

Qualitative Research Methods
SOCL 7213
Monday 1:30-4:30

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Course Description:

The goal of this seminar is to expand and refine your methodological imagination and skills by familiarizing you with a set of methodological strategies and techniques that are broadly defined as qualitative. **This is not a seminar where we will debate the strengths and weaknesses of qualitative versus quantitative methodologies and analysis.** We will be focusing on methods that are employed for the purpose of generating and analyzing data that are not normally tapped by or amenable to survey research, demographic techniques, or experimental procedures. Many of these methodologies require researchers to spend time in the social reality that is constantly being constructed, negotiated and contested by those who participate in it. As qualitative researchers, we will observe, listen to, and analyze the behaviors, activities, discourses, and productions of social actors.

In this seminar, you will learn the process of qualitative data collection and analysis. However, this is not simply a *how-to* course, as qualitative research is intimately connected to and driven by theory. This course is very theoretically oriented and many readings are quite dense. This is because methodological questions are secondary to questions of paradigm. Paradigm is (generally speaking) a world view that guides the researcher not only methodologically, but ontologically and epistemologically. Because I am the author of this course, it is only fair that I identify my paradigmatic orientations from the start and *locate myself* within the construction of the course. Broadly speaking, I am a social constructionist who is heavily influenced by feminist scholarship, theories, and methods. That is, I view reality as mutually constructed between researcher and participant. There is not one single truth or reality; rather, there are multiple realities with differing material consequences based on one's social location. Throughout my own research and this course, I pay particular attention to notions of reflexivity, power, subjectivity, representation, responsibility, and praxis. Substantively, I am a gender, sexuality, and family sociologist and the methodological examples I highlight throughout the seminar reflect my interests. Qualitative research encompasses a diverse, complex, and messy patchwork of theories and methodologies and I look forward to guiding you through this exciting learning process.

Course Objectives:

1. Provide students with a critical appreciation for the qualitative tradition in sociology
2. Acquaint students with a diversity of qualitative methods and associated theoretical, ethical, and pragmatic issues

- Instruct students on how to conduct qualitative research that is descriptively rich, theoretically illuminating, and ultimately publishable.

Required Course Materials

- Charmaz, K. (2006) *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Thousand Oaks: Sage.
- Esterberg, Kristen G. (2002). *Qualitative Methods in Social Research*. Boston, MA: McGraw Hill.
- Emerson, Robert M., Fretz, Rachel I., and Shaw, Linda L. (1995). *Writing Ethnographic Fieldnotes*. Chicago, IL: University of Chicago Press.
- Glaser, Barney G. & Strauss, Anselm L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Hawthorne, NY: Aldine de Gruyter
- Holstein, James A. & Gubrium Jaber, F. (1995). *The Active Interview*. Qualitative Research Methods Series 37. Thousand Oaks, CA Sage.
- A selection of articles and book chapters are available either in the sociology main office (Stubbs 126) or electronically. These are designated in the reading schedule by e=electronic and o=office.

Student Responsibilities and Grading

In Brief:

Discussion Leader	150	15%
Overall Class Participation	150	15%
Methodological Assignments	200	20%
Term Project	500	50%
Total	1,000	

Standard Grading Scale:

A =	900 or more
B =	800 - 899
C =	700 - 799

D =	600 – 699
F =	599 and below

Discussion Leader (15 %)

You will be responsible for 1-2 (depending on class size) discussion facilitations during the course of the semester. When it is your turn to be a discussion leader, I expect that you will spend sufficient time organizing your in-class facilitation. You should do several things to prepare for your assigned weeks:

Be prepared to critically discuss (NOT SUMMARIZE) the readings. **For empirical studies** think about the strengths and weaknesses of the study's research design. How does the researcher integrate themselves within the researcher? Are there ethical issues? Does it generate theory? For **methodological/theoretical writings**, think about if you were to use this method/theory/analysis; what would be some concerns? How does it advance understanding of the topic? Has this reading strengthened your ability to measure theoretical concepts?

Develop 3-5 thought provoking questions for the class to discuss based on the readings for the week. You must provide the other students in the class and me with a copy of these questions via e-mail at least two days prior to class. Please deliver a hardcopy to my office and email a copy to me as well as your classmates. Having these questions in hand two days in advance is **ESSENTIAL** and should improve the quality of the class discussions as well (Please Plan Ahead!). You should be prepared to share your insights to the questions you develop.

Purpose: To provide you with opportunities to process the material and develop your ability to critique the readings. This procedure will: ensure that you take a pro-active role in the class, encourage you to discover materials relevant to the course that are not part of the assigned readings, and facilitate group discussion. Finally, and perhaps most importantly, you will be challenged to develop your public speaking abilities in a friendly environment. These talents are essential to your career development.

Overall Class Participation (15 %)

I expect you to come prepared to all classes including those in which you are not the discussion leader. This means that you should read all of the material and think about the discussion questions that will be distributed prior to each seminar. From my perspective, the quality of your comments and questions is as important or more so than the number of times you speak. Your overall class participation also includes your class attendance. This course is organized to foster a group learning environment. For this reason, your absence not only hampers your ability to participate in class discussion but also precludes you from offering other students in the class insightful commentary that you may have offered if you had shown up to class.

Purpose: By assigning points to students' overall participation in this seminar, I hope to increase the effort students put into their reading assignments when they are not discussion leaders. I also want to ensure that everyone recognizes the value of being involved in an interactive type of seminar. We will all learn more from each other if we come prepared and are eager to share our thoughts.

Semester-Long Project (50%)

You are to prepare a paper based on the field work conducted throughout the semester. The paper should be analytical and shed empirical light on a methodological or substantive problem. A purely descriptive paper will not be acceptable. The final paper is to be written as if it were being submitted for publication consideration by an academic journal. Multiple-author papers are acceptable from team projects.

Your project will consist of several tasks:

Getting Started:

You will need to identify a compelling research question that can be addressed through qualitative methodology (specifically through observation and interviews)

You will need to choose a research setting and research participants. **The research setting must be a public space.**

Methodological Assignments: (20%)

Conducting qualitative research is a multi-step process. You will be required to fill out an IRB and produce a consent form. You will take jottings, fieldnotes, and memos. You will evaluate your peers' jottings, fieldnotes, and memos. You will construct an interview guide, transcribe interviews and produce theoretical memos of your interviews. You will be required to code your data and evaluate the coding schemes of your peers. Yes, qualitative research is arduous but well worth the work! Because all of these are required steps to producing your final paper, you basically get credit simply by doing these assignments. While my expectations of your work are high, I understand that this is a learning process for each of you. Therefore, I plan to personally go over each of these small assignments with you if necessary.

Minimum Requirements for Methodological Assignments:

Groups (no more than 3 people per group): 5 sets of fieldnotes; 3 interviews (*per person*)

Individuals: 5 sets of fieldnotes; 3 interviews (Depending on where you are in your academic careers, this might not be written in stone. However, these must be methodological decisions we make together)

You must stay in the field for at least an hour each time

Writing a Qualitative Paper:

You should organize your paper in the following manner:

1. Abstract
2. Introduction (include statement of the problem and specific questions, rationale for studying these issues)
3. Literature review and theoretical orientation (make sure this is clearly focused on your specific concerns)
4. Research Design (include description of space, statement about data collection, recruitment and sampling, discuss reflexivity, detail the type of analysis you are using and your coding scheme)
5. Findings...this is where the analysis comes in (I expect subheadings here!)
6. Discussion (limitations, theoretical advancement, policy implications, areas for future research)
7. Reference List
8. Appendix: Interview guide, and other documents if necessary
9. Your text, including the abstract but excluding pages devoted to references (and appendices if you have any), should be 25-30 double spaced pages (Please make every effort not to exceed 30 text pages). **Use 1" top/bottom and side margins and a 12 inch font.**

Purpose: This project provides you the opportunity to strengthen your ability to identify an important research question and to develop a strategy for conducting research that will address your question. You will also have the opportunity to leave the confines of the ivory tower and enter the field. This project affords you the opportunity to conduct qualitative research! From a practical point of view, this type of project prepares you for your future research efforts (theses, dissertations, and other projects).

Course Schedule

Week 1 (Jan. 14): Understanding Qualitative Research

This must be read before the first class!

Reading Assignments:

1. Esterberg, Kristen G. *Qualitative Methods in Social Research*. (Chapter 1).
2. Gubrium, Jaber and Holstein, Jim. *The New Language of Qualitative Method*. (Chapter 1). (O)
3. Denzin, Norman K. & Lincoln, Yvonna S. (2000). Introduction: The Discipline and Practice of Qualitative Research.” (Pp. 1-30) in Norman K. Denzin and Yvonna S. Lincoln *Handbook of Qualitative Research (2nd ed.)* Thousand Oaks, CA: Sage. (O)

4. Garot, Robert. (2007). "Where You From!" Gang Identity as Performance." *Journal of Contemporary Ethnography*, 36: 50-84. (E)

Course Assignment:

1. Begin to think about your semester projects. Decide if you want to work as an individual or in a group. If you decide to work as a group, begin conversing with your peers, aligning interests, and forming your groups.
2. Complete NIH human subjects training online.
[http://appl003.lsu.edu/osp/osp.nsf/\\$Content/LSU+IRB+Documents?OpenDocument](http://appl003.lsu.edu/osp/osp.nsf/$Content/LSU+IRB+Documents?OpenDocument)

No Class Jan. 21: Martin Luther King Holiday. However we still have to meet on an alternate day/time...Sorry!

Week 2 (We need to come up with a day/time when we can all meet): Doing Qualitative Research; Locating Your 'Self'

Reading Assignments:

1. Esterberg, Kristen G. *Qualitative Methods in Social Research*. (Chapter 2).
2. Sanders, Clinton. (1997) Earn as You Learn: Connections Between Doing Qualitative Work and Living Daily Life. *Qualitative Sociology*, 20, (4): 457-463. (E)
3. Taylor, Verta & Rupp, Leila J. (2005). When the Girls are Men: Negotiating Gender and Sexual Dynamics in a Study of Drag Queens. *Signs: Journal of Women in Culture and Society*, 30, 4: (2115-2139). (E)
4. Berkowitz, Dana. (2007). Excerpt from unpublished dissertation. (O)

Course Assignments:

1. Projects finalized. This means you must have your ethnographic space and start thinking about possible questions you might ask your participants
2. 1-2 page narrative explaining why you chose the space/phenomena/issue. What is your personal and scholarly relationship to this project? Locate yourself in your research.
3. In class observation exercise

Week 3 (Jan. 28): Ethics in Qualitative Research

Reading Assignments:

1. Esterberg, Kristen G. *Qualitative Methods in Social Research*. (Chapter 3).
2. Fine, Michelle, Weiss, Lois, Weseen, Susan, & Wong, Loonmun. (2000). For Whom? Qualitative Research, Representations, and Social Responsibilities. (Pp. 107-131) in Norman K. Denzin and Yvonna S. Lincoln *Handbook of Qualitative Research (2nd ed.)* Thousand Oaks, CA: Sage. (O)
3. Goode, Erich. (2002). Sexual Involvement and Social Research in a Fat Civil Rights Organization. *Qualitative Sociology*, 25, (4): 501-534. (E)
4. Vanderstaay, Steven L. (2005). One Hundred Dollars and a Dead Man: Ethical Decision Making in Ethnographic Fieldwork. *Journal of Contemporary Ethnography*, 34, 4: 371-409. (E)

Course Assignment:

Complete IRB forms and consent forms.

Feb. 4th No Class Mardi Gras!**Week 4 (Feb. 11): Ethnography****Reading Assignments:**

1. Berg, Bruce L. (2007). *Qualitative Methods for the Social Sciences* (6th ed.) (pp. 171-204, 213-215). (O)
2. Esterberg, Kristen G. *Qualitative Methods in Social Research* (Chapter 4).
3. Angrosino, Michael V. & Mays de Perez, Kimberly A. (2000). Rethinking Observation: From Method to Context. (Pp. 673-702) In Norman K. Denzin and Yvonna S. Lincoln *Handbook of Qualitative Research* (2nd ed.) Thousand Oaks, CA: Sage. (O)
4. Yodanis, Carrie. (2006). Doing Class in a Coffee Shop. *Journal of Contemporary Ethnography*, 35, 3: 341-366. (E)

Course Assignment:

1. First set of fieldnotes due.

Week 5 (Feb. 18): Writing Ethnographic Fieldnotes**Reading Assignments:**

1. Emerson, Robert M., Fretz, Rachel I., and Shaw, Linda L. (1995). *Writing Ethnographic Fieldnotes*. Chicago, IL: University of Chicago Press. (Read chapters 1-6 only).

Course Assignment:

1. Second set of fieldnotes due with jottings
2. Switch fieldnotes and jottings with a peer

Week 6 (Feb. 25): Interviewing**Reading Assignments:**

1. Berg, Bruce L. (2007). *Qualitative Methods for the Social Sciences* (6th ed.) (pp. 89-133). (O)
2. Esterberg, Kristen G. *Qualitative Methods in Social Research* (Chapter 5 up to page 107).
3. Fontana, Andrea & Frey, James H. (2000). The Interview: From Structured Questions to Negotiated Text. (Pp. 645-672) In Norman K. Denzin and Yvonna S. Lincoln *Handbook of Qualitative Research* (2nd ed.) Thousand Oaks, CA: Sage. (O)
4. Hoffman, Elizabeth A. (2007). Open-Ended Interviews, Power, and Emotional Labor. *Journal of Contemporary Ethnography*, 36, 3: 318-346. (E)

Course Assignment:

1. Preliminary interview guide due
2. Third set of fieldnotes due with jottings

3. Evaluation of peers fieldnotes and jottings due

Week 7 (March 3): Active Interview

Reading Assignments:

1. Holstein, James A. & Gubrium Jaber, F. (1995). *The Active Interview*. Qualitative Research Methods Series 37. Thousand Oaks, CA Sage.

Course Assignment:

1. Reformulate interview guide if necessary
2. Fourth set of fieldnotes due

Week 8 (March 10): Objectivist Grounded Theory

Reading Assignments:

1. Glaser, Barney G. & Strauss, Anselm L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Hawthorne, NY: Aldine de Gruyter. (Pages 1-116; 237-257)

Course Assignment:

1. First interview due (must be transcribed)
2. Switch transcribed interviews with a peer

Week 9 (March 24): Constructivist Grounded Theory

Reading Assignments:

1. Charmaz, K. (2006) *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis* (Chapters 1-6).

Course Assignment:

1. Second interview due (must be transcribed)
2. Evaluation of peers interview due

March 17th No Class Spring Break!

Week 10 (March 31): Making Sense of Objectivist & Constructivist Grounded Theory

Reading Assignments:

1. LaRossa, Ralph. (2005). Grounded theory methods and qualitative family research. *Journal of Marriage and Family*, 67, 837-857 (E)
2. Charmaz, Kathy. (2000). Grounded Theory: Objectivist and Constructivist Methods. (Pp. 509-536) In Norman K. Denzin and Yvonna S. Lincoln *Handbook of Qualitative Research* (2nd ed.) Thousand Oaks, CA: Sage. (O)

Course Assignment:

1. Fifth set of fieldnotes due
2. Theoretical memo of fifth set of fieldnotes due

Week 11 (April 7): Case Studies and Unobtrusive Methods

Reading Assignments:

1. Stake, Robert E. (2000). Case Studies. (Pp. 435-454) In Norman K. Denzin and Yvonna S. Lincoln *Handbook of Qualitative Research (2nd ed.)* Thousand Oaks, CA: Sage. (O)
2. Esterberg, Kristen G. *Qualitative Methods in Social Research* (Chapter 6).
3. Gamson, Joshua (2001). Normal Sins: Sex Scandal Narratives as Institutional Morality Tales. *Social Problems*, 48, 2: 185-205. (E)

Course Assignment:

1. Third interview due
2. Theoretical memo of third interview
3. Some preliminary coding due

Week 12 (April 14): Narrative Analysis and Autoethnography

Reading Assignments:

1. Riessman, Catherine Kohler. *Narrative Analysis*. Qualitative Research Methods Series 30. Thousand Oaks, CA Sage. (Pp. 1-6). (O)
2. Stanley, Steven & Billig, Michael. Dilemmas of Storytelling and Identity. (Pp. 159-176) In Colette Daiute and Cythia Lightfoot (Eds.) *Narrative Analysis: Studying the Development of Individuals in Society*. Thousand Oaks, CA: Sage. (O)
3. Nelson, Karin Zetterqvist. (2006). The Construction of an Open Time Dimension in Narratives about the Becoming of Lesbian and Gay Families: An Act of Resistance. *Lesbian and Gay Psychology Review*, 7: 8-18. (E)
4. Ellis, Carolyn & Bochner, Arthur P. (2000). Autoethnography, Personal Narrative, Reflexivity: Researcher as Subject. (Pp. 733-768) In Norman K. Denzin and Yvonna S. Lincoln *Handbook of Qualitative Research (2nd ed.)* Thousand Oaks, CA: Sage. (O)
5. Rambo, Carol. (2005). Impressions of a Grandmother: An Autoethnographic Portrait. *Journal of Contemporary Ethnography*, 34, 15: 560-585. (E)

Course Assignment:

1. Coding

Week 13 (April 21): Visual Research Methods and Focus Groups

Reading Assignments:

1. Madriz, Esther. (2000). Focus Groups in Feminist Research. (Pp. 835-850) In Norman K. Denzin and Yvonna S. Lincoln *Handbook of Qualitative Research (2nd ed.)* Thousand Oaks, CA: Sage. (O)
2. Jarrett, Robin L. (1993). Focus Group Interviewing with Low-Income Minority Populations: A Research Experience. (Pp. 184—201) In David L. Morgan (Ed.)

- Successful Focus Groups: Advancing the State of the Art*. Newbury Park, CA: Sage. (O)
3. Wesley Shrum, Ricardo Duque, Marcus Ynalvez. 2007. "Lessons of the Lower Ninth." *Technology In Society*, 29, 2: 215-225. (E)
 4. Wesley Shrum, Ricardo Duque, Timothy Brown 2005. "Digital Video as Research Practice: Methodology for the Millennium." *Journal of Research Practice*, (1): Article M4. (E)

Course Assignment:

1. Coding and writing

Week 14 (April 28): Writing up Qualitative Research

Reading Assignments:

1. Emerson, Robert M., Fretz, Rachel I., and Shaw, Linda L. (1995). *Writing Ethnographic Fieldnotes*. Chicago, IL: University of Chicago Press. (Chapter 7).
2. Charmaz, K. (2006) *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis* (Chapters 7 & 8).
3. Belgrave, Linda L., Zablodsky, Diane., & Guadagno, Mary Ann. (2002). How do we talk to each other? Writing Qualitative Research for Quantitative Readers. *Qualitative Health Research*, 12: 1427-1439. (E)

Course Assignment:

1. More coding and more writing!

Final Projects due May 5th by 4:00

The following lists are to serve as references to guide you on your qualitative journey. The lists are certainly not exhaustive. There are many other journals that publish qualitative work and this list of books does not even begin to scratch the surface. Also note that the list of books is categorized into sub-disciplines for organizational purposes. However, many of these books fit in more than one area of sociology.

Journals that Publish Qualitative Work:

Gender & Society
Journal of Contemporary Ethnography
Symbolic Interaction
Qualitative Health Research
Qualitative Sociology
Qualitative Inquiry

Books that Use Qualitative Methodologies: Some Favorites

Note: The following is a list of readings recommended by faculty in the sociology department at LSU and some of my old friends from graduate school who are now scattered throughout the country

Class Stratification

Katherine Newman. 2000. *No Shame in My Game: the Working Poor in the Inner City*. Vintage Press.

Criminology/Deviance

Anderson, Elijah. 1999. *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. W. W. Norton & Company.

Biernacki, Patrick. 1986. *Pathways from Heroin Addiction: Recovery Without Treatment*. Philadelphia, PA: Temple University Press.

Bourgois, Philippe. 2002 (2nd ed.) *In search of respect: selling crack in el barrio*. Cambridge University Press.

Cressy, Donald. 1953. *Other People's Money: A Study in the Social Psychology of Embezzlement*. Glencoe, IL: The Free Press.

Douglas, Jack D. 1967. *The Social Meanings of Suicide*. Princeton, NJ: Princeton University Press.

Erikson, Kai. 2004. *Wayward Puritans: A Study in the Sociology of Deviance*. Allyn & Bacon.

Jacobs, Bruce. 1999. *Dealing Crack. The Social World of Streetcorner Selling*. Northeastern University Press.

Jacobs, Bruce. 2000. *Robbing Drug Dealers: Violence Beyond the Law*. Aldine Transaction.

Katz, Jack. 1990. *Seductions of crime*. Basic Books.

Shover, Neil. 2006. *Choosing White-Collar Crime*. Cambridge University Press.

Wright, Scott H. and Decker, Neal. 1997. *Armed Robbers in Action: Stickups and Street Culture*. Northeastern Press.

Culture

Halle, D. (1993). *Inside Culture: Art and Class in the American Home*. University of Chicago Press.

Migration

Georges, Eugenia. 1990. *The Making of a Transnational Community: Migration, Development and Cultural Change in the Dominican Republic*. New York, NY: Columbia University Press.

Mahler, Sarah. 1995. *American Dreaming*. Princeton, NJ: Princeton University Press.

Development

Bunker, Stephen. 1988. *Underdeveloping the Amazon: Extraction, Unequal Exchange, and the Failure of the Modern State*. University of Chicago Press.

Bunker, Stephen. 1991. *Peasants Against the State: The Politics of Market Control in Bugisu, Uganda 1900-1983*. University of Chicago Press.

Moore, Barrington. *The Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*.

Walton, John. 1984. *Reluctant Rebels: Comparative Studies of Revolution and Underdevelopment*. New York, NY: Columbia University Press.

Education

Laureau, Annette. 2000. *Home Advantage*. Rowman and Littlefield.

Laureau, Annette. 2003. *Unequal Childhoods: Class, Race, and Family Life*. Rowman and Littlefield.

Macleod, Jay. 1987. *Ain't No Making it*. Routledge.

Willis, Paul. 1981. *Learning to Labor: How Working Class Kids get Working Class Jobs*. New York, NY: Columbia University Press.

Families

Hochschild, Arlie Russell. 1989. *The second shift: Working Parents and the Revolution at Home*. New York: Viking.

Gubrium, J. & Holstein, J.A. 1990. *What Is Family?* London: Mayfield.

Marsiglio, W. & Hutchinson, S. 2002. *Sex, Men, and Babies: Stories of Awareness and Responsibility*. New York: NY: New York University Press.

Rangone, Helena. 1994. *Surrogate Motherhood: Conception in the Heart*. Boulder, CO: Westview Press.

Rothman, B. Katz 2005. *Weaving a family: Untangling race and adoption*. Boston: Beacon.

Stacey, Judith. 1990. *Brave New Families: Stories of Domestic Upheaval in Late Twentieth Century America*.

Stack, Carol. 1975. *All Our Kin: Strategies for Survival in a Black Community*. Harper Colophon Books.

Gender

Hochschild, Arlie R. 1983. *The Managed Heart: Commercialization of Human Feeling*. Berkely, CA: University of California Press.

Kessler, S.J & McKenna. 1978. *Gender: An Ethnomethodological Approach*. Chicago, IL: University of Chicago Press.

Schippers, Mimi. 2002. *Rockin' Out the Box: Gender Maneuvering in Alternative Hard Rock*. New Brunswick, NJ: Rutgers.

Taylor, V. & Rupp, L. 2003. *Drag Queens at the 801 Cabaret*. University of Chicago Press.

Thorne, Barrie. 1993. *Gender Play: Girls and Boys in School*. Routledge.

Medical Sociology/Health

Charmaz, Kathy. 1991. *Good days, bad days: The self in chronic illness and time*. New Brunswick, NJ: Rutgers University Press.

Gubrium, Jaber. 1993. *Speaking of Life: Horizons of Meaning for Nursing Home Residents*. Hawthorne, NY: Aldine de Gruyter.

Luker, Kristen. 1984. *Abortion and the politics of motherhood*. Berkely, CA: University of California Press.

Zola, I.K. 1982. *Missing Pieces: A Chronicle of Living with a Disability*. Philadelphia, PA: Temple University Press.

Race

Bonilla-Silva, E. 2003. *Racism without Racists: Color-blind Racism and The Persistence of Racial inequality in the United States*. Lanham, Maryland: Rowman and Littlefield

Frankenburg, R. 1994. *White women, Race Matters: The Social Construction of Whiteness*. Minneapolis, MN: University of Minnesota Press.

Hondagneu-Sotelo, Pierrette 2001. *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. University of California Press: Berkeley, CA.

Parrenas, Rhacel Salazar. 2001. *Servants of Globalization: Women, Migration, and Domestic Work*. Stanford University Press: Stanford, CA.

Van Ausdale, D. & Feagin, J. 2001. *The First R: How Children Learn Race and Racism*. Rowman & Littlefield.

Vera, H. and Gordon, A. 2003. *Screen Saviors: Hollywood Fictions of Whiteness*. Lanham, Maryland: Rowman and Littlefield.

Rural Sociology

Duncan, Cynthia M. 1999. *Worlds Apart: Why Poverty Persists in Rural America*. New Haven, CT: Yale.

Fitchen, Janet M. 1981. *Poverty in Rural America: A Case Study*. Prospect Heights, IL: Waveland.

Nelson, Margaret K., and Joan Smith. 1999. *Working Hard and Making Do: Surviving in Small Town America*. Berkeley, CA: University of California.

Sexuality

Carpenter, Laura M. 2005. *Virginity Lost: An Intimate Portrait of First Sexual Experiences*. New York, NY: NYU Press.

Gamson, Joshua. 1998. *Freaks talk back: Tabloid talk Shows and Sexual Nonconformity*. Chicago, IL: University of Chicago Press.

Tolman, D. 2002. *Dilemmas of desire: Teenage girls talk about sexuality*. Boston, MA: Harvard University Press.