

## Term Information

Effective Term Autumn 2021  
*Previous Value* Summer 2012

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Changing course to undergraduate/graduate level (from 6608 to 5608).

What is the rationale for the proposed change(s)?

Course needed for use in BS Sociology major.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Sociology  
Fiscal Unit/Academic Org Sociology - D0777  
College/Academic Group Arts and Sciences  
Level/Career Graduate, Undergraduate  
*Previous Value* Graduate  
Course Number/Catalog 5608  
*Previous Value* 6608  
Course Title Qualitative Methods in Sociology  
Transcript Abbreviation Qual Meth Soc  
Course Description A survey of qualitative approaches to social research, including participant observation, intensive interviewing, and archival/documentary analysis.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq: SOCIOL 3487 and junior standing or above; or Grad standing.

*Previous Value*

*Prereq: Grad standing.*

**Exclusions**

*Previous Value*

Not open to students with credit for 704.

**Electronically Enforced**

Yes

*Previous Value*

**No**

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

45.1101

**Subsidy Level**

Doctoral Course

**Intended Rank**

Junior, Senior, Masters, Doctoral

*Previous Value*

*Masters, Doctoral*

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

**Course goals or learning objectives/outcomes**

- Students examine the philosophy and epistemology of qualitative methods.
- Students understand the strengths and limitations of a qualitative approach in research.
- Students develop the skills to design, gather, and analyze qualitative research.

*Previous Value*

**Content Topic List**

- Qualitative approaches to social research
- Participant observation
- Intensive interviewing
- Archival/documentary analysis

**Sought Concurrence**

No

## Attachments

- SOCIOL 5608 Syllabus.pdf: proposed syllabus

*(Syllabus. Owner: VanPelt, Susan J)*

- BS degree curricular map (1).pdf: curriculum map

*(Other Supporting Documentation. Owner: VanPelt, Susan J)*

## Comments

- 12/18/20: Please include a curriculum map. *(by Haddad, Deborah Moore on 12/18/2020 04:19 PM)*

**COURSE CHANGE REQUEST**  
5608 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/28/2021

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	VanPelt, Susan J	12/18/2020 10:19 AM	Submitted for Approval
Approved	Downey, Douglas B	12/18/2020 10:20 AM	Unit Approval
Revision Requested	Haddad, Deborah Moore	12/18/2020 04:19 PM	College Approval
Submitted	VanPelt, Susan J	12/27/2020 11:45 PM	Submitted for Approval
Approved	King, Ryan David	12/28/2020 07:51 AM	Unit Approval
Approved	Haddad, Deborah Moore	12/28/2020 08:45 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	12/28/2020 08:45 AM	ASCCAO Approval

# Qualitative Methods in Sociology

## Sociology 5608

Fall 2021

Wednesday 4-6:45pm

250 Townsend Hall

**Professor:** Kara Young

**Email:** [young.2651@osu.edu](mailto:young.2651@osu.edu)

**Office Hours:** Wednesdays 4:00 pm to 5:30 pm and by appointment

*Sign-up Sheet:* <https://calendly.com/young-2651/dr-young-s-fall-office-hours>

**Office Location:** 166 Townshend Hall

### Course Objectives

---

This course is an in-depth analysis of qualitative methodology in sociology. The goals of this course are 1) to examine the philosophy and epistemology of qualitative methods, 2) to explore the strengths and limitations of this approach, and 3) to develop the skills to design, gather, and analyze qualitative research. As such, you will be expected to design and conduct your own miniature study during this class, which involves developing a one-page research proposal, conducting ethnographic observations and in-depth interviews, transcribing and analyzing data, and writing up your study.

### Required Reading

---

1. Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research*, Third Edition.
2. Emerson, Fretz, and Shaw, *Writing Ethnographic Fieldnotes*
3. \*\*Hordge-Freeman, Elizabeth. *The Color of Love: Racial Features, Stigma, And Socialization in Black Brazilian Families*.
4. Cordner, Alissa. *Toxic Safety: Flame Retardants, Chemical Controversies, and Environmental Health*. **OR** Hagan, Jacqueline, Ruben Hernandez-Leon, and Jean-Luc Demonsant. *Skills of the Unskilled: Work and Mobility Among Mexican Migrants*.
5. \*\*Paschel, Tianna. *Becoming Black Political Subjects: Movements and Ethno-Racial Rights in Colombia and Brazil*. **OR** Hochschild, Arlie Russell. *The Managed Heart: Commercialization of Human Feelings*.
6. Readings on Carmen

\*\*e-copy available at lib.osu.edu

### Course Requirements

---

On a rudimentary level, students are required to attend class, complete all readings on time, participate in-class discussion, lead class discussion, and turn in all assignments. The bulk of the assignments for this course involve hands-on data collection and analysis within the context of a dyad or group. You will be expected to do independent participant observation, in-depth interviewing, and analysis in relation to your fieldsite.

**Course grades will be based on the following:**

Course Requirement	Type	Due Date	%
<b>In-class Participation</b> - Including reading discussions, group work, and workshops		Ongoing	30%
<b>Written Assignments</b>			70%
1. IRB Tests	Individual	Week 2 (9-9)	
2. 1-page research proposal	Group	Week 4 (9-23)	
3. Two (2) sets of written fieldnotes	Individual	Week 6 (10-7) & Final portfolio	
4. Interview guide	Group	Week 8 (10-21)	
5. Two (2) transcripts and two (2) interview fieldnotes	Individual	Week 10 (11-4) & Final portfolio	
6. Two (2) analytical memos	Individual	Week 12 (11-18) & Final portfolio	
7. Codebook	Individual	Week 13	
8. Two (2) coded interviews	Individual	Week 14 (12-2) &	
9. Final in-class presentation	Individual	Final portfolio	
	Group	Week 14 (12-2)	
10. Final research portfolio: Includes analysis and write-up	Group	12 - 12 noon	

*Attendance and Participation:* This course is a discussion-based seminar which means attendance and active participation are essential. Students are expected to attend each class and to come to class having read the assigned material and prepared to discuss in a respectful, thoughtful manner their own and their classmates' ongoing projects, the weekly readings, and the presenters' materials. My goal is for this class to be a safe, communal space where we can all learn from one another and feel secure about discussing the triumphs, anxieties, and challenges we encounter doing qualitative research. Your participation grade will reflect the extent to which you are able to do this. Please feel free to discuss your participation in office hours.

*Written assignments*

- 1) **IBR Tests: You are each responsible for completing two IRB certification tests** (1) Human Subjects Protection [HSP] (Social and Behavioral) & (2) Responsible Conduct of Research [RCR] (Social and Behavioral). To access CITI, log on at <http://go.osu.edu/citi> with your Ohio State Internet Username (last name.#) and Password. To enroll in the course, click on “Add a Course” and then check the box for these two tests. At the end of the tests, you will receive a certificate of completion. Please upload these certificates of completion on Carmen.  
*-DUE DATE: Week 2*
- 2) **One-page Research Proposal.** The proposal should be one page, lay out a social research problem and the method you will take to examine this social problem. You should have a clear research question (or questions) listed in this proposal. **This is a group assignment.** *-DUE DATE: Week 4*
- 3) **Fieldnotes:** You will **individually** observe and write field notes at your setting twice. You should expect to generate ten single-spaced (typed) pages per field note. We will discuss and read extensively about the art and practice of writing fieldnotes in class. **This is an individual assignment.**  
*-DUE DATE FOR FIRST FIELD NOTE: Week 6 (Second fieldnote due with final portfolio)*
  - a. *A note about a fieldsite and research question:* Together, you and your group will write a research proposal to guide your research, and then conduct this research. You will first decide on a “fieldsite” and topic. Once you find a fieldsite, you will develop an interesting research question and think about how you might go about answering that question. Sometimes the question comes first, sometimes the fieldsite. For example, one of the best ways to generate ideas for a qualitative research project is to get out there and find out what people are saying and doing.  
  
Some fieldsites are easier to access than others, and you should be aware of this prior to picking your question/site. If you are interested in a campus group, for example, then you should immediately try to get access to the group (explain that you are doing a class project and that you will keep the identity of the group as well as group members’ identities confidential). Once you get access, you need to start attending group meetings and writing fieldnotes about what you observe as well as analytic memos that attempt to make sense of your observations.
- 4) **Interview Guide.** Design an interview guide as a group; **this is a group assignment.** As with fieldnotes, you’ll learn much more about interviewing in this course, but on a basic level an interview guide is a carefully constructed list of questions you will ask a participant in order to learn about some aspect of their lives.  
*-DUE DATE FOR INTERVIEW GUIDE DRAFT: Week 8. We will workshop the guide on this day.*
- 5) **Interview Transcript and Interview Fieldnote:** You will conduct two recorded interviews using your interview guide. You will subsequently transcribe these interviews. Immediately after conducting an interview, you should write up your reflections about the interview (known as an interview field note). In this interview field note, include a description of the interview setting and your participant’s appearance and demeanor, main points from the interview (i.e., things that stood out as significant), your feelings about the interview and/or participant, and possible avenues to pursue in future

interviews. **This is an individual assignment; all group members are to do two interviews individually.**

*-DUE DATE FOR FIRST TRANSCRIPT AND FIELDNOTE: Week 10  
(Second transcript and fieldnote due with final portfolio)*

- 6) **Analytic Memo:** Analytic memos help you make sense of your project. People often think analysis is something that happens at the end of a project, after the data are collected, but analysis is an ongoing process that not only informs your findings, but also enriches data collection. In an analytic memo, you might, for example, mull over a hunch you are forming about something in your data and/or reflect on a pattern (or a contradiction) you have begun to notice in your observations and your interview. You can then explore these ideas in subsequent visits to your fieldsite or interviews. This is why conducting more than 1 interview and more than one observation is necessary. Memos are also a way to be reflexive about your role in the research process. In general, a memo will be anywhere from 1 to 3 single-spaced pages long. **This is an individual assignment; all group members are to do two individual memos.**  
*-DUE DATE FOR FIRST MEMO: Week 12 (Second memo due with final portfolio)*
- 7) **Codebook:** We have two classes dedicated to coding using Nvivo. During class 9, I will have a guest lecturer teach you how to use the qualitative data coding software Nvivo. During class 11, we will spend part of class in the lab so that you can continue to learn the software and begin to create your codebook for coding your interviews. You will turn in your completed codebook. **This is an individual assignment.**  
*-DUE DATE: Week 13*
- 8) **Coded Interviews:** Using your codebook and NVivo, code two interviews.  
*-DUE DATE FOR FIRST INTERVIEW: Week 14 (Second coded interview due with final portfolio)*
- 9) **Final In-Class Presentation:** During our final class, we will have a research symposium where you will be responsible for presenting your work in your groups. Your group should create a 12- to 15-minute PowerPoint or Google Slide presentation similar to one that you might give on a panel at a professional conference. **This is a group assignment**  
*-FINAL CLASS: WEEK 14*
- 10) **Final Portfolio: This is a group final project portfolio.** You will turn in two things: 1) your Nvivo file comprised of all your data files (interviews, fieldnotes, memos) and your codes, 2) a final PDF of your entire project narrative and all study documents. This will be a group-made document; only one portfolio per group will be turned in.  
*-DUE DATE FOR FINAL PORTFOLIOS: 12-12 at 12noon on Carmen*

The PDF portion of the project should include:

- a. Title Page
- b. Table of contents
- c. Introduction, including research questions (1-2 pages)
- d. Brief literature review guiding your project (2-3 pages)

- e. Explication of your methods and methodology (5-6 pages) (what you did, why you did it, the limitations of what you did)
- f. Results (5-10 pages); provide an overall analysis of all of the interview data, fieldnotes, and any other data collected during the semester. You can explicate here your main index coding, alongside your chose analytical codes. I expect that you report your findings and conceive of a final “argument” about what you found.
- g. Appendix; proposal, interview guide, all fieldnotes, interviews and interview fieldnotes, and memos

## Attendance Policy

---

Students are expected to attend all of our scheduled classes and to do all reading ahead of time. You are expected to be present in the classroom at the time class is scheduled to begin. Tardiness is disruptive and excessive tardies will hurt your grade. (Please note: nonemergency doctor appointments are not excused under this policy.)

## Different Abilities Statement

---

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. **Also, please register and coordinate with the Student Life Disability Services** ([slds.osu.edu](http://slds.osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

## Academic Integrity

---

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University’s *Code*



of *Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

## **COURSE SCHEDULE**

### **WEEK 1 (8-26): INTRODUCTION TO THE COURSE**

### **WEEK 2 (9-9): FRAMING QUALITATIVE RESEARCH**

Hesse-Biber. Chapter 2 and 3

Williams, Christine. 1991. "Case Studies and the Sociology of Gender" in Joe Feagin, Anthony Orum, and Gideon Sjoberg (eds) *A Case for the Case Study*. University of North Carolina Press. pp. 224-243

Reczek, Corinne. 2014. "A Multi Member Approach to Studying Families" *Family Process*, 53(2): 318-335.

Small, Mario. 2009. "How Many Cases Do I Need?" *Ethnography*, 10: 5-38.

Booth, Wayne, Gregory Colomb and Joseph Williams. 2016 *The Craft of Research, 4<sup>th</sup> Edition*. Chapters 3 and 4.

Due: IRB Tests
----------------

### **WEEK 3 (9-16): EPISTEMOLOGY, METHODOLOGY**

Hesse-Biber. Chapter 4

Blumer, Herbert. 1969. "The Methodological Position of Symbolic Interactionism," pp. 1-60 in *Symbolic Interactionism*. Prentice-Hall. (Optional: pp. 7-60).

Becker, Howard. 2001. "The Epistemology of Qualitative Research," in Robert M. Emerson (ed) *Contemporary Field Research: Perspectives and Formulations, 2e.*, Waveland Press. pp. 317-330

DeVault, Marjorie. 1997. "Personal Writing in Social Research: Issues of Production and Interpretation" in Rosanna Hertz (ed) *Reflexivity and Voice*. Sage. pp. 216-228

Burawoy, Michael. 1998. "The Extended Case Method," *Sociological Theory*. 4-33.

## **WEEK 4 (9-23): INSIDER/OUTSIDER DEBATES**

Merton, Robert. 1972. "Insiders and Outsiders: A Chapter in the Sociology of Knowledge," *American Journal of Sociology*. 9-47.

Baca Zinn, Maxine. 2001. "Insider Field Research in Minority Communities." in Robert M. Emerson (ed) *Contemporary Field Research: Perspectives and Formulations, 2e*. Waveland Press. Pp. 159-166

Collins, Patricia Hill. 1986. "Learning From the Outsider Within: The Sociological Significance of Black Feminist Thought." *Social Problems*. 33:14-32.

Brown-Saracino, J. 2014. "From Methodological Stumbles To Substantive Insights: Gaining Ethnographic Access In Queer Communities." *Qualitative Sociology*. 37: 43-68

May, Reuben A Buford. 2014. "When the Methodological Shoe is on the Other Foot: African American Interviewer and White Interviewees" *Qualitative Sociology*. 37: 117-136.

Due: One Page Research Proposal
---------------------------------

## **WEEK 5 (9-30): ETHNOGRAPHIC METHODS 1**

Emerson, Fretz, and Shaw. Chapters 1-5

Goffman, Erving. 2001. "On Fieldwork." in Robert M. Emerson (ed) *Contemporary Field Research: Perspectives and Formulations, 2e*. Waveland Press. Pp. 153-158

Jones, Nikki. 2010. *Between Good and Ghetto: African American Girls and Inner-City Violence*. Chapter 2 and Appendix: A

## **WEEK 6 (10-7): ETHNOGRAPHIC METHODS 2**

Hordge-Freeman, Elizabeth. 2015. *The Color of Love: Racial Features, Stigma, And Socialization in Black Brazilian Families*. University of Texas Press.

Hoang, Kimberly. 2011. "She's Not a Low-Class Dirty Girl: Sex Work in Ho Chi Minh City," *Journal of Contemporary Ethnography* 40(4): 367-396.

Villarreal, Ana. 2010. "The Bus Owner, the Bus Driver, and His Lover: Gendered Class Struggle in the Service Work Triangle." *Work and Occupations*. 37(3), 272–294.

Due: First Individual Field Note
----------------------------------

## **WEEK 7 (10-14): IN-DEPTH INTERVIEWS 1**

Hesse-Biber. Chapter 5 and 6

Holstein, James and Jaber Gubrium. 2002. "Active Interviewing." In Darin Weinberg (ed)

*Qualitative Research Methods*. Blackwell. Pp. 112-126

Hermanowicz, Joseph C. 2013m. "The Longitudinal Qualitative Interview." *Qualitative Sociology*. 36: 189-208.

Arendell, Terry. 1997. "Reflections on the Researcher-Researched Relationship: A Woman interviewing Men." *Qualitative Sociology*. 20(3): 341-68.

Blee, Kathleen. 1998 "White Knuckle Research: Emotional Dynamics in Fieldwork with Racists." *Qualitative Sociology*. 21(4):381-399.

Lamont, Michele and Swidler, Ann. 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing." *Qualitative Sociology*. 37(2):153-71.

### **WEEK 8 (10-21): IN-DEPTH INTERVIEWS 2**

Cordner, Alissa. 2016. *Toxic Safety: Flame Retardants, Chemical Controversies, and Environmental Health*. Columbia University Press.

OR

Hagan, Jacqueline, Ruben Hernandez-Leon, and Jean-Luc Demonsant. *Skills of the Unskilled: Work and Mobility Among Mexican Migrants*. University of California Press.

Interview Guide Due
---------------------

### **WEEK 9 (10-28): INTRODUCTION TO NVIVO: LAB TIME!**

### **WEEK 10 (11-4): MIXED METHODS**

Paschel, Tianna. *Becoming Black Political Subjects: Movements and Ethno-Racial Rights in Colombia and Brazil*. Princeton University Press.

OR

Hochschild, Arlie Russell. *The Managed Heart: Commercialization of Human Feelings*. University of California Press.

Individual Interview Transcript and Interview Fieldnote
---

### **WEEK 11 (11-11): ANALYSIS PART I: CODING IN THE LAB**

Hesse-Biber. Chapters 11 and 12

Emerson, Fretz, and Shaw. Chapters 7 and 8

Tong, Allison, Peter Sainsbury, and Jonathan Craig. 2007. "Consolidated Criteria for Reporting Qualitative Research (COREQ): A 32-Item Checklist For Interviews and Focus Groups." *International Journal For Quality In Health Care*. 19(6): 349-357.

Anzul, Margaret, Maryann Downing, Margot Ely, and Ruth Vinz. 2003. *On Writing Qualitative Research: Living by Words*. Routledge. Chapter 3: "Creating Forms; Informing Understanding"

## **WEEK 12 (11-18): CONTENT ANALYSIS AND QCA**

Hesse-Biber. Chapters 8, 9, 10

Hartman, Saidiya. 2008. "Venus in Two Acts." *Small Axe: A Caribbean Journal of Criticism* 12(2):1-14.

Spivak, Gayatri Chakravorty. 1988. "Can the Subaltern Speak?" in Cary Nelson and Lawrence Grossberg (eds) *Marxism and the Interpretation of Culture*. London: Macmillan. Pp. 1-5

Duxbury, Scott, Frizell, Laura, Lindsay, Sade. "Mental Illness, the Media, and the Moral Politics of Mass Violence: The Role of Race in Mass Shootings" Coverage. *Journal of Research in Crime and Delinquency*, 2018.

Rudel, Thomas. 2005. *Tropical Forests: Regional Paths of Destruction and Regeneration in the Late Twentieth Century*. Columbia University Press. Chapters TBD

Due: Individual Analytical Memo
---------------------------------

## **WEEK 13 (11-25): EMOTIONAL AND ETHICAL CONSIDERATIONS**

Ellis, Carolyn. 1995. "Emotional and Ethical Quagmires in Returning to the Field," *Journal of Contemporary Ethnography*. 24(1): 68-98.

Allen, Charlotte. 1997. "Spies Like Us: When Sociologists Deceive their Subjects." *Lingua Franca*. 7(9): 31-39.

Stacey, Judith. 1988. "Can There be a Feminist Ethnography?" *Women's Studies International Forum*. 11: 21-27.

Gonzalez-Lopez, Gloria. 2010. "Ethnographic Lessons: Researching Incest in Mexican Families," *Journal of Contemporary Ethnography*. 39(5): 569-581.

ASA Code of Ethics, pp. 1-20.

DUE: Codebook
---------------

## **WEEK 14 (12-2): \*\*\*FINAL PRESENTATIONS\*\*\***

DUE: One Coded Interview

**\*\*FINAL PORTFOLIO IS DUE ON 12-12 by 12noon\*\***

	Program Learning Goals				Population Dynamics and Wellness Learning Goals			Criminology, Law & Society Track Learning Goals		Social Inequality and Poverty Learning Goals		
	1	2	3	4	5	1	2	3	1	2	1	2
<b>Core Courses</b>												
SOC 3487		B/I	B/I	B								
SOC 3488				B								
SOC 3549	B/I		B/I	B/I								
<b>Population Dynamics and Wellness Track Required Courses</b>												
SOC 5629			B/I	I/A	A		I					
SOC 5450			B/I	I/A	A		A					
SOC 3597.02			B/I	I/A		A						
<b>Criminology, Law &amp; Society Track Required Courses</b>												
SOC 3410 or			B/I	B/I				B	I			
SOC 4511			B/I	B/I					I			
SOC 2309			B	B				B/I				
<b>Social Inequality Track Required Courses</b>												
SOC 3463			B	B/I						I	I	
SOC 3306				B/I						I	I	
SOC 3380				B/I						I	I	
SOC 4635				I						B/I	I	
<b>Population Dynamics and Wellness Track Elective Courses</b>												
SOC 2202				B	B							
SOC 2290				B	B	B						
SOC 3200				B/I		I/A				B	B	
SOC 3463			B	B/I			I			I	I	
SOC 3630				B/I	I/A							
SOC 5450			B/I	I/A	A		A					
SOC 5629			B/I	I/A	A		I					
<b>Criminology, Law &amp; Society Track Elective Courses</b>												
SOC 2209				B/I				B	B			
SOC 3410			B/I	B/I				B	I			
SOC 3463			B	B/I						I	I	
SOC 4507				I				A	A			
SOC 4509				I				A	I			
SOC 4511			B/I	B/I					I			
SOC 4611				I				I	A			
SOC 5525				I				B/I	I/A			
<b>Social Inequality and Poverty Track Elective Courses</b>												
SOC 2320				B						B/I	B/I	
SOC 2367.01			I	I						B/I	I	
SOC 2367.02				I						B/I	B/I	
SOC 3200				B/I		I/A	I			B	B	
SOC 3306				B/I						I	I	
SOC 3380				B/I						I	I	
SOC 3464				B/I						I	I	
SOC 4635				I						B/I	I	
SOC 4655				I						B/I	B/I	
SOC 5463				A						A	A	
SOC 5503				I/A						I/A	I/A	
SOC 5605				I/A						I	I	
<b>Required Research</b>												
SOC 4998	I/A		I/A	I	I/A							
SOC 4999.xx	A	I/A	A	A	A							
SOC 3783.03			I	I/A				I/A				
SOC 3783.04			I	I/A	I/A		I/A					
<b>Advanced Methods/Statistics</b>												
SOC 5649	I	A		A	A							
SOC 5650		A		A	A							
SOC 5608	I		A		A							