



Pitt Education

EDUC 3104: Introduction to Qualitative Methods
Spring 2021
Wednesdays, 9:00-11:50 am

Online
Join Zoom Meeting
<https://pitt.zoom.us/j/98501827251>

Meeting ID: 985 0182 7251
Passcode: qual

The syllabus is a living document.
I reserve the right to change the syllabus to meet class needs.

Course Instructor

Lori Delale-O'Connor, Ph.D.
Dr. Delale-O'Connor, Dr. D-O'C, Dr. Lori
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she/her/hers

Office Hours — My office hours are by appointment via Zoom or phone (whichever is most comfortable for you). Please email me, and we can set up a time. I look forward to meeting with you!

Mission/Vision of the School of Education

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. **We are the School of Education at the University of Pittsburgh.**

Course Overview

Course Description

This course introduces students to qualitative research design and methods in the social sciences from a **justice-centered, critical perspective**. In small-scale projects, students will gain experience with various aspects of the research process and familiarity with the implementation of research methods characteristic of qualitative research. We explore differing assumptions about how knowledge is generated and the nature of truth claims.

Rationale

This course serves an essential need for doctoral students to understand and apply some of the forms of research that fall under the umbrella of “qualitative research.” Students will gain an understanding of the basic mechanics of qualitative research, as well as an understanding of the various ways in which particular forms of qualitative research are fundamentally grounded in theories of knowledge (*epistemologies*), theories of the social world (*paradigms* or *theoretical perspectives*), and traditions of practice (*methods, genres, or discourse communities*).

Objectives of the Course

The specific goals for this course include the following:

- To learn more about the research process and, specifically, how to use qualitative research techniques as part of this process.
- To understand different approaches to qualitative research and the epistemological and ontological assumptions associated with these approaches.
- To develop practices to support thesis and dissertation research.
- To prepare students so that they may choose and explore specific methods further in order to conduct, with on-going guidance, a qualitative dissertation or other study.

Required Texts

1. Emerson, R.M., Fetz, R.I., & Shaw, L.L. (2011). *Writing ethnographic fieldnotes*, 2nd ed. Chicago, IL: University of Chicago Press.
2. Saldaña, J. (2015). *The coding manual for qualitative researchers*, 3rd ed. Thousand Oaks, CA: Sage.
3. Seidman, I. (2012). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*, 4th ed. New York, NY: Teachers College Press.

Additional readings available on Canvas:

Alcoff, L. (1991). The problem of speaking for others. *Cultural critique*, (20), 5-32.

Farmer-Hinton, R., Lewis, J. D., Patton, L. D., & Rivers, I. D. (2013). Dear Mr. Kozol.... Four African American women scholars and the re-authoring of Savage Inequalities. *Teachers College Record*, 115(5), 1-38.

Fine, M. (2018). *Just research in contentious times: Widening the methodological imagination*. Teachers College Press. Chapter 1: Loss and Desire: Bearing witness in white working-class suburban New Jersey

Foote, M. Q., & Bartell, T. G. (2011). Pathways to equity in mathematics education: How life experiences impact researcher positionality. *Educational Studies in Mathematics*, 78(1), 45-68.

Milner IV, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational researcher*, 36(7), 388-400.

Paris, D., & Winn, M. T. (Eds.). (2013). *Humanizing research: Decolonizing qualitative inquiry with youth and communities*. Thousand Oaks, CA: Sage.

- Diaz-Strong, D., Luna-Duarte, M., Gómez, C., & Meiners, E. R. (2014). Too close to the work/there is nothing right now. *Humanizing research: Decolonizing qualitative inquiry with youth and communities*, 3-20.
- Tuck, E., & Yang, K. W. (2014). R-words: Refusing research. *Humanizing research: Decolonizing qualitative inquiry with youth and communities*, 223-248.

Patel, L. (2014). Countering coloniality in educational research: From ownership to answerability. *Educational Studies*, 50(4), 357-377.

Patel, L. (2015). *Decolonizing educational research: From ownership to answerability*. Routledge. Ch 3 Research is relational

Silberzahn, R., Uhlmann, E. L., Martin, D. P., Anselmi, P., Aust, F., Awtrey, E., ... & Nosek, B. A. (2018). Many analysts, one data set: Making transparent how variations in analytic choices affect results. *Advances in Methods and Practices in Psychological Science*, 1(3), 337-356.

Winkle-Wagner, R., Lee-Johnson, J., & Gaskew, A. N. (2018). *Critical Theory and Qualitative Data Analysis in Education*. New York, NY: Routledge.

- Reavis, T. B. (2018). Illuminating systemic inequality in education: Using Bourdieu in critical qualitative data analysis. In *Critical theory and qualitative data analysis in education* (pp. 99-109). Routledge.

Grading Basis

1. CITI training and (if needed) IRB approval.....5 points
2. Researcher positionality statement.....20 points
3. Interview protocol.....10 points
4. Interview transcriptions.....10 points each (20 points)
5. Field notes.....10 points
6. Codebook.....10 points
7. Analytic memo.....25 points

Total.....100 points

Grading Scale

Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, and grammar, spelling, and syntax. Letter grades are converted to a 4.0 scale using the standard University of Pittsburgh values to compute a final grade, which have the following meaning.

- “A” signifies work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate original interpretation of course material.
- “B” signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of “A” work, particularly inconsistent preparation for class or written work that demonstrates less significant insight into the material or frequent grammatical errors.
- “C” signifies work that is poorly constructed, supported, or inconsistent argument, or work with multiple spelling and grammatical errors.
- “D” signifies minimal attention to assignments.
- “F” is assigned for undone work or any work that breaches University standards of academic integrity.

Assignments

This course is a doctoral seminar. All assignments must be completed in order to pass the course. Please stay in touch if you are facing personal challenges that may impact your work. I am happy to work with you, but late work is only accepted with prior discussion with the instructor.

All of the writing you do for this seminar should be word-processed in 12-point font, double-spaced with one-inch margins (yielding approximately 250-275 words/page).

Please use APA style. Purdue OWL is a great resource for APA formatting questions.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Course and University Policies

Attendance

Class attendance is important for discussion and learning, and so students should try to attend class on time and for the full duration. Please email or phone me (loridoc@pitt.edu) if you will miss class for any reason (this is requested only as a courtesy so I will know whether to expect you; I understand that sometimes illness or other life challenges happen).

Communication

To support timely communication:

- Please tell me who you are and indicate what you need. In the subject, indicate the course name, and please remember to sign your email.
- My typical e-mail response schedule: Monday-Friday, 9 am-5 pm; Typical response time: 48 hours.

Inclusion and Nondiscrimination

As the course instructor, I am committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, non-gender-normative, and further. This includes fostering an environment that is as safe and inclusive as possible. It is my intention to name and correct as best as possible any actions on my part that fall short of these commitments. If everyone in the class is likewise committed, the work should be more easily facilitated. I am also committed to making the class mentally and physically accessible to anyone wishing to participate.

The University of Pittsburgh prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran. The University is committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages.

In particular, I am committed to including the voices of minoritized groups in this class, including those of womxn and other people of color, transgender people, LGBTQIA+ people, non-Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable as a result of your social identities and background or how they are perceived, I encourage you to let me know. If you do not feel comfortable talking with me, you can contact the Office of Diversity & Inclusion <http://www.diversity.pitt.edu/>

Cases of discrimination and harassment based on protected identities should be reported to the Title IX office <http://www.titleix.pitt.edu/report/report-incident>

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) or email (drsrecep@pitt.edu) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union.

Basic Needs Security

Some students are unable to afford groceries or access sufficient food to eat every day. Some students lack a safe and stable place to live. Some students experience challenges balancing school 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. Students experiencing those challenges are urged to contact the Assistant Dean of Student Engagement, Mr. Shederick McClendon (email: sam06@pitt.edu; phone: 412-383-3751). Students experiencing challenges with food, housing, work and/or family obligations are also encouraged to let me know (loridoc@pitt.edu; 412-624-1332) if you are comfortable in doing so. This will enable me to assist you in accessing support. In addition, the University maintains a student food pantry and a resource guide compiled by the University Library System with food, housing, health, employment, health, and other resources.

Pitt Food Pantry: <https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

Pitt Resource Guide: <https://pitt.libguides.com/assistanceresources>

School Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the School of Education believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the [Academic Integrity Guidelines](#), the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the faculty member's department; (3) if needed, next talking to the academic integrity officer of the school, currently Assistant Dean of Student Engagement, Mr. Shederick McClendon (sam06@pitt.edu); and (4) if needed, filing a written statement of charges with Mr. McClendon.

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators. See the School of Education Academic Integrity guidelines, <http://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx>

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

A Special Note for Learning in Community During COVID-19

Finally, I want to acknowledge that we are not simply learning online or participating in virtual learning. We are engaged in this learning during a global pandemic that has taken the lives and livelihoods of so many and both laid bare and magnified the structural inequities already present in our society (e.g., food insecurity, disparate health outcomes by race, access to technological infrastructure, just to name a few).

Among these has also been the further exposure of our national failure to attend to the needs of working people and their caregiving responsibilities. And yet, we are all, in a variety of ways being asked to proceed as “normal” or “act professionally” (which themselves are racist, anti-feminist, and ableist concepts).

To make this course and our time together in (virtual) community a humanizing space, we want to make sure we are explicit about the following:

- If you need to turn off your camera, please feel comfortable doing so.
- If you need to attend to a child, elder, pet, yourself during class— please feel comfortable doing so.
- Feel free to eat food and drink water during class.
- Children are welcome—they are not a distraction.
- If you are uncomfortable or struggling for whatever reason and need flexibility, please let me know (you do **not** need to disclose any health information, although you are welcome to share and I will work to support you), and I will work with you.
- Above all—learning is important, but your health and well-being are more important.

I look forward to embracing our full humanity and supporting each other as we learn in community.

Adapted from J. Weiner (University of Connecticut); and A. Heiss (Georgia State University)

Course Assignments

1. CITI certification and study approval – 5 points

Due –

- Upload to Canvas **Wednesday, January 27 by 10:00PM** (or as soon as possible)

As soon as possible, please submit your certificate of completion for pitt.citi.edu human subjects certification modules. Human subjects certification is required to submit any studies for IRB approval. **After the one-page summary statement is completed, you have the option of completing an “expedited” application to the University of Pittsburgh Institutional Review Board for approval of your study.** Use the OSIRIS system to create an “expedited” study, indicating either your advisor or your instructor as the mentor for the project. **While student approval is optional, please note publication or presentation outside of the course cannot happen without receiving IRB approval.**

2. Researcher positionality statement (1000-1250 words) – 20 points

Due –

- Bring a digital draft to class **Wednesday, February 17** for in-class activity.
- Upload final copy to Canvas by **Sunday, February 21 by 10:00PM.**

This 4-5 page assignment requires you to synthesize the readings as well as our discussions about your epistemological stance. It asks you to engage with questions that many scholars wrestle with in their work: What is your role as researcher in relation to your research? This means a deep engagement with your position in the world and how that affects access to information, knowledge and power. Further, this means questioning how your power and privilege influence the way your knowledge is perceived by others. Questions to consider include:

- a. How have your identities (race/ethnicity, class, gender, sexuality, and any other important identity categories) and experiences informed you about the world around you?
- b. What has brought you to your project? Can you trace when you first became interested in this subject/your research question? Why is this project important to you?
- c. As you have already begun thinking about your project, think about your role as a researcher. How does your race/ethnicity, class, gender, sexuality (and any other important identity categories) affect your perspective for your project?
- d. What power and privileges do you bring to your research project? What might you take for granted in terms of access to information, certain research methodologies, or “insider”/“outsider” status?

3. Interview protocol – 10 points

Due —

- Bring a digital draft to class **Wednesday, March 3** for in-class activity.
- Upload final copy to Canvas by **Sunday, March 14 by 10:00PM.**

Skilled interviewers know how to ask questions, the “right” questions to ask, and in what order. Interview protocols support this skill development, help with relative standardization across interviews, and are a required part of IRB applications. ☺ Before conducting an interview, you will develop a protocol that will support that work, as follows:

- a. Roughly 2-3 pages, this should yield the 45-60 minute interview (described below)
- b. Include introductory language (see examples on Canvas) and additional support language/reminders you might need to conduct an interview
- c. Include both questions and prompts
- d. Write out all questions and prompts as full sentences
- e. Be sure to indicate if some questions are only applicable to some roles and which questions could be dropped if short on time
- f. Show good progression of questions (start with background/familiarity and then build from there)

4. Interview transcriptions (two 45-60 minute segments) – 10 points each

Due –

- Bring a digital draft to class **Wednesday, April 7** for in-class activity.
- Upload final copy to Canvas by **Sunday, April 11 by 10:00PM.**

It is important that this be *an individual interview with an adult*, because group interviews, focus group interviews, and interviews with children have different dynamics, require particular skills, and require different informed consent processes. This assignment has the following steps:

- a. Select two people who will be appropriate informants for the phenomenon you are studying. Do not interview a minor, a member of your family, or a close friend.
- b. Conduct two 45 to 60 minute interviews (one with each respondent) digitally (phone, Zoom, etc.) and audio-record them both. (If an interview lasts less than 45 minutes, conduct and audio-record another one with that person or someone else until you have at least 45 minutes to transcribe from one person and at least 90 minutes of total interview time).
- c. After you have completed both interviews, transcribe the interview word for word, including your questions and anything else you say (*do not hire someone to transcribe*). Record “ums,” “ahs,” incorrect grammar, sentence fragments, etc. Indicate pauses in speech or “dead air” (we will discuss transcription and free digital options).
- d. On both transcripts, assign pseudonyms to your interviewee, place names, and organizations. Do not use the respondent’s initials as the pseudonym.
- e. Prior to coming to class, take some time to read back over your transcripts.

5. Observational field notes – 10 points

Due –

- Bring a digital draft to class **Wednesday, April 14** for in-class activity.
- Upload final copy to Canvas by **Sunday, April 18 by 10:00PM.**

This assignment has the following steps:

- a. Select a setting relevant to your research questions. It should be a setting in which you can be an observer or a participant-observer safely (at the writing of this syllabus this means online classes or events), or a video provided by the instructor. The closer the observation is to the settings in which you find your interview respondent(s), the more helpful the observational data will be for answering your research questions.
- b. Conduct one 40-to 60-minute observation. The length of the observation will depend on the amount of action, the richness of the setting, and your interest in and willingness to record minute detail.

- c. Your ultimate goal is to create meaning. To do so, put yourself in the shoes of those you observe, and concentrate on details that will enable you to recreate the scene for someone who is not there. ***Remember to show not tell.***
Take detailed field notes as you observe and record all action by participants. Include time, temperature, weather, lighting, noise level, overheard voices, and any other physical attributes of the setting. Describe in full detail the people you observe, using concrete and descriptive language (as opposed to interpretive or evaluative language and opinions or judgment– we’ll talk about this distinction in class). Consider including information on body language, tone of voice, facial expression, and movement. It is very difficult to avoid focusing exclusively on the spoken dialogue, but you must learn to do so. Whenever you feel your attention is centered solely on conversation, pull back and relocate your attention to the observable non-verbal context.
- d. During the observation, try to be as unobtrusive as possible. Avoid speaking unless spoken to or unless absolutely necessary. Record attempts to remain solely an observer. Indicate to what degree you participated in the setting. But, if someone asks why you are there, introduce yourself and briefly explain.
- e. Record your interpretation of the mood of the setting, any evidence of tone in voices, and any evidence of meaning in non-verbal communication.
- f. Keep a running list of questions while you are observing that note what you don’t know (e.g. Why did she greet this person differently, What is this person’s role?, etc.).
- g. In a separate place in your field notes, note your own disposition at the time of the observation (in other words, record it but don’t make your field notes all about *your* experience).
- h. Type up your field notes. Use the Hatch text as a guide. As much as possible, write in complete sentences.
- i. Come up with names for all of the people, places and major identifiers
- j. Once you’ve finished with your field notes, generate a list of questions that you *might* ask those you have observed (or others you would like to interview) in order to clarify or make fuller meaning of what you have seen. Note what additional observations you would like to make in order to understand the setting more completely. Draw from the list of running questions you kept during your observations.

6. Codebook – 10 points

Due –

- Bring a digital draft to class **Wednesday, April 21** for in-class activity.
- Upload final copy to Canvas by **Sunday, April 25 by 10:00PM.**

As you collect and format your data, you will begin the process of reducing and analyzing it through coding. Codebooks or code lists allow you (and others if you are part of a research team!) to have a consistent and evolving understanding and record of your codes. In a codebook, you will record what codes you develop from your data, what they mean, and brief, but representative examples of each.

Drawing from Saldaña (p. 28) your codebook should have:

- a. Code name—a short, descriptive name
- b. Detailed description—1-3 sentences of properties/qualities
- c. Inclusion criteria—conditions that merit the code
- d. Exemplar(s)—examples that best represent this code

7. Analytic memo – 25 points

Due –

- Bring a digital draft to class **Wednesday, April 28** for in-class activity.
- Upload final copy to Canvas by **Sunday, May 2 by 10:00PM.**

By the end of the semester, you will have collected a few data records related to a topic of interest to you/your research. You will probably not feel comfortable writing something definitive about your topic or the data that you have collected, so think about this assignment as a “memo about analytic procedures.” In this assignment, the idea is to describe your analytic process and evolving understanding of how best to reduce data and engage in coding in order to answer your research questions.

The memo should have a meaningful introduction and conclusion, along with the following components:

- a. **Description of data reduction.** Describe your system for identifying what parts of the corpus of data you collected were relevant to your research questions and how you developed a dataset.
- b. **Description of coding process.** Make use of all of the data that you have collected for this project, making sure to represent interviews, documents, and observational data.
- c. **Articulation of some preliminary insights.** Use a single code or small set of codes and explore results tentatively in written form. Employ analytic-commentary-units as described by Emerson, Fretz, & Shaw (2011).
- d. **Connection to your research questions AND prior theory and/or empirical findings (if you have them!).** Make connections between your results, your stated research questions and the research literature relevant to your study. “Speaking to the literature” can mean any number of things. This could be an interpretation of your data based on prior theory, an explanation of how your research fills a particular gap in the literature, or a comparison and contrast between your data and a prior study. Make the relation between your theme and the research literature fit what you have in your data.
- e. **Future research.** Identify how you would proceed to investigate this theme further if you were to explore it more in depth in the future. You should address additional data to be collected, analysis methods to be used, and theory/literature to be consulted.
- f. **Positionality.** Revisit your positionality statement. Speak to the strengths and limitations of your method, your involvement in the study, and the ways in which you have participated in the creation of meaning from the data.

Course Calendar

* = Posted on Canvas

Part One: Situating Qualitative Research

1. Course overview & introduction
2. Purposes, principles & traditions of qualitative research
3. Establishing relationships, reciprocity, ethics and IRB

Class Meeting	Date	Readings	Assignments due	Submission format
1	1/20	<p>In class activity & introduction to the course</p> <p>If you have time and are interested, listen to: Episode: Qualitative Research in a Digital World https://www.podomatic.com/podcasts/aeraqrsig/episodes/2020-12-18T10_21_12-08_00</p>		
2	1/27	<p>*Hatch, Chapter 1, Deciding to do a qualitative study</p> <p>*Patel, Countering coloniality in educational research</p>	IRB certifications*	Online
3	2/3	<p>*Patel, Research as relational (Ch 3)</p> <p>*Alcoff, The problem of speaking for others</p>		
4	2/10	<p>*Farmer-Hinton, Lewis, Patton & Rivers, Dear Mr. Kozol</p> <p>*Foote & Gau Bartell, Pathways to equity in mathematics education</p> <p>*Milner, Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen</p>		

Part Two: Design and Methods

1. Relationship between research questions & study design
2. Entering the field
 - access to sites, settings & individuals
 - organizing time and activity in the field
3. Data collection:
 - records of observed interaction
 - debriefing of student observation experience & records
 - interviewing
 - debriefing interviewing & experience of records
 - documents and archival records
4. Organizing & displaying data; preparation for analysis

Class Meeting	Date	Readings	Assignments due	Submission format
5	2/17	Seidman, Chapters 1-3 Fine, Chapter 1 loss and desire	Researcher positionality statement	Please bring draft to class Final DUE online Sunday, 2/21/21 by 10:00 PM
6	2/24	Seidman, Chapters 4 – 7 *Tuck & Yang, R-words		
7	3/3	Emerson, Fretz, & Shaw, Preface, Chapters 1-3 * Diaz-Strong, Luna-Duarte, Gómez & Meiners, Too close to the work/There is nothing right now	<u>DRAFT</u> Interview protocol	Please bring draft to class
8	3/10	Emerson, Fretz & Shaw, Chapter 4 and 5 *Dennis, Ethics of being with/in (skim)	<u>FINAL</u> Interview protocol	Final DUE online Sunday, 3/14/21 by 10:00 PM
9	3/17	Emerson, Fretz & Shaw, Chapter 6 *Blakely Reavis, Illuminating systemic inequality in education	Consider scheduling interviews or observations for this week	

	3/24	Self-Care Day I encourage students to use this time to rest and rejuvenate
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Part Three: Analysis and Representation

1. Explore recursive analysis
2. Writing analytic memos
3. Triangulating data
4. Coding & identifying emergent patterns
5. Unpacking issues of representation
6. The potential of expanding into a full study

Class Meeting	Date	Readings	Assignments due	Submission format
10	3/31	Saldaña, Chapters 1 – 3 *Silberzahn et al., Many analysts, one data set (SKIM)		
11	4/7	Saldaña, Chapter 4 & 5	Interview transcripts	Please bring draft to class DUE online Sunday, 4/11/21 by 10:00 PM
12	4/14	Saldaña, Chapter 6 Seidman, Chapters 8 & 9	Field Notes	Please bring draft to class DUE online Sunday, 4/18/21 by 10:00 PM
13	4/21	Emerson, Fretz & Shaw, Chapter 7	Codebook Bring data and codes to class	Please bring draft to class DUE online Sunday, 4/25/20 by 10:00 PM
14	4/28	NO READING	<u>DRAFT</u> analytic memo	Please bring draft to class

***Final Analytic Memo DUE on Canvas Sunday, May 2nd by 10:00 PM**