It would be nice if all of the data which sociologists require could be enumerated because then we could run them through IBM machines and draw charts as the economists do. However, not everything that can be counted counts, and not everything that counts can be counted.
– William Bruce Cameron (1963) *Informal Sociology: A Casual Introduction to Sociological Thinking*

**Introduction to Qualitative Research in the Social Sciences**
with Dr. Heather Adams

**Overview of the Course**
This course will provide an overview of key areas of qualitative research as it is commonly employed in the social sciences. The course format will interweave professor led discussions, student construction a private wiki site and generating experiential knowledge through a class research project. Instructor led topics will include an introduction to qualitative research, ethics, epistemologies, methodological rigor, participant action research, representation of findings, and publishing research. Student wikipages [ I use Wikispaces – a site free for educational purposes] will be constructed in groups, with each group covering one of the following five topics: interviewing, artifact collection, participant observation, or thematic analysis. The second half of the course will focus on experiential learning, as you will apply what you have learned textually to designing and producing a class research project. Our project location this year is the [unspecified at this time – previous course focused on the BSU Multicultural Center]. At the conclusion of the course you will be familiar with key methods, common terminology and key areas of methodological discussion.

We will devote half of the last two weeks to in-class sessions where you will apply what you have learned in the course through writing up your research proposal or draft of results. I will also host a session during finals week if students are interested. This will be a purely collaborative process, where we will all work together to improve the quality of each other’s work. These assignments will not be graded.

**Required Readings**

All Students:
- All other required readings are posted on Blackboard
Graduate Students Only:

**Scheduled Topics, Assignments and Class Activities**
STUDENTS ARE RESPONSIBLE FOR CHANGES ANNOUNCED IN CLASS

<table>
<thead>
<tr>
<th>Week</th>
<th>Required Readings &amp; Assignments</th>
<th>Milestones</th>
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</table>
| 1    | • Orientation to the course  
  o Projects  
  • Button activity  
  • Introduction to rigor in qualitative research  
  ✓ Lincoln & Guba’s criteria for rigor in qualitative research  
  • Introduction to Qualitative Research  
  ✓ deMarrias, Ch. 1: Qualitative research: An overview  
Content: student can discuss two points of concern with traditional quantitative approaches that led to qualitative & specify how they impacts stages of research process |
| 2    | • Wiki orientation  
  o Introduction to wiki  
  o Create user page & add information to course page  
  o Assigned to wiki topic group  
  • Introduction to Qualitative Research contd.  
  ✓ deMarrias Ch. 2: Getting started in the research process  
  ✓ Crotty, Ch. 1: Introduction: The research process | Wiki: Students have begun topic page  
Content: student can discuss unique points of ethics in qualitative inquiry |
| 3    | • Ethics  
  ✓ deMarrias, Ch. 3: Considering ethical issues in qualitative research  
  • In-class  
  o trouble shooting session on Wikipage  
  o feedback on another group’s page | Wiki: students have begun topic page  
Content: student can discuss unique points of ethics in qualitative inquiry |
| 4 | - Epistemologies: Positivism & Post Positivism  
   - Crotty, Ch. 1: Introduction: The research process  
   - Crotty, Ch. 2: Positivism: The march of science  
   - In-class work sessions for development of Wikipage and critique to others | Wiki: students have begun to provide and respond to critiques of page |
| 5 | - Epistemologies: Constructionism  
   - Crotty, Ch. 3: Constructions: The making of meaning  
   - In-class work session on Wikipages – due at 5pm on following Monday | Wiki: all pages have been reviewed by classmates  
Content: each student can specify key differences between positivism & constructionism |
| 6 | - Participant action research  
   - Application – writing to director of multicultural center, introducing yourselves, the project, your goals and soliciting his goals  
   - Rigor in qualitative research  
Content: all students can specify key components of participant action research & displays application |
| 7 | - Reflection on Wiki process  
   - Develop research purpose statement & research questions  
   - Guiding questions for reflexivity journaling  
   - Application – writing your first reflexivity entry | Content: each student has (a) core knowledge of each method of data collection & analysis covered in the course (b) core knowledge of qualitative rigor |
| 8 | - Artifact Collection  
   - Discuss and develop protocol | Content: all students display application |
<table>
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<tr>
<th>Week</th>
<th>Activities</th>
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| 9    | - Participant observation  
  - In-class trouble shooting of data collection and early processing  
  - Fall Break – No Class!! |
| 10   | - Thematic analysis  
  - Writing as inquiry
| 11   | - Thematic analysis  
  - In-class trouble shooting of data collection and early processing  
  - Update data collection section with unexpected events  
  - Review and discuss writing practices exercises |
| 12   | - Alternative representation of findings  
<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
<th>Research Content</th>
<th>Wiki Content</th>
</tr>
</thead>
</table>
| 13   | • In-class trouble shooting of data analysis  
  o Update data analysis section with unexpected events  
  o Draft of results section  
 • Other epistemologies: Feminism  
  ✓ Crotty, Ch. 8, Feminism: Revisiting the man-made world  
 Content: all students develop more refined knowledge of data analysis processes through negotiation of research difficulties  
 Content: all students can discuss key points of feminism & reflect on their influence on the research process |  
| 14   | • In-class for finishing the final project report  
  o Final project report due on following Monday  
 • Thanksgiving Day – No Class!! | Research: all themes created & supported with data |  
| 15   | • Reflection on group research project process  
 • Update Wikipes pages to reflect new points of emphasis or clarity based on your experiences in applying your knowledge  
 • In-class working session on student’s qualitative research proposals/analysis  
 Wiki: reconsideration of content based on experiential learning |  
| 16   | • Publishing qualitative research  
  ✓ Responding to review critiques  
 • In-class working session on student’s qualitative research proposals/analysis | Graduate Students: data analysis section completed |  
| Finals Week | • In-class working session on student’s qualitative research proposals/analysis |  |  

International Review of Qualitative Research, 2(4), 433-444.

Beyond APA: Breaking the rules exercise

Content: all students develop more refined knowledge of data analysis processes through negotiation of research difficulties.