



Qualitative Cultural Methods Fall 2015

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Sociology 63919-01
Thursdays 3:30-6:15 PM
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Course Description

This class offers students an opportunity to learn, practice, and develop their skills in a variety of qualitative methods. We will focus primarily on varieties of interview techniques and content analysis, leaving some room to investigate additional methods according to student interest (i.e. case-studies, visual methods, etc.). For each we'll consider the entire process from study design, to data collection and analysis, to writing up the results. As students practice these methods outside of class, we'll use class to interrogate these methods. We'll ask: 1) What kinds of information can we get from these methods? What kinds of questions do these methods help us to answer? 2) What levels of analysis can we access through these methods? 3) What biases do we introduce into our research by adopting these methods? 4) What are the emergent methodological innovations in qualitative research? 5) What are the best tricks of the trade? 6) What are the debates and controversies among practitioners of these methods? 7) What are the different ways to analyze these data? Students will leave the class with a handful of new methods, confident in their ability to conduct sophisticated qualitative research.

Evaluation

Methods Training - 50%
Final Term Paper - 30%
Active Participation and Class Preparedness - 20%

Required Materials

Becker, Howard S. 1998. *Tricks of the Trade*. Chicago: University of Chicago Press.

Stinchcombe, Arthur L. 2005. *The Logic of Social Research*. Chicago: University of Chicago Press.

Weiss, Robert. 1995. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press.

All other texts will be made available via dropbox.

Please secure access to an audio recorder that will produce digital files and that has a good quality microphone.

Due Dates

September 10: IRB submitted

September 17: Interview Sampling Memo and Guide

October 8: Interview Transcript

October 29: Interview Assignment

November 5: Content Analysis Proposal

December 3: Other Methods Proposal

December 17: Term Paper Due

Class Schedule

August 27: Orientation to Methods

READINGS:

Becker, Howard S. 1998. "Imagery." Pp. 10-66 in *Tricks of the Trade*. Chicago: University of Chicago Press.

Timmermans, Stefan & Iddo Tavory. 2012. "Theory Construction in Qualitative Research: From Grounded Theory to Abductive Analysis." *Sociological Theory*. 30:3 167-186.

Abbott, Andrew. 2004. "Explanation" and "Basic Debates and Methodological Practices." Pp. 3-79 in *Methods of Discovery: Heuristics for the Social Sciences*. New York: W.W. Norton & Company.

Recommended (not required):

Alford, R. R. 1998. *The Craft Of Inquiry: Theories, Methods, Evidence*. New York: Oxford University Press.

Katz, Jack. 2001. "From How to Why?: On Luminous Description and Causal inference in Ethnography (Part 1)" *Ethnography*. 2: 443-473.

- Katz, Jack. 2002. "From How to Why?: On Luminous Description and Causal inference in Ethnography (Part 2)" *Ethnography*. 3: 63-90.
- Katz, Jack. (1997) "Ethnography's Warrants." *Sociological Methods & Research* 25: 391.

EXERCISE: Get to know each others work...

Memo: 1 page description of your research project

September 3: Qualitative Research Ethics

READINGS:

Warren, Carol A. B., and Tracy Xavia Karner. 2010. "The Law, Politics, and Ethics of Qualitative Research." Pp. 32-57 in *Discovering Qualitative Methods*. New York: Oxford University Press.

Fine, Gary Alan. 1993. "Ten Lies of Ethnography." *Journal of Contemporary Ethnography*. 22: 267-294.

Christopher Shea, 2000. "Don't Talk to the Humans: The Crackdown on Social Science Research" *Lingua Franca*. 10 (6).

Stark, Laura. 2012. "Everyone's an Expert? Warrants for Expertise," "Local Precedents," and "Documents and Deliberations: An Anticipatory Perspective." Pp. 21-80 in *Behind Closed Doors: IRBs and the Making of Ethical Research*. Chicago: University of Chicago Press.

Goffman, Alice. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto." *American Sociological Review*. 74: 339-357.

Campos, Paul. 2015. "Alice Goffman's Implausible Ethnography." *The Chronicle Review*. August 21.

<http://chronicle.com/article/Alice-Goffmans-Implausible-/232491/?key=Tjh2IFM8aH1CMX9jbzhEYjsEbn1uY0NwYnRBaytxbltQFg%3D%3D>

Recommended (not required):

Monaghan, Peter 1999. "Can scholars protect confidential sources?" *Chronicle of Higher Education*, April 7.

Goode, Erich. 1999. "Sex with Informants as Deviant Behavior." *Deviant Behavior*. 20: 301-324.

Katherine S. Newman. 2002. "Qualitative Research on the Frontlines of Controversy." *Sociological Methods and Research*. 31(2): 123-130.

CASE: Alice Goffman's *On the Run*

September 10: Sampling, Planning, Measuring Concepts

READINGS:

Becker, Howard S. 1998. "Sampling." Pp. 67-108 in *Tricks of the Trade*. Chicago: University of Chicago Press.

Stinchcombe, Arthur L. 2005. "Distances as Central to Causal Reasoning and Methods" and "The Basic Structure of Economy in Social Research." Pp. 22-76 in *The Logic of Social Research*. Chicago: University of Chicago Press.

Small, Mario. 2009 "How Many Cases Do I Need? On Science and the Logic of Case Selection in Field-Based Research." *Ethnography* 10 (1): 5-38.*

Robert S. Weiss. 1995. "Respondents: Choosing Them and Recruiting Them" and "Preparation for Interviewing." Pp. 15-60 in *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press.

PRACTICUM: Developing Interview Guides

IRB Application Must Be Submitted

September 17: Conducting Interviews

READINGS:

Weiss, Robert. 1995. "Interviewing." Pp. 61-120 in *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press.

Taylor, Steven J. and Robert Bogdan. 1998. "In-Depth Interviewing" Pp. 87-116 in *Introduction to Qualitative Research Methods*. Wiley.

Holstein, James A. and Jaber F. Gubrium. 1995. "The Active Interviewer." Pp. 38-65 in *The Active Interview*. Sage University Paper.

Hermanowicz, Joseph C. 2002. "The Great Interview: 25 Strategies for Studying People in Bed." *Qualitative Sociology*. 25 (4): 479-499.

Exemplars:

Lamont, Michele. 1992. "The Questions and the Stage" and "The Importance of Being Honest" pp. 1-61 in *Money, Morals, and Manners*. Chicago: University of Chicago Press.

Kristen Luker, "World Views of the Activists" and "Motherhood and Morality" pp. 158-215 in *Abortion and the Politics of Motherhood*. Berkeley: University of California Press.

Recommended (not required):

Hochschild, Arlie Russell. 1989. *The Second Shift*. New York: Avon Books.

Lamont, Michele. 2002. *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration*.

EXERCISE: This American Life Interviews

Interview Sampling Memo/Interview Guide Due

September 24: Challenges, Innovations in Interviewing

READINGS:

Weiss, Robert. 1995. "Issues in Interviewing." Pp. 121-150 in *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press.

Jerolmack, Colin and Shamus Khan. 2014. "Talk is Cheap: Ethnography and the Attitudinal Fallacy." *Sociological Methods and Research*. 1-32.

Lamont, Michele, and Ann Swidler. 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing." *Qualitative Sociology*. 37: 153-171.

Pugh, Alison J. 2013. "What good are interviews for thinking about culture?: Demystifying Interpretive Analysis." *American Journal of Cultural Sociology*. 1: 42-68.

Watkins, Susan Cotts, and Ann Swidler. 2009. "Hearsay Ethnography: Conversational Journals as a Method for Studying Culture in Action." *Poetics*. 37: 162-184.

EXERCISE: Interviewing Each Other

October 1: Focus Groups/Oral Histories

READINGS:

Connell, R.W. 1992. "A Very Straight Gay: Masculinity, Homosexual Experience, and the Dynamics of Gender." *American Sociological Review*. 6: 735-51.

Kitzinger, Jenny. 1994. "The methodology of Focus Groups: the importance of interaction between research participants." *Sociology of Health and Illness*. 16: 103-121.

Crane, Diana. 2001. "Fashion Images and the Struggle for Women's Identity." Pp. 202-34 in *Fashion and its Social Agendas: Class, Gender and Identity in Clothing*. Chicago: University of Chicago Press.

Press, Andrea L. and Elizabeth R. Cole. 1999. "Reconciling Faith and Fact" and "Situating Self and Social Authority." Pp. 41-100 in *Speaking of Abortion: Television and Authority in the Lives of Women*. Chicago: University of Chicago Press.

McDonnell, Terence E. 2014. "Drawing Out Culture: Productive Methods to Measure Cognition and Resonance." *Theory & Society*. 43: 247-74.

October 8: Analysis and Coding interview data

READINGS:

Weiss, Robert. 1995. "Analysis of Data" Pp. 151-182 in *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press.

Lofland, John, et al. 2006. *Analyzing Social Settings*, 4th edition. pp. 200-219. ("Strategy Three: Coding," "Strategy Four: Memoing," "Strategy Five: Diagramming," and "Strategy Six: Thinking Flexibly.")

Strauss, Anselm. 1987. "Codes and Coding," Pp 55-81 in *Qualitative Analysis for Social Scientists*. Cambridge University Press.

Exemplars:

Rivera, Lauren A. 2012. "Hiring as Cultural Matching: The Case of Elite Professional Service Firms." *American Sociological Review*. 77: 999-1022.

Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review*. 67: 747-776.

EXERCISE: Coding Interviews

Interview Transcript Due

October 15: Content Analysis I

READINGS:

Warren, Carol A. B., and Tracy Xavia Karner. 2010. "The Textual and the Visual as Qualitative Data: Documents, Images, and the Internet" and "Analyzing Qualitative Data: Fieldnotes, Transcripts, Documents, and Images." Pp. 177- 245 in *Discovering Qualitative Methods*. New York: Oxford University Press.

Cerulo, Karen. 1995. "Syntactic Structure," "'Editors' of National Symbol Structures," and "Socioeconomic Pockets and the Structure of National Symbols." Pp. 35-89 in *Identity Designs: The Sights and Sounds of a Nation*. Rutgers University Press.

Recommended (not required):

Mohr, John W. 1998. "Measuring Meaning Structures." *Annual Review of Sociology*. 24: 345-70.

EXERCISE: Intercoder Reliability

FALL BREAK

October 29: Content Analysis II

READINGS:

Pescosolido, Bernice A., Elizabeth Grauerholz, and Melissa A. Milkie. 1997. "Culture and Conflict: The Portrayal of Blacks in U.S. Children's Picture Books through the Mid- and Late-Twentieth Century." *American Sociological Review*. 62: 443-464.

Martin, John Levi. 2000. "What do animals do all day?: The division of labor, class bodies, and totemic thinking in the popular imagination." *Poetics*. 27: 195-231.

Binder, Amy. 1993. "Constructing Racial Rhetoric: Media Depictions of Harm in Heavy Metal and Rap Music." *American Sociological Review*. 58: 753-67.

Polletta, Francesca, and John Lee. 2006. "Is Telling Stories Good for Democracy?: Rhetoric in Public Deliberation after 9/11." *American Sociological Review*. 71: 699-723.

EXERCISE: Content Analysis Proposal Workshop

Interview Assignment Due

November 5: Content Analysis Criticisms and Rejoinders

READINGS:

Griswold, Wendy. 1987. The fabrication of meaning: Literary interpretation in the United States, Great Britain, and the West Indies. *American Journal of Sociology* 92: 1077-1117.

Biernacki, Richard. 2014. "Humanist Interpretation Versus Coding Text Samples." *Qualitative Sociology*. 37: 173-188.

Lee, Monica and John Levi Martin. 2015. "Coding, Counting, and Cultural Cartography." *American Journal of Cultural Sociology*. 3: 1-33.

November 12: Case Studies

READINGS:

Abbott, Andrew. 1992. "What do cases do? Some notes on activity in sociological analysis." Pp. 53-82 in *What is a Case?* Charles Ragin and Howard Becker, eds. Cambridge University Press.

Lieberson, Stanley. 1992. "Small N's and Big Conclusions: an examination of the reasoning in comparative studies based on a small number of cases." pp. 105-118 in *What is a Case?* Charles Ragin and Howard Becker, eds. Cambridge University Press.

Burawoy, Michael. 1998. "The Extended Case Method." *Sociological Theory*. 16 (1): 4-33.

Heimer, Carol. 2001. "Cases and Biographies: An Essay on Routinization and the Nature of Comparison." *Annual Review of Sociology*. 27: 47-76.

Exemplars:

Steenland, Brian. 2006. "Cultural Categories and the American Welfare State: The Case of Guaranteed Income Policy." *American Journal of Sociology*. 111: 1273-1326.

Brown-Saracino, Japonica. 2015. "How Place Shapes Identity: The Origins of Distinctive LBQ Identities in Four Small U.S. Cities." *American Journal of Sociology*. 121: 1-63.

Recommended (not required):

Vaughan, Diane. 1997. *The Challenger Launch Decision: Risky Technology, Culture, and Deviance at NASA*. Chicago: University of Chicago Press.

Skocpol, Theda. 1979. *States and Social Revolutions*. Cambridge University Press.

Fourcade, Marion. 2011. "Cents and Sensibility: Economic Valuation and the Nature of 'Nature.'" *American Journal of Sociology*. 116: 1721-77.

Lange, Matthew. 2009. *Lineages of Despotism and Development: British Colonialism and State Power*. Chicago: University of Chicago Press.

Seawright, Jason, and John Gerring. 2008. "Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options." *Political Research Quarterly*. 61(2):294-308.

Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis*. 2(1): 131-50.

November 19: Writing Up and Publishing

READINGS:

Weiss, Robert. 1995. "Writing the Report." Pp. 183-206 in *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press.

Davis, Murray S. 1971. "That's Interesting!: Towards a Phenomenology of Sociology and Sociology of Phenomenology." *Philosophy of Social Science*. 1: 309-344.

Methods Sections (Read for class discussion):

Lamont, Michele. 1992. "Appendix 1-4" 193-232 in *Money, Morals, and Manners*. Chicago: University of Chicago Press.

Lamont, Michele. 2002. "Introduction" and "Appendices A-C" Pp. 1-12 and 251-268 in *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration*. Harvard University Press.

Kristin Luker, "Appendix." Pp. 247-256 in *Abortion and the Politics of Motherhood*. Berkeley: University of California Press.

Press, Andrea L. and Elizabeth R. Cole. 1999. "Appendix A & B" Pp. 143-163 in *Speaking of Abortion: Television and Authority in the Lives of Women*. Chicago: University of Chicago Press.

Cerulo, Karen. 1995. "Appendix A." Pp. 171- 192 in *Identity Designs: The Sights and Sounds of a Nation*. Rutgers University Press.

Recommended (not required):

Becker, Howard. 2007. *Writing for Social Scientists*. Chicago: University of Chicago Press.

Williams, Joseph. 2008. *Style: The Basics of Clarity and Grace*. 3rd Edition. Longman.

Sword, Helen. 2012. *Stylish Academic Writing*. Harvard University Press.

Clemens, Elisabeth, Walter W. Powell, Kris McIlwaine, & Dina Okamoto. 1995. "Careers in Print: Books, Journals, and Scholarly Reputations." *American Journal of Sociology* 101: 433-494.

Latour, Bruno. 1987. "Literature." Chapter 1 of *Science in Action: How to Follow Scientists and Engineers through Society*. Cambridge, MA: Harvard University Press.

Lamont, Michele. 2009. "Workshop on Interdisciplinary Standards for Systematic Qualitative Research." *National Science Foundation Report*. Pp. 142-180.

EXERCISE: Writing a Methods Section

THANKSGIVING

December 3: Concepts and Mechanisms

READINGS:

Becker, Howard S. 1998. "Concepts" and "Logics." Pp. 109-214 in *Tricks of the Trade*. Chicago: University of Chicago Press.

Stinchcombe, Arthur L. 2005. "Using Data to Refine Concepts of Distances between units of Analysis" "Refining Concepts about Contexts," and "Units of Analysis and Mechanisms: Turning Causes into Effects." Pp. 77-238 in *The Logic of Social Research*. Chicago: University of Chicago Press.

Recommended (not required):

Gross, Neil. 2009. "A Pragmatist Theory of Social Mechanisms." *American Sociological Review*. 74: 358-379.

Goertz, Gary. 2006. *Social Science Concepts: A User's Guide*. Princeton University Press.

Ron Jepperson and Ann Swidler, "What Aspects of Culture Should we Measure?" *Poetics* 22(1994):359-371.

Jason Kaufman, "Endogenous Explanation in the Sociology of Culture," *Annual Review of Sociology* 30(2004): 335-357.

Other Methods Proposal DUE

December 10: Mixed Methods

READINGS:

Small, Mario Luis. 2011. "How to Conduct a Mixed Methods Study: Recent Trends in a Rapidly Growing Literature." *Annual Review of Sociology*. 37: 57-86.

Angotti, Nicole, and Amy Kaler. 2013. "The more you learn the less you know? Interpretive ambiguity across three modes of qualitative data." *Demographic Research*. 28: 951-980.

Spillman, Lynette. 2014. "Mixed Methods and the Logic of Qualitative Inference." *Qualitative Sociology*. 37: 189-205.

Mahoney, James, and Gary Goertz. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." *Political Analysis*. 14: 227-249.

Exemplars:

Pager, Devah and Lincoln Quillian. 2005. "Walking the Talk?: What Employers Say Versus What They Do." *American Sociological Review*. 70: 355-80.

Johnston Josee and Shyon Baumann. 2007. "Democracy versus distinction: a study of omnivorousness in gourmet food writing." *American Journal of Sociology*. 113(5):165–204.

Recommended (not required):

Harding David J. 2009. "Violence, older peers, and the socialization of adolescent boys in disadvantaged neighborhoods." *American Sociological Review*. 74(3):445–64

Ferree, Myra Marx. 2003. "Resonance and radicalism: feminist framing in the abortion debates of the United States and Germany." *American Journal of Sociology*. 109(2): 304–44.

Lieberman, Evan S. 2005. "Nested analysis as a mixed-method strategy for comparative research." *American Political Science Review*. 99(03):435-52.

December 17

FINAL PAPERS DUE

Class Assignments

1. Project Description: In one page describe a research project you'd like to pursue in this class. Please include: 1) a presentation of the central research questions (no more than three), 2) a discussion of what kinds of information you'd need get (*don't answer with methods, i.e. interview data*, instead answer with specifics like "beliefs about X," evidence Group Y engage in practice Z), 3) Offer an account of a sampling strategy that will ensure you have the variation you need to answer these questions.
2. Interview Sampling Memo/Guide: Please draft a memo that describes your sampling strategy, with particular attention to issues of difference, distance, and efficiency. Why is this sample a good one for theory building? In addition, draft a one page list of questions for your interviews (NO MORE THAN ONE PAGE) with an additional description narrating what information each question is supposed to elicit and why that information is necessary to obtain in answering your research questions (Due September 17)
3. Interview transcript/Analysis: You'll be expected to collect at least three interviews (ideally more), *all strangers*, ideally from across the range of your sample. Turn in a transcript of one interview (Due October 8). Then draft a 5-10 page memo analyzing patterns that emerge in your interviews, taking a stab and answering your research question (Due October 29).
4. Content Analysis Proposal: Propose your content analysis. What is your sampling strategy? What is your coding scheme or your method for inductively identifying codes? How will you identify patterns? How will patterns in your analysis help you answer your research question? (Due November 5).
5. Other methods proposal: Propose your third method, keeping in mind your research question, maximizing distance and efficiency through sampling, and how triangulating these data against your interview and content analysis will confirm patterns from these other methods, or help develop your theorizing (Due December 3).

Term Paper (Due December 17, 5pm)

Term papers for graduate classes like this one should 1) demonstrate the student's mastery of the material and 2) facilitate the student's ability to take *substantial* steps forward toward professional goals.

The term paper for this class must show your capacity to collect, analyze, and write up interview data, content-analysis, and one other qualitative method (of your choosing). In addition to your analysis, your paper must include a rigorous methods section that articulates your data collection and analysis with respect to your research questions.

Ideally this data collection will be oriented toward a major project, like a thesis, dissertation, or side project you intend to publish. This holds for students in their first year

as well. The assignments above are designed to help you build toward this term paper. I strongly advise you use the same topic for each assignment, trying different methods and basing your paper on the data you collect. If you switch topics mid-semester I will ask that you double back and interview people based on this new topic even if your interview assignments were oriented to a different topic.

Please meet with me early and often to help identify paths that will accomplish these goals. There is no sense in writing a paper that will not lead to a research project, presentation, or publication opportunity. If you cannot foresee writing a paper that meets these goals you should take another class.

This paper must include 1) a methods section, 2) the presentation of data from three data sources (interview, content analysis, plus one of your choosing), and 3) identify and hypothesize/explain patterns or mechanisms that emerge from your data.

Participation and Attendance Policy

It's your responsibility to come to class prepared. This means you've 1) completed the reading, 2) compiled questions if the reading was unclear, 3) come ready to discuss the reading's concepts and argument, and 4) brought some insight that you are prepared to talk about (an application of the readings ideas, or a connection to other parts of class).

This preparation will enable you to more easily engage discussion and make substantive contributions to our conversation. Your participation in class debate and discussion is the best way to learn the material, so I expect regular participation from everyone.

You also have a role as a listener. Everyone should listen attentively and respectfully when others are talking. Toward the goal of attentive listening, browsing the internet on computers or phones is inappropriate in a university classroom. Please stow and silence phones and keep computer use devoted to note taking. Finally, please treat your peers with respect when responding to their ideas. Everyone should feel safe speaking in my classroom, and it is essential that we work together to encourage and open and supportive atmosphere.

Papers and Writing

For computer crashes, lack of printer ink, and other obstacles to the timely submission of your papers and assignments, I have this philosophy: "It may not be your *fault*, but it IS your *problem*." Late papers due to unexpected Acts of God are still late papers. If something gets in the way of completing an assignment on time, this suggests to me that you should have started earlier.

All papers must be submitted in hardcopy and via email. Unless I indicate otherwise, papers should be double-spaced, with one inch margins, and page numbers. I expect all text to appear in 12 point font, with an appropriate typeface (Times, Helvetica, etc). All papers should have a title. All papers of multiple pages should be stapled, clipped, or bound.

References and Citations: I prefer parenthetical citations within the text (Author YEAR: Pg), with a works cited page at the end in American Sociological Association style (reproduced in the reading list above).

Paper Extension Policy: Every student is permitted a one day extension once this semester. Papers turned in after the one day extension will fall under the late paper policy. Keep in mind that if your group turns in a paper late, that counts as EVERYONE's extension.

Late Paper Policy: Late papers will be graded down 5% for each day late.

Academic Honesty

Plagiarism, cheating, and other acts of academic dishonesty will be *severely* punished. Per the University of Notre Dame Code of Honor (and common good sense) all work handed in must be the student's own work and must use proper citation when referring to the ideas of others. I will not hesitate to bring cases of plagiarism to the department's attention (or if undergraduate student, the Honor Committee). Per the Academic Code:

Plagiarism is a form of misconduct. A person's words and ideas are his or her own; they belong to the individual and should be considered the individual's property. Those who appropriate the words and/or ideas of another, and who attempt to present them as their own without proper acknowledgement of the source, whether intentional or not, are committing plagiarism or intellectual theft. It is assumed that all work submitted by a student represents the student's own ideas and work. Verbatim copying, paraphrasing, adapting or summarizing the work of another, regardless of the source – whether books, journals, periodicals, websites, or other forms of media – must be properly cited. Any representation of the work of another that is not properly referenced is considered to be plagiarism. Ignorance of what constitutes plagiarism is not a defense to an allegation of a violation of the academic integrity policy. It is the responsibility of students to familiarize themselves with this definition of plagiarism and to learn proper citation techniques (Academic Code, p. 16).

If you are unsure how to provide proper academic attribution, or what the university considers punishable offenses, please see me *in advance* of turning in an assignment... better to turn in honest work late than dishonest work on time. Please, contact me if you have any doubts on this issue.