

SAMPLE

PPD 209: Qualitative Methods Overview

[REDACTED]

[REDACTED]

Professor [REDACTED]

Office: [REDACTED]

Ph: [REDACTED]

[REDACTED]

Office hours: [REDACTED]

This seminar is an introduction to the use of qualitative methods with a particular focus on techniques. You will gain hands-on experience in ethnography or participant observation and interviewing. Analytical techniques and theory building of qualitative research will be discussed and practiced. In addition, we will consider ethics, epistemology and research design.

Course Requirements

The following books are being used in this course. We will be reading a substantial portion of each book. These books are NOT on reserve.

Robert Emerson, Rachel Fretz and Linda Shaw, *Writing Ethnographic Fieldnotes*. (University of Chicago, 2011) Second Edition.

Barney Glaser and Anselm Strauss, *The Discovery of Grounded Theory: Strategies for Qualitative Research*. (Aldine de Gruyter, 1967)

Weiss, Robert S. 1994. *Learning From Strangers: The Art and Method of Qualitative Interview Studies*. The Free Press.

Yin, Robert K. 2014. Case Study Research: Design and Methods. 5th Edition.

**Highly recommend: *Contemporary Field Research: Perspectives & Formulations, Ed (Robert Emerson)*.

Most of the other book chapters/excerpts for the course have been placed on Reserve or EEE. You can access these through the library.

Assignments:

Class Attendance & Leading Class Discussion

Attendance at class and active participation in discussions is a vital part of this class. In addition, students will lead class discussion on several occasions during the quarter.

20% of Grade

DropBox /Portfolio

I will read and comment on, but not grade, the assignments in the class.

You have the option of revising any assignment that you would like. At the end of the class, create a portfolio that includes all the assignments listed below (include only the revised version if you revise).

The portfolio will count for 50% of your grade.

#1 Research Questions and Approaches

Propose theoretical questions about your research topic. You will not be required to pursue these for your paper (though you may want to), so feel free to think broadly. Explain how these questions or some aspect of these might be answered by taking a positivist approach and an interpretive approach.

Come up with 1 question for each approach. I am not looking for a full-blown research design, but for your understanding of the match between question and research approach.

DRAFT DUE: WEEK 3, [REDACTED]

FINAL DUE: WEEK 4, [REDACTED]

Submit this assignment to the "Message Board" of our EEE webpage. Also bring a hard-copy of your questions to class for discussion on

#2 Sociological Biography

Post a 2-3-page auto-ethnography. If possible, use sociological concepts you are familiar with to describe your identity, community of origin, and social trajectory. Having discussed who you are, explain how you think this impacts the work you do, including the research you engage.

Submit this assignment to the "Message Board" of our EEE webpage & read your classmates bios.

DUE WEEK 4, [REDACTED]

#3 Fieldnotes

Over the course of the semester every student will write **two** sets of fieldnotes based on in-person observation of events associated with their research topic. If possible, try to make one event one that you observe, and another one that you participate in. Both should be included in your portfolio.

- Submit to "Fieldnotes1"& "Fieldnotes 2" in the class Dropbox on EEE

FIELDNOTES 1, DUE WEEK 6, [REDACTED]
FIELDNOTES 2, DUE FINALS WEEK, in Dropbox/Portfolio

#4 Interview Guide -

Write 10 interview questions that you plan to ask as part of your research. Be sure to specify who the questions are designed for: a leader in an organization, a student, a resident of given community? Be careful about wording and order. Bring a copy of the questionnaire to class.

- Submit to "Interview Guide" in the class Dropbox on EEE

DUE DRAFT: WEEK 6, [REDACTED]
DUE FINAL: WEEK 6, [REDACTED]

#5 Interview transcripts

Over the course of the semester every student will conduct **two** interviews. One interview should be taped (if possible). During this interview you should take some notes on such things as the setting and expressions of the interviewee. These notes should be fairly minimal as you will want to be focusing on the conversation. The other interview may be taped, but the transcript will be made entirely from notes and memory. Be sure to write on each transcript whether you worked from tape or notes. All transcripts should be made as soon after the interviews as possible. Both should be included in your portfolio.

TRANSCRIPT 1, DUE WEEK 7, [REDACTED]
TRANSCRIPT 2, DUE FINALS WEEK, in "Dropbox/Portfolio"

Final Paper

Your final paper is an interim report on a research project that could grow from the initial data collection we have done in the class. The paper should cover every aspect of the course. It should pose a question, discuss the appropriate epistemological approach to answering it, and discuss the data that have been and still need to be gathered. It should also include analysis of some of the data that have been gathered and a discussion of how this analysis helps to answer the question. Finally, it should discuss issues of reliability and validity with reference to the data and the design you have chosen, as well as any other design issues, as appropriate. 12-15 pages is the limit for the paper.

The paper will count for 30% of your grade.

PAPER DUE: [REDACTED]

WEEK 1

[REDACTED] What is Qualitative Research? Intro to Your Research Project

- Gary King, Robert Keohane and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, 1994), Read 1-12 (introduction); Skim 13-49 & 99-114.
- *Workshop on Scientific Foundations of Qualitative Research*. 2004. Washington, D.C. National Science Foundation. pp: 9-19, 53-54 on EEE

WEEK 2

[REDACTED] Epistemology Approaches

Positivists:

- *Gary King, Robert Keohane and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, 1994), Read 1-12 (introduction); 13-49 & 99-114.
- *Styles of Causal Thought: An Empirical Investigation*. Gabriel Abend, Caitlin Petre, and Michael Sauder. *American Journal of Sociology*, Vol. 119, No. 3 (November 2013), pp. 602-654

Interpretivists:

- Clifford Geertz, *Thick Description*, Chapter 1

**BREAK 10 MINUTES **

** Class Exercise: What is your epistemological approach?

Reconciling these Approaches & Research Design

- Howard Becker. Ch.13 “The Epistemology of Qualitative Research”
- Ann Chih Lin, "Bridging Positivist and Interpretive Approaches to Qualitative Methods," *Policy Studies Journal* 26:1(1998)
- Wendy Roth and Jal. D. Mehta. 2002."The Rashomon Effect: Combining Positivist & Interpretivist Approaches in the Analysis of Contested Events” *Sociological Research Methods and Research*.

	WEEK 3
	Theoretical Approaches & Research Design

Testing Theory & Design

- Andrew Bennett, Testing Theories and Explaining Cases, in *NSF* 49-51.
- Rendón, Maria G. 2014. The Urban Question and Identity Formation: The Case of Second Generation Mexican Males in Los Angeles. *Ethnicities*.

** 10 minute break

Building Theory & Design

- Barney Glaser and Anselm Strauss, Chapter 1 & 2 *The Discovery of Grounded Theory*. p. 10-43.
- Studdaby, Roy. “From the Editors: What Grounded Theory is Not”. *Academy of Management Journal*. Pp. 633-642

** 10 minute break

Critical Theory & Reflexive Science

- Joan Acker, Kate Barry, and Johanna Esseveld, "Objectivity and Truth: Problems in Doing Feminist Research," in Fonow and Cook, *Beyond Methodology: Feminist Scholarship as Lived Research* (Indiana, 1991).
- Michael Burawoy, (1998) "The Extended Case Method," *Sociological Theory*, Vol. 16: 4-33.
 - **Watch: Clip Righteous Dopefiend by Phillip Bourgois**

** Class Exercise: What is your theoretical approach?

DUE NEXT WEEK:

DRAFT OF QUESTION(S).

SOCIOLOGICAL BIOGRAPHY: Read classmates bios in preparation for class discussion the following week

WEEK 4

Defining and Developing a Research Project

- Robert K. Yin, *Case Study Research*, Chapter 1 & 2 pp. 1-69
- Small, Mario Luis. 2009. "How many cases do I need?" *On Science and the logic of case selection in field-based research. Ethnography*. Vol. 10(1): 5-38

** 15 Minute Break

- Baum, F., MacDougall, C., & Smith, D. (2006). Participatory action research. *Journal of epidemiology and community health*, 60(10), 854
- Minkler, M. (2000). Using Participatory Action Research to build Healthy Communities. *Public Health Reports*, 115(2-3), 191

**Class Exercise: Given your question – what's your design?

DUE NEXT WEEK:

RESEARCH QUESTION(S) & DESIGN:

WEEK 5

Getting In and Getting Access: Practical, Ethical, Power Issues
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- ** Come prepared to discuss who you are and how it matters for your research.
- ** Discuss Ethics and Human Subjects – In Design, Getting In, During and After the Study

- Waters, Mary. 1999. “Appendix: Notes On Methodology” pp. 347-371 in *Black Identities: West Indian Immigrant Dreams and American Realities*”
- Carol Warren. “Gender and Field Work Relations” chapter 9 in *Contemporary Field Research*.
- Maxine Baca Zinn “Insider Field Research in Minority Communities” chapter 6 in *Contemporary Field Research*.

** 15 minutes

- Alice Goffman. 2009. *On the Run: Wanted Men in a Philadelphia Ghetto*. *American Sociological Review* 74/2: 339-357
- Alice Goffman. 2014. Appendix to book, *On the Run*.
- SKIM Critiques:
 - **Rios, V.M. 2015. Review of *On the Run*, by Alice Goffman. *American Journal of Sociology*.
 - [**Ethics On The Run By STEVEN LUBET](#)
 - [What Does Alice Goffman Have in Common With Rachel Dolezal?](#)
 - [Alice Goffman’s Heralded Book on Crime Is Disputed](#)
 - Many more...search online

WEEK 6

	Ethnography & Participant Observation
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- Erving Goffman, *On Fieldwork* pp. 153- 158 in *Contemporary Field Research*
- Robert Emerson, Rachel Fretz and Linda Shaw, *Writing Ethnographic Fieldnotes*. Chapters 1-3. pp. 4- 87

*** 15 minutes

Refining Your Analytical Focus While On the Field

- Barney Glaser and Anselm Strauss, *The Discovery of Grounded Theory*, Chapter 3, pp. 45-77
 - [See also : Corbin and Strauss. 2008. Ch. 7 “Theoretical Sampling” pp. 143-157]
- Robert Emerson, Rachel Fretz and Linda Shaw, *Writing Ethnographic Fieldnotes*. Chapter 5 Pursuing Members Meanings pp. 129-169

Optional:

- John Lofland and Lyn Lofland, *Analyzing Social Settings* (Wadsworth 1995), Chapter 6 – Thinking Topics pp. 121-143

DUE NEXT WEEK:

FIELDNOTES #1: [REDACTED]

INTERVIEW GUIDE DRAFT: [REDACTED]

WEEK 7

Fieldwork (cont.) & Interviewing

Bring hard copy of your field notes.

Class Exercise: Exchange Fieldnotes 1 and Discuss

** 10 minutes

Selecting Interview Respondents and Improving Interview Guide

- Robert S. Weiss, *Learning from Strangers*, Ch1-4. pp. 1-119

** 10 minutes

Bring hard copy of DRAFT interview guide. Exchange and Discuss.

- Appendix B: Interview Guide ---Edin, Kathy and Kefalas, Maria. 2005. Promises I Can Keep: Why Poor Women Put Motherhood before Marriage.

DUE NEXT WEEK:

FINAL INTERVIEW GUIDE

INTERVIEW TRANSCRIPT 1.

Bring Hard Copy to Class

WEEK 8

Interview (cont.)

- Robert S. Weiss, Ch 5. Issues in Interviewing. pp. 121-150
** 15 minutes **

****Class Exercise: Exchange Transcripts**

- Barney Glaser and Anselm Strauss, *The Discovery of Grounded Theory*, Chapters 5 and 6. pp. 101-158

WEEK 9

Ethics

Guest Speaker, Research Ethics: Human Subjects Presentation

- Therese Baker, *Doing Social Research, The Uses and Abuses of Social Research*. chapters 3 and 8 pp.
- Joan Sieber, *Planning Ethically Responsible Research*, p. 79-95, 124-140.
- Lisa Belkin, "The Clues are in the Blood," *The New York Times Magazine*, April 26, 1998.

<http://www.nytimes.com/1998/04/26/magazine/the-clues-are-in-the-blood.html?pagewanted=all&src=pm>

WEEK 10

Overview

Optional:

- Robert M. Emerson, Rachel Fretz, and Linda Shaw, *Writing Ethnographic Fieldnotes*, Ch. 7. Writing an Ethnography, pp. 201-242

FINALS WEEK

Paper and Portfolio Due Date: ████████████████████