put each in its own section):	Points Possible
Your 3 potential interview questions.	2
A brief explanation for how your questions capture aspects of the research question.	4
Your evaluation of a peer’s interview questions, including any suggestions for improvement. If none, explain why their questions are good questions. (include peer’s name)	2
Your 3 revised questions (if revisions are needed – if not, state your peer’s evaluation of your questions to justify not revising them)	2
Total:	10

Example submission:

Research question: *Is coffee important to American culture?*

My three original questions

1. What is your favorite coffee brand?
2. How often do you drink coffee?
3. If coffee disappeared tomorrow, would your life be any different? Why?

Justification

Each question asks about coffee (your justification should be a bit more than this...).

Feedback

Your first 2 questions don’t have anything to culture. Rephrase them to be more inclusive of norms and values.

My three revised questions:

1. Do you value coffee? Why?
2. What role does coffee play in your daily life?
3. If coffee disappeared tomorrow, would your life be any different? Why? No feedback received.

Activity 2: COVID-19 and the American Family – Reading Research Activity (10 points)

SOC 308 Principles of Family Sociology, FA20

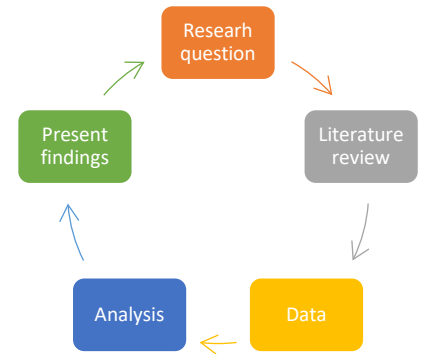
McCannon

**Deadline:** Sunday, 9/13 by 11:59PM

**Learning objective:**

- Interpret research
  - Apply sociological concepts
- Related course goal: KU Core 3, 4.1

**Overview:** The research process entails reviewing the works of other scholars to determine the state of research on a problem and the theories and concepts needed to understand it. You can think of the reading for this course as the research literature that you might review for the COVID-19 project. To use the literature, you need to know what to look for and what to do with it. This activity introduces you to some of the most important things that you might do in a literature review for a research project. FYI: the COVID project focuses on Data and Analysis, but the Literature Review part is important.



**Instructions:** Use either the Connidis or the Pyke article to address #1-3 (same article for each), and use both for #4 and 5. Your responses should be brief but complete.

1. Summarize the main argument of the article you choose in your own words.
2. Discuss one concrete example from the article that supports their argument (include page #).
3. Explain how the article contributes to understanding family diversity.
4. Explain the connection between the Pyke and Connidis articles.
5. Speculate on how you might use the concept of ambivalence OR the idea of the normative family in the COVID-19 interview project.

**Grading rubric:**

Question #	Lacking - 0	Developing - 1	Proficient – 2	Points Possible
1. Summarize argument	Articulates opinion/tangential point in own words, copy/paste.	Articulates thesis in own words with some accuracy	Clearly articulates thesis in own words with accuracy	2
2. Discuss evidence	Lacks evidence supporting arguments related to diversity; states arguments as facts; relies on opinion	Uses some evidence supporting arguments related to diversity; relies more on opinion	Uses evidence supporting an argument related to diversity	2
3. Understand diversity	Issue to be considered critically is stated without clarification or description.	Issue to be considered critically is stated but description needs elaboration	Issue to be considered critically is stated, described, and clarified	2
4. Application	Lacks knowledge of theory related to diversity; relies on own opinions to interpret issues	Shows knowledge of theory related to diversity, but still relies on own opinions to interpret issues	Shows understanding of issues though use of sociological theory related to diversity at a high level/minimal application	2
5. Application	Lacks knowledge of theory related to diversity; relies on own opinions to interpret issues	Shows knowledge of theory related to diversity, but still relies on own opinions to interpret issues	Shows understanding of issues though use of sociological theory related to diversity at a high level/minimal application	2
<b>Total:</b>				<b>10</b>

Activity 3: COVID-19 and the American Family – Coding Activity (10 points)

SOC 308 Principles of Family Sociology, FA20

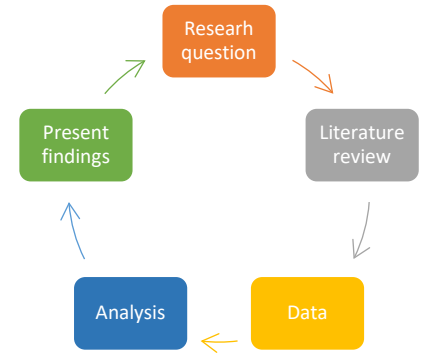
McCannon

**Deadline:** Sunday, 9/27 by 11:59PM

**Learning objectives:**

- Apply open coding
  - Compare interpretations of qualitative data
- Related course goal: Analyze primary data sociologically

**Overview:** Qualitative research reveals new knowledge by discovering patterns, or themes, in your data. Certain words, phrases, experiences, ideas, emotions, etc., may appear multiple times across all your data thus revealing themes, or what Warren and Karner (2010: 218) call “**analytic descriptions.**” Themes allow you to “code” your data, that is, to develop representations that, when connected logically, tell a story and provide insights into your research question or reveal a new one. A code captures the essence of a theme. It does not interject new meaning. Because of the subjective nature of coding, there is no “correct” finding; there are only more or less accurate findings. You must set aside prejudices and let the data speak for itself. This is called **open coding**, which is what you will practice doing for this activity.



**Instructions:** My research question was *how did Kansas Medicaid reform affect consumers?* In this activity, you will attempt to retrace my steps from my research using real interview data. Read through both interview transcript excerpts below very carefully, multiple times if necessary, and do the following.

1. Identify 2-3, or more, **themes** in the data.
2. Provide an **example quote** from both interviews that illustrate each theme.
3. Develop a **code** for each theme.
4. Lastly, compare your findings to a peer’s through your Teams Group and refine your codes accordingly, noting what changes you made and why. You and your peer should come to a consensus and agree on codes before completing the activity. Doing so contributes to **interrater reliability** (explained in lecture).

Hint hint: I have already analyzed this data and am intimately familiar with it. Just sayin’ if you decide to cut corners... I will share my work with you after the activity so you can see what I did.

What you will submit: a list of themes, examples of each, their related codes (after revising them with a peer), and a summary of how you revised your codes (e.g., where did you agree/disagree, why change, etc.) in a Word document via the link in the COVID-19 Project folder on BlackBoard.

**Grading rubric: (\*\*\*)**Number of points depends on your effort.)

Criterion	Points Possible
2-3 Themes	3
Examples	3
Revised codes	3
Peer revision summary	1
Total:	10

# BEGIN WORKING ON THIS STARTING THE WEEK OF 9/7

Activity 4: COVID-19 and the American Family – Interview Schedule and Transcripts/Notes (10 points)  
SOC 308 Principles of Family Sociology, FA20  
McCannon  
**Deadline:** Sunday, 10/4 by 11:59PM

## Learning objective:

- Conduct qualitative interviews
- Transcribe interviews

## Instructions:

1. Complete the below interview schedule with TWO of the questions you developed for Activity #1 and use a copy of it to conduct three 15-minute interviews. Use an audio recorder (or app on your smart phone) or take very detailed notes. You should create three identical interview schedules total, one for each interview.
2. Transcribe the interviews or your notes for each interview. Place the transcribed text into the interview schedule for each research participant. Transcribing 15 minutes of an interview verbatim may take up to 1 hour.



Must submit as a single Word doc - **NO PDFs**. Submit via link in COVID-19 Project folder on BlackBoard.

## Grading Rubric:

Points are all or nothing. You must conduct 3 interviews and submit 3 transcripts to receive any credit. Doing 1 or 2 will earn you no points. If you are unable to secure interviews with three family members or fictive kin, you must discuss an alternative with me ASAP.

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## Interview Schedule

Interview # (1, 2, or 3): \_\_\_\_

Research participant name: \_\_\_\_

Relation to researcher: \_\_\_\_

Age: \_\_\_\_

Gender: \_\_\_\_

Race/ethnicity: \_\_\_\_

Employed (Yes/No): \_\_\_\_

Retired (Yes/No): \_\_\_\_

Self rated health of participant: On a scale from 1 to 5, how would you rank your health, with 1 being poor and 5 being excellent? \_\_\_\_

Ask the following questions. Use probes to solicit more in depth responses as needed.

Question 1: “The COVID-19 pandemic has impacted American families in many ways. How has COVID impacted your (*you can say “our”*) family? If it has not, then tell me why you think it has not?”

Question 2: **ENTER YOUR QUESTION HERE**

Question 3: **ENTER YOUR QUESTION HERE**

Thank participant.

Activity 5: COVID-19 and the American Family – Themes (20 points)

SOC 308 Principles of Family Sociology, FA20

McCannon

**Deadline:** Sunday, 10/25 by 11:59PM

**Learning objective:**

- Apply open coding
- Compare interpretations of qualitative data

Related course goal: Analyze primary data sociologically, KU Core 3

**Overview:** Coding is an initial step in data Analysis. Sociologists often collaborate on qualitative projects. Researchers will compare their initial interpretations of data with their colleagues to arrive at a consensus on coding. Doing so creates **interrater/intercoder reliability**, or consistent interpretation across the data. For this activity, you will work with a peer to discern patterns in your original interviews and generate codes used to interpret the data using the **constant comparative method**.



**Instructions:** View the mini lecture first and then read the following carefully. Ask questions if you don't understand.

1. Collaboration (do this ASAP):
  - a. Provide a copy of your **first interview transcript** to a peer in a Word document. A peer should provide the same to you. Read both transcripts carefully. If you cannot get anyone to exchange with you, let me know.
  - b. Identify potential themes that you think emerge in each transcript (either after you see the same thing appear over and over in the same interview or you see something you expect you might see in the other two interviews) by marking them in some way (in Word, you can highlight text or comment in the margins).
  - c. Compare your findings for both your and your peer's transcripts with your peer (exchange the Word doc or talk about it). Note the themes you do not agree upon, discuss each, and either reject it, revise it, or see if it is similar enough to another theme. After you have discussed all themes, create a final list on which you both agree – for each transcript.
  - d. Develop a code for each theme for your and your peer's first interview. Discuss your codes and reach a consensus. **Do not start coding your other interviews until you have completed this process.**
2. Individually (only for YOUR interviews):
  - a. Create a list of codes from your 1st interview: this will guide coding your other interviews. Also, (1) indicate the percentage of themes you agreed upon out of the total number of initial themes you observed, and (2) state how you resolved your disagreements. (5 pts)
  - b. Create a final list of codes for your interviews: Compare your interview transcripts to determine overall patterns by first coding interview #2 looking for both new themes and for similar themes as found in #1. Use your first list of codes as a guide. Develop new codes for new themes you find in #2. Return to #1 to see if the new themes appear and note accordingly. Do the same for interview #3. Combine similar codes and revise codes as you go as needed. Completing these steps will produce your final list of codes. (5 pts)
  - c. Explain briefly what each of **your** codes means. (5 pts)
  - d. Identify one **example quote** that illustrates each code for **your** interviews. (5 pts)

**\*\*\*NOTE\*\*\*** Please use **Word** so you can easily exchange files in Teams. Using Google Docs, OneDrive, or some other method may complicate things. If you are unable to do that, please let me know.

**Grading rubric:**

Criterion	Points
List codes for interview #1, % of agreed upon themes, and how you resolved disputes	5
Final list of codes for all three interviews	5
Explain briefly what each code means, i.e., the underlying theme	5
Identify 1 example quote for each code that illustrates the underlying meaning	5
Total:	20

Activity 6: COVID-19 and the American Family – Analysis Proposal (30 points)

SOC 308 Principles of Family Sociology, FA20

McCannon

**Deadline:** Sunday, 11/15 by 11:59PM

**Learning objective:**

- Justify analysis
  - Interpret qualitative data
- Related course goals: Analyze primary data sociologically, KU Core 3, 4.1

**Overview:** Codes provides a means to analyze your data and address your research question. Your interpretation of the data will depend on how you use existing concepts and theory to glean insights or developing new concepts or theory. For this activity, you will write an analysis proposal in which you identify sociological concepts/theory that you would use to analyze your interview themes and discuss what insights you think may emerge from an analysis.



**Instructions:** Use the following guide to write your proposal:

- Introduction. Include the research question, “*How has the COVID-19 pandemic impacted American family life?*” Describe your research participants briefly (e.g., who they were, why you chose them).
- identify the themes that emerged from your data and give example quotes to illustrate them.
- Explain the concept(s) or theory you would use to analyze the themes and why they would be useful. Cite relevant course material (author year: pg #) as needed and cite at least ONE scholarly source from outside the course to justify your proposed analysis.
- Discuss briefly what insights you might expect to glean about the impact of COVID-19 on American family life and family diversity in general (1 paragraph) to show understanding. Insights should accurately reflect the data, themes, and concepts.

**Grading Rubric:**

Criterion	Lacking – 0-5	Developing – 6-7	Proficient - 8-9	Exemplary - 10	Points Possible
Describe participants and discuss themes	Vague to absent participant description and/or discussion of themes with examples	Vague participant description and/or discussion of themes with examples	Relatively clear participant description and discussion of themes with examples	Clear participant description and discussion of themes with examples	10
Application. Ability to apply principles, theory, and/or methods.	Connection between principles/theories and project unclear, inaccurate, or inappropriate. Lacks evidence supporting application	Applies principles/theories; synthesis may be weak but the intended purpose is minimally achieved. Uses some evidence supporting application	Applies principles/theories accurately to project. Intended purpose achieved. Uses evidence supporting application	Applies principles/theories to original project appropriately, accurately. project meets standards of excellence in the discipline. Strategically uses concrete evidence supporting application	10
Insights: awareness of the diversity of experiences	Demonstrates little/no knowledge of others' experiences	Demonstrates some knowledge of others' experiences	Demonstrates knowledge of others' experiences	Demonstrates a clear understanding of others' experiences	10
Total:					30



Activity 7: COVID-19 and the American Family – Reflection and Peer Review (10 points)  
SOC 308 Principles of Family Sociology, FA20  
McCannon

**Deadline:** Submit via SafeAssign by 11/22 @ 11:59 pm

**Learning objective:** Evaluate qualitative research experience

**Instructions:**

Write a short essay that reflects on your experience with the research process. Discuss key learnings about research, how the experience shaped your assumptions about doing research, what went well for you, and what did not go well for you throughout the project. Also, speak to how this project might have benefitted you in your family life or perhaps benefitted your family or friends. Suggest improvements for this project if you would like. Lastly, discuss your experience working with your peers throughout the semester, including how well they worked with you, how you communicated, and what you think might have helped facilitate collaboration, or if you felt collaboration was at all helpful. The idea is to show what you think you learned about doing qualitative research in sociology and how it is useful to you. About 500 words.

**Grading rubric:**

This is an all or nothing assignment. Your reflection should be thoughtful, reflexive, constructive and written clearly. It should not be a platform for mere complaints about the assignment or simply lauding it. Use it as an opportunity for critical self-reflection.