

EDP 384: QUALITATIVE RESEARCH METHODS (Unique no. 11213)
Spring 2014

Instructor: Ricardo Ainslie, Ph.D.
Room/time: SZB 240, Wednesday, 9-12
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Office hrs: Tu 10-11, Th 10-11, and by appointment
Text: Corbin, J. & Strauss, A., (2008). Basics of qualitative research: Techniques and procedures for developing grounded theory (3rd ed.). Thousand Oaks, CA: Sage.

Course description

This course examines research methods that are descriptive, field-based, interpretive, and discovery-focused, in contrast to traditional quantitative methods of analyzing and interpreting data. The two main objectives of the class are to prepare you to conduct qualitative research and to be able to evaluate published qualitative research. **Topics covered include varieties of qualitative research (emphasizing grounded theory, but also including case studies, ethnography, and phenomenology), identifying questions and phenomena for research, planning and conducting qualitative research, coding and other analytic procedures, developing an interpretation, and trustworthiness concerns in qualitative inquiry.** We will emphasize approaches that are more suited to smaller scale, lower budget projects conducted by a single investigator. Class sessions will be devoted to discussions of the text and of selected articles and chapters illustrating different forms of qualitative research in several disciplines. We will also do some limited fieldwork, conducting interviews and observations. Later in the semester after work has begun on individual projects, we will use some class time to discuss issues, problems, and insights gained from the project activities.

Major Project description:

The course Major Project will be to conduct a small qualitative study, including data collection, analysis, report, and oral presentation. Learning about qualitative research is greatly aided by immersion in the process, because it provides the researcher a close-up view of the issues, potential, and problems associated with the approach. A semester is a short time to complete all the phases of a study, so some reasonable limits on the extensiveness of the sample, data collection, and analysis will be established. A fuller description of the course project will be provided in class.

Assignment Discussion

The asterisked readings will be individually assigned for class discussion. On the week you present the assigned reading you will be asked to summarize the article, critically evaluate it, and draw the links to the week's core readings.

Grading policy and related matters:

Evaluation: The course grade will be based on the Major Project and associated assignments (60%), reading assignment discussions (15%), interview and ethnography

assignment (15%), and participation (10%). Incompletes (X) will not be given except for medical necessity or other equally compelling reasons. Not completing the project is not grounds for an incomplete; think of the paper as a progress report.

IRB Requirements

If the class project is part of some other research activity (e.g., funded project, professor you work for), the project will need IRB approval, typically as an amendment to the original proposal to IRB. If the project is independent work, and you are fairly sure that you'll use the project as the basis for an article or presentation at a professional meeting, you'll also need IRB approval. Get started early! Note: A project that is done only for this class with no intention of subsequent publication does not require IRB approval.

Other matters:

If you have a condition that requires some accommodation during instruction, exams, or for assignments, please let me know ASAP, and before the end of the second week of classes. The University of Texas provides upon request appropriate academic adjustments for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259.

DAY	TOPIC	READING
1/15	INTRODUCTION	
1/22	EPISTEMOLOGY	<p>Habermas, J. Ch. 7 "Dilthey's Theory of Understanding Expression: Ego Identity and Linguistic Communication;"</p> <p>Habermas, J. Ch. 10. "Self-Reflection as Science: Freud's psychoanalytic critique of meaning." In: Knowledge and Human Interests. Boston: Beacon Press; 1971.</p> <p>Geertz, C. "Thick description: Toward an interpretive theory of culture." In: <i>The Interpretation of Cultures</i>; New York: Basic Books, p. 3-32</p> <p>Ponterotto– Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science.</p> <p>[IN CLASS INTERVIEW: WHAT CONSTITUTES KNOWLEDGE?]</p>
1/29	QUALITATIVE THEORIES	<p>Creswell Chapter 3 "Five different qualitative studies;" & Creswell Chapter 4 "Five qualitative traditions of inquiry;"</p> <p><i>Qualitative Inquiry and Research Design</i> 1998 Sage.</p> <p>Maas, P. "The Toppling: How the media inflated a minor moment in a long war." <i>The New Yorker</i>, January 10, 2011</p> <p>[IN CLASS INTERVIEW: WHY QUALITATIVE]</p>
2/5	DATA COLLECTION: INTERVIEWING	

**C&S Ch. 1 – Introduction, C&S 2 - Practical Considerations;
Bogdan & Biklen Qualitative Research, 4th Ed. – Ch. 3 Interviewing
94-104**

**Forsey, M. – “Interviewing Individuals.” Handbook of Qualitative
Research in Education (Delamont, Ed.) pp. 364-376.**

**Fontana & Frey “Interviewing: The art of science” *Handbook of
Qualitative Research* (Denzin, Ed.) Ch. 22, 1994, pp.
361-376.**

**Giorgi & Giorgi, Appendix 13.1. Interviews Concerning the
Experience of Internalized Homophobia by Two Male
Homosexuals (Raw Data of this Study).**

FIRST INTERVIEW ASSIGNMENT – IMMIGRANT 1

2/12

GROUNDING THEORY – 1

C&S Ch. 3 – “Prelude to Analysis”,

C&S 4 – “Strategies for Qualitative Data Analysis”

**Berg, B.L. (2001). “An Introduction to Content Analysis.” In:
Research Methods for the Social Sciences. Boston: Allyn
& Bacon. Pp.238-267.**

*Tyson et al – It’s not a ‘Black thing’: Understanding the Burden of acting
white and other dilemmas of high achievement.

*Webster-Stratton, C. & Spitzer, A. (1996). *Advances in Clinical Child
Psychology*, Vol. 18, pp. 1-18

*Woodruff, A. and Schallert, D. (2008). “Studying to play, playing to
study: Nine college student-athletes’ motivational sense of
self.” In *Contemporary Educational Psychology*, 23, pp.34-
57.6

[IMMIGRANT 1 INTERVIEW – DISCUSSION]

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GROUNDING THEORY – 2

**C&S Ch. 5 – “Introduction to Content, Process, and Theoretical
Integration”,**

C&S Ch. 6 – “Memos and Diagrams”

C&S Ch. 7 – “Theoretical Sampling”

**Charmaz, K. Ch. 3. “Coding in Grounded Theory Practice” In:
Constructing Grounded Theory. Los Angeles: Sage,
2006.**

*Danforth, S. & Navarro, V. (2001). “Hyper Talk: Sampling the Social
Construction of ADHD in Everyday Language.”
Anthropology and Education Quarterly, Vol. 32, pp. 167-
179.

*Polaschek, D., Calvert, S. & Gannon, S. (2009). “Linking Violent
Thinking: Implicit Theory-Based Research with Violent
Offenders.” *Journal of Interpersonal Violence*, Vol. 24, pp.
75-96.

- *Brown, T. & Rodriguez, L. (2009). "School and the co-construction of dropout." *International Journal of Qualitative Studies in Education*, Vol.22, No.2. pp.221-242.

SECOND INTERVIEW - ASSIGNMENT TRANSCRIBE 3-4 PAGES
CODED IN CLASS

2/26

CASE STUDY

C&S Ch. 10 –“Analyzing Data for Context”

C&S Ch. 11 –“Bringing Process into the Analysis”

Rosenwald, G. – “A Theory of Multiple-Case Research.” *Journal of Personality*, 56, 1 pp.239-264.

*Ainslie, R.C. (1997) Ch. 7 “The Garcia Family” In: *No Dancin’ in Anson* (pp. 171-196)

Ainslie, R.C. (2004) *Long Dark Road: Bill King and Murder in Jasper, Texas*

Ainslie, R.C. (1979) *Separation-Individuation and The Psychology of Twinship*

*Booher-Jennings, J. (2005). “Below the Bubble: ‘Educational Triage’ and the Texas Accountability System.” *American Educational Research Journal*, Vol.42, No. 2. pp. 231-268.

*Gambone, J. (1990). “Teachers and Teaching:Tipping the Balance.” *Harvard Educational Review*, Vol. 60, No. 2 pp. 217-237.

IN CLASS INTERVIEW: Case Study

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ETHNOGRAPHY

C&S Ch. 8 –“Analyzing Data for Concepts”

C&S Ch. 9 –“Elaborating the Analysis”

Tedlock, B. – Ethnography and Ethnographic representation. In Denzin, N. and Lincoln, Y. (Eds.) (2001) *The Handbooks of Qualitative Research*. Thousand Oaks: Sage. p. 455-487

*Ainslie, R.C. (1997) *No Dancin’* In *Anson: An American story of Race and Social Change*. New Jersey: Jason Aronson. Ch 2 “The dance fight” (pp. 48-79). Ch. 3 “Dance fights, cock fights, and other forms of enactment.” (p83-104).

*Allen, J. (1986). “Classroom Management: Students’ Perspectives, Goals, and Strategies.” *American Educational Research Journal*, Vol.23, No. 3. Pp. 437-459.

*Harry, B. (1992). “An Ethnographic Study of Cross-Cultural Communication with Puerto Rican-American Families in the Special Education System.” *American Educational Research Journal*, Vol.29, No. 3. Pp. 471-494.

*Levinson, M., & Sparkes, A. (2005). “Gypsy children, space, and the school environment.” *International Journal of Qualitative Studies in Education*. Vol. 18, No. 6, pp. 751-772.

OBSERVATION ASSIGNMENT 3-4 PAGE DESCRIPTION

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SPRING BREAK

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PHENOMENOLOGY

Giorgi, A., & Giorgi, B. (2003). “The descriptive phenomenological psychological method.” In P. Camic, J. Rhodes, & L. Yardley (Eds.). *Qualitative research in psychology* (pp. 243-273). Washington, DC: APA

*Robinson, F. “Dissociative Women’s Experiences of Self-Cutting.” In: *Phenomenological Inquiry in Psychology: Existential and Transpersonal Dimensions*. (R Valle, Ed.). Plenum Press: New York. 1998.

*Martinsson, et. al (2012) “Struggling for existence: Life situation experiences of older persons with mental disorders.” *International Journal of Qualitative Studies on Health and Well-being*, Vo. 7, No. 10.
(<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3371755/>)

*Anderson, E. & Hull-Spencer, M, (2002). “Cognitive Representations of AIDS: A Phenomenological Study.” *Qualitative Health Research*, Vol. 12, No. 10, pp1338-1352.

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VALIDITY

C&S Ch. 12 –“Integrating Categories”

Lincoln & Guba (1985) – “Establishing Trustworthiness.” In Lincoln, Y.S. & Guba, E., *Naturalistic Inquiry*, Thousand Oaks, CA:Sage

Wolcott, HF. (1990a). On seeking-and rejecting- validity in qualitative research. In E.W. Eisner & A. Peshkin (Eds), *Qualitative Inquiry in Education: The continuing debate* (pp. 121-152). New York: Teachers College Press.

Creswell, J. (1998). Chapter 10 “Standards of quality and verification” *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, Ca:Sage.

White, D. E., Oelke, N. D., & Friesen, S. (2012). Management of a large qualitative data set: Establishing trustworthiness of the data. *International Journal of Qualitative Methods*. 11(3), 244-258.

[IN CLASS: HOW DO I KNOW IT’S TRUE?]

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ETHICS

Punch, M. “Politics and Ethics in Qualitative Research.” In: *Handbook of Qualitative Research* (1994) p.83-96

Malcolm, J. (1990) *The Journalist and the Murderer*.
New York: Vintage, 3-65.

- 4/9 USE OF MEDIA IN QUALITATIVE RESEARCH
Pink, S., "Video in Ethnographic Research." In: *Doing Visual
Ethnography* (2007). Thousand Oaks, Sage, p. 96-116.
- 4/16 STUDENT REPORTS
- 4/23 STUDENT REPORTS
- 4/30 STUDENT REPORTS