

EDP 384: 8-QUALITATIVE RESEARCH METHODS (Unique no. 10590)
Spring 2015

Instructor: Ricardo Ainslie, Ph.D.
Room/time: SZB 444, Wednesday, 9-12
Office: SZB 262D
email: rainslie@austin.utexas.edu
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 evaluate published qualitative research as well as to conduct qualitative research. **Topics covered include the 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 discuss issues, problems, and insights gained from the ongoing project activities.

Course Requirements

1. Immigrant Interview*

You will be asked to interview an immigrant (from any country, documented or undocumented, having been here for any length of time) about their immigration experience. You should cover the specifics of when, how, and why they left their country of origin. You should also explore issues around acculturation and cultural conflict.

2. Immigrant Ethnographic Observation*

You will be asked to go out into the community and conduct an ethnographic observation related to the immigration experience. Choose a setting that is relevant and spend an hour or so observing. Depending on the situation take notes during or immediately after the observation. Write up a short 3-4 double-spaced pages) description of your observations and inferences.

* The interviews and the ethnographic observations will be discussed/coded in class.

3. Course Project

Over the course of the semester you will conduct a short qualitative study on a topic of your choosing (see below).

Course Project description

Immersing yourself in a project is the best way to learn about qualitative research. The Course Project will involve your conducting a small qualitative study, including data collection, analysis, and oral presentation and report. The choice of topic is yours, as is the specific qualitative method (grounded theory, phenomenological, ethnography, life history, case study, etc.). There are three components to the Major Project: 1) conducting the qualitative research project; 2) presenting your project in class at the end of the semester; 3) a written report on your project.

The project will provide you with a close-up view of the process and potential issues and problems associated with qualitative approaches. I know that a semester is a short time to complete all the phases of a study, so some reasonable limits on sample size, data collection, and analysis are understood. This project may be a circumscribed class-based study, a pilot project, or it may be related to a masters thesis or dissertation project (assuming you have your supervising professor's permission).

End of Semester Project Presentations – At the end of the semester you'll present your projects in class. Each project is allotted approximately 30 minutes for presentation time and 15 minutes for discussion. The character of the topic and the material that you are covering in your presentation should govern the format. I want to give you maximum latitude, but you should include: 1) the nature of your interest in the topic, question, or experience that you have explored; 2) a description of your methodology, including its rationale and, specifically, how you approached your data, and why you approached the question(s) in this particular way given the various qualitative modalities that we've covered in class; 3) your findings/results. The latter may include any materials, analyses, graphs, images, or descriptions that you feel would be useful in helping us understand your work and what you've drawn from it.

Assignment Discussion

Over the course of the semester you will be asked to lead the discussion on one reading. The topics for these weeks are Grounded Theory, Case Study, Ethnography, Ethics, Validity. For each of these weeks you will note that there are asterisked readings. These are typically published illustrations of that qualitative modality. While I will assign a specific reading to you, you are welcome to replace it with a reading you are interested in or familiar with, so long as it illustrates the modality we are discussing that week. On the week you present the assigned reading you will be asked to take 15 minutes to summarize the article, critically evaluate it, and draw the links to the week's core readings. We will allot an additional 15 minutes of discussion for your presentation.

Grading policy and related matters:

Evaluation: Fifty-five-percent of your course grade will be based on the Course Project, in-class presentation, and report; the remainder of your grade will be derived from: reading assignment discussions (15%), interview and ethnography assignment (15%), and participation/attendance (15%). 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.

Attendance:

I consider attendance to be an important component of the course experience. For that reason, if you miss class it will be reflected in your grade. Similarly, please refrain from non-class-related use of the internet, texting, etc.

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. Check with the IRB office if you have any questions.

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
1/21	INTRODUCTION	<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>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>
1/28	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: <i>Knowledge and Human Interests</i>. Boston: Beacon Press; 1971.</p> <p>Ponterotto— <i>Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science</i>.</p> <p>IN CLASS SMALL-GROUP DISCUSSION: WHAT CONSTITUTES KNOWLEDGE?</p>
2/4	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>

IN CLASS SMALL-GROUP DISCUSSION: COMPARE AND
DISCUSS THE 5 DIFFERENT APPROACHES
SUBMIT A 1-PAGE SUMMARY OF INITIAL CLASS PROJECT
IDEAS

2/11

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).**

SMALL GROUP DISCUSSION OF SAMPLE INTERVIEWS
PRESENTED IN CLASS

2/18

GROUNDED 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 INTERVIEW ASSIGNMENT – SMALL GROUP
DISCUSSION & THEMATIC CODING (transcribe 3-4 pages double spaced and email
to instructor for next week’s “Interview Part 2 in-class coding)

2/25

GROUNDED 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.

IMMIGRANT INTERVIEW ASSIGNMENT PART 2 –TRANSCRIBED
3-4 PAGES WILL BE CODED IN CLASS

3/4

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)
- “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

3/11

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.

SMALL GROUP DISCUSSION OF ETHNOGRAPHIC OBSERVATIONS
(TURN IN YOUR 3-4 PAGE DESCRIPTION)

3/18 SPRING BREAK

3/25 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.

4/1 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.

SMALL GROUP DISCUSSION ON ISSUES OF VALIDITY IN QUALITATIVE RESEARCH

- 4/8 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.

SMALL GROUP DISCUSSION OF MALCOM'S ARTICLE

- 4/15 USE OF MEDIA IN QUALITATIVE RESEARCH
Pink, S., "Video in Ethnographic Research." In: *Doing Visual Ethnography* (2007). Thousand Oaks, Sage, p. 96-116.
Nisbet, M. & Aufderheide, P. (2009). "Documentary Film: Towards a Research Agenda on Forms, Functions, and Impacts." *Mass Communication and Society*, 12:450-456.
Whiteman, D. (2004). "Out of the Theaters and into the streets: A coalition model of the political impact of documentary film and video." *Political Communication*, 21/1:51-69
Packer, G. (2014). "The holder of secrets: Laura Poitras's closeup view of Edward Snowden." *The New Yorker*, October 20, 2014.
<http://www.newyorker.com/magazine/2014/10/20/holder-secrets>

PRESENTATION AND DISCUSSION OF VIDEO/DOCUMENTARY/MEDIA ILLUSTRATIONS

- 4/22 STUDENT REPORTS
4/29 STUDENT REPORTS
5/6 STUDENT REPORTS