*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*
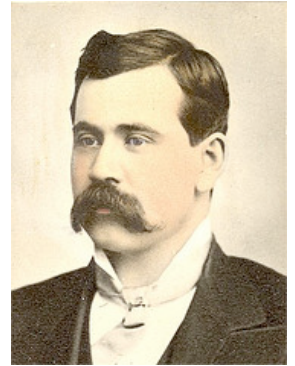
Introduction to Qualitative Research in the Social Sciences

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:
- Crotty, M. (1998). *The Foundations of Social Research*. Thousand Oaks, CA: Sage
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage
- Palmer, D.D. (1997). *Structuralism and Poststructuralism for Beginners*. NY, NY: Writers & Readers
- All other required readings are posted on Blackboard

Graduate Students Only:

- Cresell, J.W. (2002). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2nd Edition)*. Thousand Oaks, CA: Sage.

<u>Scheduled Topics, Assignments and Class Activities</u>
STUDENTS ARE RESPONSIBLE FOR CHANGES ANNOUNCED IN CLASS

Week	Required Readings & Assignments	Milestones
1	- Orientation to the course - 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 ✓ Denzin, N. K. & Lincoln, Y.S. (1998). Entering the field of qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.) *Strategies of Qualitative Inquiry.* (pp. 1-34). Thousand Oaks, CA: Sage	
2	- Wiki orientation - Introduction to wiki - Create user page & add information to course page - Assigned to wiki topic group - Introduction to Qualitative Research contd. ✓ Banister, P., Burman, E., Parker, I., Taylor, M. & Tindall, C. (1994). Qualitative research. In *Qualitative Methods in Psychology: A research guide.* (pp. 1-16). Philadelphia, PA: Open University Press ✓ deMarrias Ch. 2: Getting started in the research process ✓ Crotty, Ch. 1: Introduction: The research process	Wiki: Students have user account & info on course page Content: student can discuss two points of concern with traditional quantitative approaches that led to qualitative & specify how they impacts stages of research process
3	- Ethics ✓ deMarrias, Ch. 3: Considering ethical issues in qualitative research ✓ Deyhle, D. (1998). The role of the applied educational anthropologist – Between schools and the Navajo Nation. In K.B. deMarrais (Ed.) *Qualitative Research Reflections: Inside Stories.* (pp. 35-47). Mahwah, NJ: Lawrence Erlbaum Writing qualitative IRBs - In-class - trouble shooting session on Wikipage - feedback on another group's page	Content: student can discuss unique points of ethics in qualitative inquiry Wiki: students have begun topic page

4	• Epistemologies: Positivism & Post Positivism
	    ✓ Crotty, Ch. 1: Introduction: The research process
	    ✓ Crotty, Ch. 2: Positivism: The march of science
	  o 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
	    ✓ First three chapters in Palmer, D.D. (1999) *Structuralism and Postructurlaism for beginners.* NY, NY: Writers and Readers Publishing, Inc.
	  • 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
	    ✓ Kemmis, S. & McTaggart, R. (2000). Participatory action research. In N. Denzin & Y. Lincolon. *Handbook of Qualitative Research* (2nd Ed.), (pp.567-605). Thousand Oaks: Sage Publications
	    ✓ deMarrias, K. (2000). Teacher learning action research: Reflections on the process. *Insites*, *10*(2), 4-5.
	    ✓ Brydon-Miller, M. (1997). Participatory action research: Psychology and social change. *Journal of Social Issues, 53*(4), 657-666.
	    o Application – writing to director of multicultural center, introducing yourselves, the project, your goals and soliciting his goals
	  • Rigor in qualitative research
	    ✓ Ambert, A., Adler, P.A., Adler, P., & Detzner, D.F. (1995). Understanding and evaluating qualitative research. *Journal of Marriage and the Family, 57*, 879-893.
	    ✓ Peshkin, A. (1993). The goodness of qualitative research. *Educational Researcher, 22*(2), 23-29.
		Wiki: articles completed and submitted for grading
		
		Content: all students can specify key components of participant action research & displays application

7	• Reflection on Wiki process
	  • Develop research purpose statement & research questions
	    ✓ Peshkin, A. (1988). In search of subjectivity – one's own. *Educational Researcher, 17*(7), 17-22.
	    ✓ Guiding questions for reflexivity journaling
	    o 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 o Discuss and develop protocol	Content: all students display application

	o Artifact collection and charting exercise
	o Collect artifacts and write chart entries from site
	• Interviewing
	   o Discuss and develop protocol
	   o Create consent form
	   o Interviewing exercise
	   o Begin interviewing and transcription from site
		of knowledge of artifact collection and interviewing

9	• Participant observation
	   o Discuss and develop protocol
	   o Participant observation exercise
	   o Begin observation and data reduction at site
	• In-class trouble shooting of data collection and early processing
	   o Draft of methods section
	• **Fall Break – No Class!!!**
		Research: all artifacts collected and charted
		
		Content: all students display application of knowledge of participant observation

10	• Thematic analysis
	   o Discuss and develop protocol
	   o Thematic coding exercise – return to this exercise following class period
	• Writing as inquiry
	   ✓ Richardson, L. (2000). Writing: A method of inquiry. In N. Denzin & Y. Lincolon, *Handbook of Qualitative Research* (2nd Ed.), (pp.923-948). Thousand Oaks: Sage Publications
	   o Writing practice exercise selected – present and discuss in next in-class working session
		Research: (a) each student has completed their interview & begun transcription (b) each student has conducted & typed their participant observation

11	• Thematic analysis
	   o Revisit the coding exercise
	• In-class trouble shooting of data collection and early processing
	   o Update data collection section with unexpected events
	   o Review and discuss writing practices exercises
		Content: all students display application of knowledge of thematic analysis

12	• Alternative representation of findings
	   ✓ Richardson, L. (1999) Poetic representation. In J. Flood, B. Shirley, & D. Lapp (Eds) *Handbook on of Research on Teaching Literacy through the Communicative and Visual Arts*. NY, NY: MacMillan Reference Books
	   ✓ Cahnmann, M. (2003). The craft, practice and possibility of poetry in educational research. *Educational Researcher*
	   ✓ Glesne, C. (1999). Poetic transcription. In C. Glesne *Becoming Qualitative Researchers: An Introduction 2nd ed.* New York: Longman
	   ✓ Kumar, H. S. (2010). Speaking in silences.
		Research: (a) each student has transcribed their interview (b) each student has reduced their participant observation data
		
		Content: all students develop more refined knowledge of data collection processes through

	International Review of Qualitative Research, 2(4), 433-444. o Beyond APA: Breaking the rules exercise	negotiation of research difficulties

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
	   ✓ deBeauvior, S. (1952/1949). Introduction. In S. deBeauvior *The Second Sex*. (pp. 15-34). NY, NY: Vintage Books
	   ✓ Scholnick, E.K. (2000). Engender development: Metaphors of change. In P.H. Miller & E.K. Scholnick (Eds.) *Toward a Feminist Developmental Psychology*. (pp. 29-34). NY, NY: Routlage
		Research: all thematic analysis data coded
		
		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 Wikipages 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 ✓ Creswell, J.W. (1994). Research Design: Qualitative & Quantitative Approaches. Thousand Oaks, CA: Sage Publications	Research: Final report submitted for grading & reflection on the process Wiki: reconsideration of content based on experiential learning

16	• Publishing qualitative research
	   ✓ Alverman, D.E., O'Brian, D.G., Dillon, D.R. (1996). Conversations: On writing qualitative research. *Reading Research Quarterly, 31*(1), 114-120.
	   ✓ 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	