

SOCIOLOGY / NURSING 285B: Qualitative Methods II
Winter Quarter, 2014
 Wednesdays, 1:10-4:00 PM
 Laurel Heights, Room

FACULTY OF RECORD:

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PREREQUISITE: S/N 285A

WEEKLY CONTENT BY TOPICS:

Week	Date	Topic	Assignment
1	Jan 8	The Crisis of Representation	Monograph Critique
2	Jan 15	Grounded Theory/Situational Analysis II	Analytic Memo 1
3	Jan 22	Analyzing Extant Narrative and Visual Discourses	Material Culture Memo
4	Jan 29	Ethnography II	Analytic Memo 2
5	Feb 5	Participatory Action Research	Analytic Memo 3
6	Feb 12	Critical Approaches; Race Theory; Post-Colonial & Decolonizing Approaches, Queer Theory	Analytic Memo 4
7	Feb 19	Interpretive Phenomenology II	Early Hunches Memo
8	Feb 26	Representations: Written and Alternative Formats	Social Worlds/Arenas or position map and Memo
9	Mar 5	Adequacy, Accuracy, Completeness, "Truth", Working Against Appropriation; Validity and Respondent Validation	Presentation Outline
10	Mar 12	Leaving the Field, Coming to Terms, Publishing Course Evaluation Discussion	--
11	Mar 19	Student Presentations	

COURSE OVERVIEW: Course compares and contrasts modes of qualitative analysis. Examines issues in establishing plausibility, credibility, adequacy. Intensive data analysis and examination of the problems of presentation of findings with focus on questions of authority, the politics of representation, and preparation of text.

COURSE REQUIREMENTS:

1. **Class Participation:** Requirements include completion of required readings, *full participation* in all class discussions, integrating readings and your field work experiences, analysis, and interpretations. If you find you need to be absent from a class, please contact your seminar instructor beforehand, if at all possible.
2. **Assignments:** Assignments this quarter will focus on analytic activities, primarily a series of interpretive/analytic memos related to your data. There is a new assignment each week. Submission of written exercises must be *on time*. We will try to return your work the following week, if at all possible. Penalties for late assignments will be as follows: up to 24 hrs late grades will be reduced by one-third (e.g., from A- to B+); 24-48 hrs late, by two-thirds of a grade (e.g., from A- to B); 48-72 hrs late, by a full grade; and so on.

PLAGIARISM GUIDELINES: **Please do not turn in any work that is not your own original effort and thinking.** Any paper that contains evidence of having been copied or uses the work of others without appropriate citation may receive an “F” grade. Any incidence of plagiarism may also be grounds for dismissal. Students are reminded to seek guidance from the course instructor, and editorial assistance if needed; however, the work you submit *must* be the product of your own thought, study and learning.

Details on the department’s and University’s plagiarism policies can be found in the Sociology Student Handbook, the Nursing PhD Student Handbook, and the UCSF Code of Student Conduct. There is also a CLE/Moodle site titled “**SON Turnitin**,” where you can find additional information on plagiarism, and instructions on how to access the TurnItIn service to identify portions of your paper that come from other texts.

STUDENTS WITH SPECIAL NEEDS: Students with disabilities needing reasonable accommodations are encouraged to contact the instructors. If you have an accommodation please let instructors know before the assignment is due. The Office of Student Life is available to assist with the reasonable accommodations process: student.life@ucsf.edu or (415) 476-4318.

REQUIRED BOOKS & METHOD-SPECIFIC REQUIRED BOOKS: See 285A syllabus on CLE Site.

RECOMMENDED READINGS:

Recommended readings listed under each session can sometimes be found on the CLE/Moodle site for this course. If not posted there, course instructors may have originals that can be copied, or they can be accessed from the Library holdings or Inter-Library Loan. Additionally, other recommended readings can be found in the **Supplemental Bibliography on Qualitative Methods** (on CLE site for S/N 285A).

Week 1: January 8

THE CRISIS OF REPRESENTATION

*“The problem [of a research project] and its particular solution are analogous to those by which fresco painters solved the problem of representing the different temporal moments of a story in the singular space of a wall. The problem is to produce in a two-dimensional space framed as a wall a[n historically and geographically situated] world of action and movement in time” (Dorothy Smith 1987. *The Everyday World As Problematic: A Feminist Sociology*. Northeastern University Press, p.281).*

What is the crisis of representation?
Further discussions about "reflexivity"
Connections of methods and postmodernisms/poststructuralisms
Blurred genres and methods
Fragmentation

ASSIGNMENT DUE: Critique of Monograph

To facilitate the transition to Winter Quarter where our emphasis will be on data analysis, interpretation, reflexivity and writing it up (the complications of representations), during the quarter break everyone is required to read one (field work account, phenomenological, grounded theory, narrative analysis, or ethnography) monograph. Your choice of reading **MUST** be approved by your group seminar leader.

- At several points in Winter Quarter, we will discuss the accounts read, touching the following points that should be included in your critique:
- We do *not* want you to write a narrative review. Instead we want you to turn in a *bulleted list* touching on some of the following points:
 - a. Why you selected this monograph; what you felt/thought/sensed re: the method, approach and results.
 - b. Where is the author? How do they use voice and position themselves vis-a-vis the project?
 - c. What do you see as the overall strengths and weaknesses?
 - d. What are the contrasts between the author's experiences and your own regarding (i) entree, (ii) conduct of the work, (iii) ethical issues.
 - e. Specific comments on how the account was analyzed/interpreted and presented.
 - f. How does the author attend to diversity issues (i.e race, class, gender, sexuality, post-coloniality, indigeneity, etc.)?

REQUIRED READINGS

- Atkinson, P., Coffey, A., & Delamont, S. (2003). From styles of reporting to poetics and beyond. In P. Atkinson, A. Coffey, & S. Delamont. *Key themes in qualitative research: Continuities and change*. Walnut Creek, CA: AltaMira. Pp. 165-186.
- Honan, E, Knobel, M., Baker, C., & Davies, B. (2000). Producing possible Hannahs: Theory and the subject of research. *Qualitative Inquiry*, 6(1), 9-32.

- Lincoln, Y. S., & Denzin, N. K. (2005). Epilogue: The eighth and ninth moments -- Qualitative research in/and the fractured future. In N. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed). Thousand Oaks, CA: Sage.
- Pettinger, L. (2005). Representing shop work: A dual ethnography. *Qualitative Research*, 5, 347-364.

Week 2: January 15

GROUNDED THEORY II / SITUATIONAL ANALYSIS II

“...in doing grounded theory, there is a sense in which we want to achieve the impossible--to simultaneously generalize and situate. We want modest working concepts that can travel across the boundaries of social worlds as messengers, not imperialist armies!” Adele Clarke & Susan Leigh Star (1998). On coming home and intellectual curiosity. Issue in honor of Anselm L. Strauss. Symbolic Interaction, 21(4), 341-351@ 346.

Conceptual Integration
Basic Social Processes
GT Analytic Diagramming
Social Worlds/Arenas, Positional and Project Maps

ASSIGNMENT DUE: Analytic/Interpretive Memo 1

For students doing **grounded theory work**:

- New analytical (theoretical) memos will be due four times.
- The writing of analytic/interpretive memos in the grounded theory tradition is described by Strauss, Strauss/Corbin, Charmaz, and Lempert in required readings from NS285A.
- These memos should present the major categories you have generated (with related codes and data excerpts carefully labeled). If you are using the basic social process(es) approach, explore what you have come up with—including alternatives.
- Focusing on more than one process is fine. If you are using social arenas and /or positionality approaches, or want to consider that, read Clarke & Montini’s RU486 paper (see Recommended Readings for this session below).
- Make methodological notes on what to explore in further data collection and analysis.
- *Diagramming your current data findings should be part of one or more memos.* (We will work on diagramming in our small groups.) Your diagram(s) should work towards addressing the following questions: What is the main form of action (social process) in your project? How does it unfold over time? In relation to what conditions? With what consequences? Alternative outcome paths? Ongoing action?

For students doing **interpretive and/or narrative analysis**:

- New analytical (interpretive) memos will be due four times.
- For **Memo 1**: Select one case/interview that for some reason stands out for you either because it makes sense to you or because it is difficult or complicated to understand. Read it as a whole and make notes about what you are seeing in the text.
 - Select one story or an interesting section of this interview text and make liberal notes about the story. Ask yourself questions of the story – What is the story about? What might the storyteller be saying? Who is involved in the story? How does the story unfold? In what way is this story important for the teller and for you? What do you understand? What do you not understand? What might you want to ask in a later interview to help you get a better picture of the story? Write your comments/thoughts/reflections of the story.

REQUIRED READINGS:

- Charmaz, Kathy. 2006. *Constructing Grounded Theory*. London: Sage. Re-read pp. 72-113 (from fall quarter); read 113-122.
- Glaser, Barney. 1978. *Theoretical Sensitivity: Advances in the Methodology of Grounded Theory*. Mill Valley, CA: The Sociology Press. Pp. 83-92.
- Clarke, Adele E. 2005. *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks: Sage. Pp. 109-144.

REQUIRED EXEMPLARS: Re-read chosen exemplar from Fall Quarter PLUS one other GT or SA exemplar from the lists below not previously readGrounded Theory

- Lempert, Lora B. 1996. Women's strategies for survival: Developing agency in abusive relationships. *Journal of Family Violence*, 11(3): 269-289.
- Kools, Susan. 1997. Adolescent identity development in foster care. *Family Relations*, 46(3), 263-271. [example of dimensional analysis]
- Goodrum, Sarah. 2008. When the management of grief becomes everyday life: The aftermath of murder. *Symbolic Interaction* 34(4): 422-42.

Situational Analysis

- Perez, Michelle S. & Gaile S. Cannella. 2013. "Situational Analysis as an Avenue for Critical Qualitative Research: Mapping Post-Katrina New Orleans." *Qualitative Inquiry* 19(7): 1-13.
- Friese, C. 2010. "Classification Conundrums: Classifying Chimeras and Enacting Species Preservation." *Theory and Society* 39(2):145-172.
- Clarke, Adele E. & Montini, Theresa. 1993. The Many Faces of RU486: Tales of Situated Knowledges and Technological Contestations. *Science, Technology & Human Values* 18(1): 42-78.

RECOMMENDED:

See N/S285A syllabus under Grounded Theory and Situational Analysis sessions.

Week 3: January 22

ANALYZING EXTANT DISCOURSE & OTHER MATERIALS: VISUALS, DOCUMENTS, MEDIA, MATERIAL CULTURE, ETC.

“Whether the researcher’s interest is in the visual as topic or as resource, s/he must consider a number of issues which are important for decisions about the appropriateness of visual methodologies in any study . . . we may need to ask whether the visual will provide data that are different to or unavailable through words, since it is also possible to appreciate the visual dimension of an idea or phenomenon without visual display” (Harrison, p. 859).

- What is a discourse?
- What are discourse analyses?
- Documents as discourse(s)
- Material culture as discourse
- Visual materials as discourse

ASSIGNMENT: Memo on material culture / nonhuman salience:

- This memo asks you to address extant discourses and other materials in your project including visuals, documents, media, material culture, etc.—the things that “matter”. These are possible “foreground” issues, important *analytically* for your final report.
- Please document and discuss the material culture relevant to your project. Are there technologies, other non-human objects, physical settings (e.g., rooms to fit prostheses, labs, a small or large nursing home)?
- What are the material things that are central to those you are studying? Does their infrastructure vary? Is it stratified and, if so, along what axes? How do the people you have studied view these material things?
- Memo should be about 3-5 pages in length double spaced.

REQUIRED READINGS:

- Clarke, A. E. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage. Pp. 145-164 and 171-203.
- Riessman, C.K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage. Pp. 141-182.
- Prior, Lindsay. (2010). Documents in health research. Pp. 417-432 in *The Sage Handbook of Qualitative Methods in Health Research*, edited by I. Bourgeault, R. Dingwall, & R. deVries. Thousand Oaks, CA: Sage.

REQUIRED EXEMPLAR: Choose one:

- [Documents] Gibson, Terri. 2013. The entrepreneurial rationalities of governing and the construction of the enterprising nurse. *Qualitative Health Research* 23(1): 93-104.
- [Documents] Chang, Virginia W. and Nicholas A. Christakis. 2002. Medical modeling of obesity: A transition from action to experience in a 20th century American medical textbook. *Sociology of Health & Illness* 24(2): 151-77.

- [Online] Clarke, Juaane and Gudrun van Amerom. 2007. "Surplus suffering": Differences between organizational understandings of Asperger's syndrome and those people who claim the "disorder." *Disability & Society* 22(7): 761-76.
- [Visual] Radley, Alan, Darrin Hodgetts, and Andrea Cullen. 2005. Visualizing homelessness: A study in photography and estrangement. *Journal of Community & Applied Social Psychology* 15: 273-95.
- [Objects] Esala, Jennifer J. and Jared Del Rosso. 2011. Emergent objects, developing practices: Human-nonhuman interactions in a Reiki training. *Symbolic Interaction* 34(4): 490-513.

RECOMMENDED:

- Clarke, A. E. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage. Pp. 261-290 on mapping historical discourses.
- Jones, Nikki and Geoffrey Raymond. 2012. "The camera rolls": Using third-party video in field research. *Annals of the American Academy of Political and Social Science* 642: 109-23.
- Fadyl, Joanna K., David A. Nicholls, and Kathryn M. McPherson. 2013. Interrogating discourse: The application of Foucault's methodological discussion to specific inquiry. *Health* 17(5): 478-94.
- Sandelowski, M. (2003). Taking things seriously: Studying the material culture of nursing. In J. Latimer (Ed.) *Advanced Qualitative Research for Nursing* (pp. 185-210). Malden, MA: Blackwell.
- Bell, S.E. (2010). Visual methods for collecting and analyzing data. In I. Bourgeault, R. Dingwall, & R. deVries (Eds.). *Qualitative Methods in Health Research*. Thousand Oaks, CA: Sage. Pp.513-535.
- Harrison, B. (2002). Seeing health and illness worlds—using visual methodologies in a sociology of health and illness: A methodological review. *Sociology of Health and Illness*, 24(6), 856-872.

Week 4: January 29
ETHNOGRAPHY II

“[A]s in my other earlier work, the target of analysis wasn’t ‘institutions,’ ‘theories’ or ‘ideologies,’ but practices---with the aim of grasping the conditions which make these acceptable at a given moment; the hypothesis being that these types of practice are not just governed by institutions, prescribed by ideologies, guided by pragmatic circumstances---whatever role these elements may actually play---but possess up to a point their own specific regularities, logic, strategy, self-evidence and ‘reason’. It is a question of analyzing a ‘regime of practices’---practices being understood here as places where what is said and what is done, rules imposed and reasons given, the planned and the taken-for-granted meet and intersect”
Foucault, Michel. 1991. Questions of Method. Pp. 73-86 in *The Foucault Effect: Studies in Governmentality*, edited by Graham Burchell, Colin Gordon, and Peter Miller. Chicago: University of Chicago Press.

ASSIGNMENT DUE: Analytic/Interpretive Memo 2

PLEASE SEE DESCRIPTION OF ASSIGNMENT UNDER WEEK TWO.

REQUIRED READINGS

- Thomas, J. (2003). *Doing Critical Ethnography* (Qualitative Research Methods) Sage Publications (London, Thousand Oaks, CA and New Delhi) Vol 26: pp 48-72.
- Anderson, J., Adey, P., & Bevan, P. (2010). Positioning Place: Polylogic approaches to research methodology. *Qualitative Research, 10*, 589-604.
- Fine, Gary Alan. (2003). *Towards a Peopled Ethnography: Developing Theory from Group Life. Ethnography*. Sage Publications. (London, Thousand Oaks, and New Delhi) Vol. 4 4(1) pp:41-60.
- Brown-Saracino, J., Thurk, J., & Fine, G.A. (2008). Beyond groups: seven pillars of peopled ethnography in organizations and communities *Qualitative Research, 8*(5): 547-567.
- Exemplars (pick one and come to class prepared to discuss the exemplar you read in relation to ethnographic methods and approaches)**
- Meike Bucerius, S. (2013). Becoming a “trusted outsider”: Gender, ethnicity and inequality in ethnographic research. *Journal of Contemporary Ethnography December 2013 42: 690-721, first published on September 5, 2013 doi:10.1177/0891241613497747*
- Holt, T.J. & Copes, H. (2010). Transferring subcultural knowledge on-line: Practices and beliefs of persistent digital pirates. *Deviant Behavior, 31*,625-654.
- Rooke, A. (2009). Queer in the field: On emotions, temporality, and performativity in ethnography. *Journal of Lesbian Studies, 13*, 149-160.
- Sinding, Christina (2010). Using Institutional Ethnography to Understand the Production of Health Care Disparities. *Qualitative Health Research, 20*, 1656-1663.
- White, M.L. (2009). Ethnography 2.0: Writing with digital Voice. *Ethnography and Education, 4*, 389-414.

Week 5: February 5

PARTICIPATORY/ACTION RESEARCH

“Community-based action research seeks to change the social and personal dynamics of the research situation so that the research process enhances the lives of all those who participate. It is a collaborative approach to inquiry that seeks to build positive working relationships and productive communication styles. Its intent is to build a climate that enables disparate groups of people to work harmoniously and productively to achieve a set of goals. It is fundamentally a consensual approach to inquiry and works from the assumption that cooperation and consensus should be the primary orientation of research activity” (Stringer, E.T. (2007). *Action Research*. Thousand Oaks, CA: Sage).

ASSIGNMENT DUE: Analytic/Interpretive Memo 3

PLEASE SEE DESCRIPTION OF ASSIGNMENT UNDER WEEK TWO.

Also start working on your early hunches memo (due in Week 7).

REQUIRED READINGS:

- Wallerstein, N. & Duran, B. (2003). The conceptual, historical, and practice roots of community-based participatory research and related participatory traditions. Pp. 27-52 in M. Minkler & N. Wallerstein (Eds.). *Community-based Participatory Research for Health: From Process to Outcomes, 2nd Edition*. San Francisco: Jossey-Bass
- Andrews, J.O., Tingen, M.S., Jarriel, S.C., Caleb, M., Simmons, A., Bunson, J., Mueller, M. Ahluwalia, J.S., Newman, S.D., Cox, M.J., Magwood, G., & Hurman, C. (2011). Application of a CBPR framework to inform a multi-level tobacco cessation intervention in public housing neighborhoods. *American Journal of Community Psychology*. DOI 10.1007/s10464-011-9482-6
- Kneipp, S.M., Lutz, B.L., Levonian, C., Cook, C., Jamilton, J.B. & Roberson, D. (2013). Women's Experiences in a Community-Based Participatory Research Randomized Controlled Trial. *Qualitative Health Research*. Volume 23. DOI 10.1177/1049732313483924
- Bidwell, D. (2009). Is Community-Based Participatory Research Postnormal Science? *Science, Technology and Human Values*, 34(6): 741-761. DOI: 10.1177/0162243909340262.

RECOMMENDED:

- Cashman, S.B., Adeky, S., Allen, A.J., Corburn, J., Israel, B.A., Montano, J., et al. (2008). The power and the promise: Working with communities to analyze data, interpret findings, and get to outcomes. *American Journal of Public Health*, 98(8): 1407-1417.
- Israel, B. A., Krieger, J., Vlahov, D., Ciske, S., Foley, M., Fortin, P., & Tang, G. (2006). Challenges and facilitating factors in sustaining community-based participatory research partnerships: lessons learned from the Detroit, New York City and Seattle Urban Research Centers. *Journal of Urban Health*, 83(6), 1022-1040

Westhues, A., Ochocka, J., Jacobson, N., Simich, L., Maiter, S., Janzen, R., and Fleras, A. (2008). Developing theory from complexity: participatory action research study. *Qualitative Health Research*, 18(5):701-717.

EXEMPLARS: TBD

Week 6: February 12

CRITICAL APPROACHES, RACE THEORY, QUEER THEORY, POST-COLONIAL & DECOLONIZING APPROACHES

“Intersectionality is grounded in feminist theory, asserting that people live multiple, layered identities and can simultaneously experience oppression and privilege. It is an approach to creating knowledge that has its roots in analyzing the lived experiences of women of color...to reveal how aspects of identity and social relations are shaped by the simultaneous operation of multiple systems of power” (Dill, et al. 2007: 629).

Criticism and Bias Debates
Between Voice and Discourse- Silences and Pauses
Intratheoretical Debates

ASSIGNMENT: Analytic/Interpretive Memo 4

PLEASE SEE DESCRIPTION OF ASSIGNMENT UNDER WEEK TWO.

REQUIRED READINGS:

- Canella, G. & Lincoln, Y. 2009. Deploying Qualitative methods for Critical Social Purposes. Pp. 53-72 in Norman K. Denzin and Michael D. Giardina (Eds.). *Qualitative Inquiry and Social Justice*. Walnut Creek, CA: West Coast Press.
- *Bishop, R. 2005. Freeing ourselves from neo-colonial domination in research: A Kaupapa Maori Approach to creating knowledge. In N. Denzin & Y. S. Lincoln, *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage. *ONLY THE DIAGRAMS ON pp. 112 and 131.
- TallBear, Kim. 2013. *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis, MN: University of Minnesota Press. Pp. 1-29.
- Hankivsky, Olena, Colleen Reid, Renee Cormier, Colleen Varcoe, Natalie Clark, Cecilia Benoit, and Shari Brotman. 2010. Exploring the promises of intersectionality for advancing women’s health research. *International Journal for Equity in Health* 9: 5.
- Browne, Kath and Catherine J. Nash. 2011. Queer methods and methodologies: An introduction. Pp. 1-23 in *Queer Methods and Methodologies: Intersecting Queer Theories and Social Science Research*, edited by Kath Browne and Catherine J. Nash. Burlington, NT: Ashgate. (Can skim pp. 15-22)
- Valocchi, Stephen. 2005. Not yet queer enough: The lessons of queer theory for the sociology of gender and sexuality. *Gender & Society* 19: 750-70.

RECOMMENDED READINGS:

- Ladson-Billings, G., & Donnor, J. (2005). The moral activist role of critical race theory scholarship. In N. Denzin & Y. S. Lincoln, *Handbook of qualitative research* (3rd ed., pp. 279-302). Thousand Oaks, CA: Sage.
- Kinchelow, J. L., & McLaren, P. (2005). Rethinking critical theory and qualitative research. In N. Denzin & Y. S. Lincoln, *Handbook of qualitative research* (3rd ed., READ ONLY pp. 303-316). Thousand Oaks, CA: Sage.

Week 7: February 19

INTERPRETIVE PHENOMENOLOGY II. Guest Lecturer: Quinn Grundy, RN, PhD(c)

ASSIGNMENT: Memo: early hunches, codes & analytic/interpretive themes:

- What has grabbed your attention? Why? How? What are your salient categories and their relationships to data? Include conceptual definitions and data illustrations.
- Do a memo appropriate to your approach (phenomenology, ethnography, grounded theory, narrative analysis, etc.). Be daring and exploratory. Talk to yourself (spew!).
- Memo should be about 3-5 pages single spaced.

REQUIRED READINGS:

- Smith, Jonathan A., Paul Flowers & Michael Larkin. 2009. *Interpretative Phenomenological Analysis*. Los Angeles: Sage. Chapter 5: Analysis pp. 79-107
- Benner, P. 1994. The tradition and skill of interpretive phenomenology in studying health, illness and caring practices. In P. Benner, Ed., *Interpretive Phenomenology: Embodiment, Caring and Ethics in Health and Illness*. Thousand Oaks, CA: Sage.
- van Manen, M. 1990. *Researching Lived Experience, Human Science for an Action Sensitive Pedagogy*. London, Ontario: Althouse Press. Chapter 4: Hermeneutic phenomenological reflection.
- Grundy, Q. In press. "My love-hate relationship": Ethical issues associated with nurses' interactions with industry. *Nursing Ethics*.

RECOMMENDED READINGS:

- Benner, P., Tanner, C., & Chesla, C. (2009). Background and method. In P. Benner, C. Tanner, & C. Chesla, *Expertise in nursing practice: Caring, clinical judgment and ethics* (pp. 351-372). New York: Springer.
- Chan, G., Brykczynski, K., Malone R. & Benner, P. Editors. (2010). *Interpretive Phenomenology in Health Care Research*. Indianapolis: Sigma Theta Tau International Press. *This entire text is full of exemplars of interpretive phenomenological research and methodological discussions.*
- Chun, K., Chesla, C.A. & Kwan, C.M.L. (2011). "So we adapt step by step": Acculturation experiences affecting diabetes management and perceived health for Chinese American immigrants. *Social Science & Medicine*, 72, 256-264.
- Chesla, C.A. (1994) Parent's caring practices with schizophrenic offspring. In Benner Patricia. (1994) (Ed.), *Interpretive Phenomenology: Embodiment, caring and ethics in health and illness*. Thousand Oaks, CA: Sage. Pp. 167-184.
- Chesla, C.A., & Chun, K. (2005). Accommodation to type 2 diabetes in Chinese American families, *Qualitative Health Research*, 15(2), 240-255.
- Chun, K.M., & Chesla, C.A. (2004). Cultural issues in disease management for Chinese Americans with type 2 diabetes. *Psychology & Health*, 19(6), 767-785.
- Crist, J.D. (2005). The meaning for elders of receiving family care. *Journal of Advanced Nursing*, 49(5), 485-493.
- Cohen, M.Z., Kahn, D.L., & Steeves, R.H. (2000). *Hermeneutic phenomenological research; A*

- practical guide for Nurse Researchers*. Thousand Oaks, CA: Sage.
- de Witt L, Ploeg J, Black M. (2010). Living alone with dementia: an interpretive phenomenological study with older women. *Journal of Advanced Nursing*, 66(8), 1698-1707.
- Fox, S., & Chesla, C.A. (2008). Living with chronic illness: A phenomenological study of the health effects for women of the patient – provider relationship. *Journal of the American Academy of Nurse Practitioners*, 20, 109-117.
- Gudmundsdottir, M., & Chesla, C.A. (2006). Building a new world: Habits and practices of healing following the death of a child. *Journal of Family Nursing*, 12(2), 143-164.
- Hughes, A., Gudmundsdottir, M., & Davies, B. (2007). Everyday struggling to survive: experiences of the urban poor living with advanced cancer. *Oncology Nursing Forum*, 34(6), 1113-1118.
- Kesselring, A., Chesla, C.A. & Leonard, V. (2010). Why study caring practices? In *Interpretive Phenomenology in Health Care Research*. G. Chan, K. Brykczynski, R. Malone & P. Benner, Eds. Sigma Theta Tau International Press, pp. 3-22.
- Leonard, V. (1994). A. Heideggerian, phenomenologic perspective on the concept of a person. In P. Benner (Ed.), *Interpretive phenomenology: Embodiment, caring and ethics in health and illness*. Thousand Oaks, CA: Sage. Pp 225-254.
- Lorenz, RA. (2010). Coping with preclinical disability: Older women’s experience of everyday activities. *Journal of Nursing Scholarship*, 42 (4), 439-47.
- Mackey, S. (2005). Phenomenological nursing research: Methodological insights derived from Heidegger's interpretive phenomenology. *International Journal of Nursing Studies*, 42(2), 179-186.
- Marlow, E. & Chesla, C.A. (2009). Prison experiences and the reintegration of male parolees. *Advances in Nursing Science*, 32(2), E17-E29 .
- Newman, C, Cashin, A, & Waters, C D. (2010). A modified hermeneutic phenomenological approach toward individuals who have autism. *Research in Nursing & Health*, 33(3), 265-71.
- Park, M, & Chesla, C K. (2010). Understanding complexity of Asian American family care practices. *Archives of Psychiatric Nursing*, 24(3), 189-201.
- Smith, Jonathan A., Paul Flowers & Michael Larkin (2009). *Interpretative Phenomenological Analysis*. Los Angeles: Sage
- Svenaeus, F. (2010). The body as gift, resource or commodity? Heidegger and the ethics of organ transplantation. *Journal of Bioethical Inquiry*, 7(2), 163-172.
- Strzempko Butt, F, & Chesla, CA. (2007). Relational patterns of couples living with chronic pelvic pain from Endometriosis. *Qualitative Health Research*, 17(5), 571-585.
- Van Manen, M. (2002). *Writing in the Dark; Phenomenological Studies in Interpretive Inquiry*. London, Ontario, Canada: The Althouse Press. (*Text with examples of phenomenological writing.*)
- Van Manen, M. (1997). *Research lived experience: Human science for an action sensitive pedagogy*. London, Ontario, Canada: The Althouse Press.

Week 8: February 26

REPRESENTATIONS AND WRITING

...dialogic texts...presume an active audience. They create spaces for give-and-take- between reader and writer. They do more than turn the 'Other' into the object of the social science gaze. (Denzin and Lincoln 2005: 5).

*Writing is a social act, and act of communication both intellectual and emotional. It is also, at its best, an act of affirmation--a way of joining the human race and a human culture. And that means a writer must have a clear conception not only of the self, but of society. After all, the language itself is an inheritance, a shared wealth. It may be played with, stretched, forced, bent; but I, as a writer or teacher, must never assume that it is mine. It is **ours**, the living core, as well as the instruments, of the culture I derive from, resist, challenge, and--ultimately--serve. Wallace Stegner (2002). *On Teaching Writing and Fiction*. New York: Penguin.*

What do you “find”, what will you “report”, and how will you report it?
Who “owns” the findings?
How does knowledge grow?
Ethics revisited.
How to represent self.
Considerations in revealing and concealing.
Who is “other” and what is “difference”?
What is “presentation” and “representation”?
Reflexivity revisited -- whose voices and how do you know?
What is theory in the postmodern?

ASSIGNMENT DUE: Pick one, either A or B, based on Clarke (2005) *Situational Analysis*, pp. 109-144 [from Week 2]:

A. Social worlds/arenas map and memo of your project:

- 1 page social worlds/arenas map which should be hand-done.
- 1 page typed memo with any comments you want to make about the map.

B. Positional map and memo:

- 1 page positional map, which should be hand-done.
- 1 page typed memo that discusses the axes you chose, your rationales for choosing them, the positions taken and not taken in the discourse, etc.
- Were you to do additional maps, what other axes might be salient? What positions might be silent?

REQUIRED READINGS:

hooks, b. (1994). Seeing and making culture: Representing the poor. Pp. 165-173 in b. hooks (Ed.) *Outlaw culture: Resisting interpretations*. New York: Routledge.

Lather, P., & Smithies, C. (1997). Introduction. *Troubling the angels: Women living with HIV/AIDS*. Boulder, Colorado: Westview Press. Pp. xiii-xxix; pp. 1-11.

- Lather, P. (2007). "A Recalcitrant Rhetoric: Against Empathy. *Getting lost: Feminist efforts toward a double(d) science*. Albany NY: SUNY Press. Pp. 140-143.
- St. Pierre, Elizabeth A. 2008. Decentering Voice in Qualitative Inquiry. *International Review of Qualitative Research* 1(3): 319-36.
- Vaught, S.E. (2008). Writing against racism: Telling white lies and reclaiming culture. *Qualitative Inquiry*, 14(4): 566-589.

RECOMMENDED READINGS:

- Charmaz, K. (2006). Writing the draft. In K. Charmaz *Constructing grounded theory* (pp. 151-176). Thousand Oaks, CA: Sage.
- Caulley, Darrel N. 2008. "Making Qualitative Research Reports Less Boring: The Techniques for Writing Creative Nonfiction." *Qualitative Inquiry*, 14(3):424-49.
- Weems, L. (2006). Unsettling politics, locating ethics: Representations of reciprocity in postpositivist inquiry. *Qualitative Inquiry*, 12(5), 994-1011.
- van Manen, M. (1997). From meaning to method. *Qualitative Health Research*, 7(3), 345-369.

REFERENCES ON WRITING FOR SOCIAL SCIENTISTS

- Becker, Howard. 1986. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. University of Chicago Press: Chicago.
- Becker, Howard S. 1998. *Tricks of the Trade: How to Think About Your Research While You are Doing It*. Chicago: University of Chicago Press.
- Berger, A. A. (2007). *The Academic Writer's Toolkit: A User's Manual*. Tucson, AZ: Left Coast Press.
- Cook, Claire 1985. *Line by Line: How to Edit Your Own Writing*. Houghton Mifflin Co: Boston.
- Ellis, Carolyn and Arthur P. Bochner (Eds.) 1996. *Composing Ethnography: Alternative Forms of Qualitative Writing*. Walnut Creek, CA: AltaMira/Sage.
- Goodall, H.L. (Bud). 2000. *Writing the New Ethnography*. Walnut Creek, California: Alta Mira Press.
- Hjortshoj, Keith. 2001. *Understanding Writing Blocks*. Oxford University Press: Oxford.
- Lal, J. 1996. Situating Locations: The Politics of Self, Identity, and "Other" in Living and Writing the Text. In: D. Wolf (Ed). *Feminist dilemmas in fieldwork*. (pp. 185-214). Colorado: Westview Press.
- Loseke, D. R., & Cahill, S. E. (2004). Publishing qualitative manuscripts: Lessons learned. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman (Eds.) *Qualitative research practice* (pp. 576-591). London: Sage.
- Pelligrino, Victor. *A Writer's Guide to Powerful Paragraphs*. Maui arThoughts Co: Wailuku, HI.
- Radnofsky, M. 1996. Qualitative models: Visually representing complex data in an image/text balance. *Qualitative Inquiry* 2(4), 385-410.
- Richardson, Laurel. 2000. Writing: A method of inquiry. Pp. 923-948 in N. Denzin and Yvonna Lincoln (Eds.) *Handbook of qualitative research*. Thousand Oaks, CA: Sage, 2nd ed.
- St.Pierce, E. A. 1997. Circling the text: Nomadic writing practice. *Qualitative Inquiry* 3, 403-417.

Week 9: March 5

ADEQUACY, ACCURACY, COMPLETENESS, TRUTHFULNESS, WORKING AGAINST APPROPRIATION; VALIDITY & RESPONDENT VALIDATION

*Deleuze and Guattari (1983) suggest the tree as the modernist model of knowledge with the rhizome as the model for postmodern knowledge. The ...tree...presents 'a limited number of paths along which words can enter a relationship' ...Rhizomes are systems with underground stems and aerial roots, whose fruits are tubers and bulbs. To function rhizomatically, is to act via relay, circuit, multiple openings, as 'crabgrass in the lawn of academic preconceptions' (Ulmer 1989:195). Rhizomatics are about the move from hierarchies to networks, and the complexity of problematics where any concept, when pulled, is recognized as 'connected to a mass of tangled ideas, uprooted, as it were, from the epistemological field' (Lather, Patti. 2007. *Getting lost: Feminist efforts toward a double(d) science*. Albany NY: SUNY Press, p. 124.)*

How to “validate” interpretations and representations

Thinking about “truth”

Who is your audience?

who participates in making sure your representation is accurate, adequate, complete, “truthful”...and what is difficult about each of these adjectives?

There is no resting place

ASSIGNMENT: Outline of public presentation:

- Prepare a draft outline of the talk that you will present in class at the end of term.
- Focus on the analytic or interpretive strategies and findings that you hope to present. *Many students present a very brief overview of the whole, but go deeply into a smaller conceptual or interpretive segment of the project. Remember, you only have 10 minutes to present!*
- We will discuss these in small groups this week, so come prepared to discuss and offer constructive criticism to the group.

REQUIRED READINGS: Final readings TBD but tentatively:

- Bloor, M. (2001). Techniques of validation in qualitative research: A critical commentary. In R. M. Emerson (Ed.) *Contemporary field research: Perspectives and formulations*. (2nd ed., pp. 383-396). Prospect Heights, IL: Waveland Press.
- Lather, P. (1993). Fertile obsession: Validity after poststructuralism. *Sociological Quarterly*, 34(4), 673-693.
- Sparkes, A. C. (2001). Myth 94: Qualitative health researchers will agree about validity. *Qualitative Health Research*, 11(4) 538-552.
- Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life*, 2nd ed. Berkeley, CA: University of California Press. Pp. 1-13 and 312-32 (pp. 345-60 Appendix A: Methodology included FYI).

RECOMMENDED:

- Ellis, C. (1995). Emotional and ethical quagmires in returning to the field. *Journal of Contemporary Ethnography*, 24(1), 68-98.

- Lather, P., & Smithies, C. (1997). Trouble reading: Our bodies, this book, this fire. *Troubling the angels: Women living with HIV/AIDS* (pp. 215-237). Boulder, CO: Westview Press.
- Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 191-216). Thousand Oaks, CA: Sage.

Week 10: March 12

LEAVING THE FIELD, COMING TO TERMS, & PUBLISHING

Realities are not flat. They are not consistent, coherent and definite. Our research methods necessarily fail. Aporias are ubiquitous. But it is time to move on from the long rear-guard action which insists that reality is definite and singular... We need new philosophies, new disciplines of research. We need to understand that our methods are always more or less unruly assemblages” (Law 2007:605).

ASSIGNMENT: No new assignment. Be sure you have turned in ALL assignments for 285A and B.

REQUIRED READINGS:

- Reread from Fall qtr** Carter, Stacy M. and Miles Little. 2007. Justifying Knowledge, Justifying Method, Taking Action: Epistemologies, Methodologies and Methods in Qualitative Research. *Qualitative Health Research* 17 (10): 1316-1328.
- Glaser, Barney. 1978. *Theoretical Sensitivity*. Mill Valley, CA: The Sociology Press. Pp. 18-35 on theoretical pacing.
- Fox, R. C., & Swazey, J. P. (1992). Leaving the field. *Hastings Center Report*, 22(5), 9-15.
- St. Pierre, E.A. (2011). Post-Qualitative Research: The Critique and the Coming After. Pp. 611-626 in N.K. Denzin & Y.S. Lincoln (eds.) *The Sage Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications.
- Leonard, Lori. 2010. Negotiating authorship for doctoral dissertation publications: A reply. *Qualitative Health Research* 20: 723-6.

RECOMMENDED:

- Office of Behavioral and Social Sciences Research. (2001). *Qualitative methods in health research: Opportunities and considerations in application and review*. National Institutes of Health.
- Sandelowski, M. and J. Barroso. 2003. Writing the proposal for a qualitative research methodology project. *Qualitative Health Research* 13: 781-820.

Week 11: March 19 *NOTE: CLASS HOURS 12-4PM in Room LH382.**

FINAL ORAL PRESENTATIONS:

- During this final session of the course, each student will prepare and deliver a podium presentation of 10 minutes, plus 3-5 minutes for questions and discussion.
- This will be open to other qualitative researchers, invited guests, students' advisors, and will be advertised throughout the School.
- This presentation should take the form of a brief paper focused on analysis or interpretation and findings (*that is, less time focused on background and significance, review of literature*).
- If you wish to present a single finding, (theme, interpretation, analytic diagram, beginning work on a basic social process), you will want to indicate how you arrived at it, what you did to support it, whether you yourself regard your findings as "adequate" and how you have handled the issue of "voice(s)" in the account.

All presentations must cover the following points:

1. Nature of study, central aim.
2. Entree, length of field work, nature of data collected.
3. The core issues in analysis/interpretation.
4. The central finding that you wish to present.

It may help to pretend you are presenting your work to people from a culture very remote from the early 21st century U.S. and think through very carefully what kinds of "background information" they might need to grasp your message. We are trying to help you clarify what you are tacitly assuming in your "representing practices."

Presentations may additionally address (you will not have time to cover all):

1. Search for range of variation.
2. Attempts to use grounded theory, narrative analysis, ethnography, phenomenology or situational analysis.
3. How you coded or interpreted your data to get your provisional findings.
4. How you structured credibility/adequacy and the rigor of your analytic or interpretive process.
5. How you have chosen to address respondent verification.
6. What ties your analysis to the literature regarding your phenomenon.

FINAL PAPER DUE WED, MARCH 26: To small group leader

- For the final work of the course, you will prepare a paper that is a synthesis of the work you have done over the two quarter sequence of S/N285AB.
- The first half of the paper is a revised version of the S/N285A paper based on faculty feedback (Introduction, Review of Literature, and Method).
- Added to this paper will be your findings including:
 - a) Sample
 - b) Issues in data collection and analysis
 - c) Findings: Themes, basic social processes, situational maps, interpretive analyses including exemplars, or paradigm cases
 - d) Limitations and methodological rigor

e) Conclusion

- This is a scholarly paper as described in S/N285A
- We expect that your work will be conducted in accord with principles of scientific integrity.
- If you would like, you can construct an alternative format to present your project, as discussed in the sections of *The Handbook of Qualitative Inquiry* where postmodern projects are described. However, if you choose a non-traditional approach to your paper, you must include information about the following elements:
 1. Introduction to the project.
 2. The nature of the study, entree, description of data collection, any difficulties.
 3. The core issues in analysis/interpretation.
 4. Your findings: Themes, basic social processes, situational maps, interpretive analyses including exemplars, or paradigm cases.
 5. Conclusions.

INVISIBLE SESSIONS

Foucault's Methods:

Foucault's Methods: Discourse Analysis, Archeology, Genealogy, Governmentality

- Miller, Leslie. 2008. Foucauldian Constructionism. Pp. 251-274 in Holstein, James A. and Jaber F. Gubrium. *Handbook of Constructionist Research*. New York: Guilford Press.
- Clarke, A. E. (2005). Excerpt on New Roots I: Foucault and the Interactionist Project. *Situational analysis: Grounded theory after the postmodern turn* (pp. 52-60). Sage.
- Scheurich, J. J., & McKenzie, K. B. (2005). Foucault's methodologies: Archaeology and genealogy. In N. Denzin, & Y. S. Lincoln *Handbook of qualitative research* (3rd ed., pp. 841-868). Thousand Oaks, CA: Sage.

Research Exemplars:

- Crawshaw, P. (2007). Governing the healthy male citizen: Men, masculinity, and popular health in *Men's Health* magazine. *Social Science and Medicine*, 65(8), 1606-1618.
- Hayden, S. (2001) Teenage bodies, teenage selves: Tracing the implications of bio-power in contemporary sexuality education texts. *Women's Studies in Communication*, 24(1), 30-61.
- Hemmings, A. (2002). Youth culture of hostility: Discourses of money, respect, and difference. *International Journal of Qualitative Studies in Education*, 15(3), 291-307.
- Stevenson, C., & Cutcliffe, J. (2006). Problematizing special observation in psychiatry: Foucault, archaeology, genealogy, discourse, and power/knowledge. *Journal of Psychiatric and Mental Health Nursing*, 13(6), 713-721.