

## **EDP 381: C-QUALITATIVE RESEARCH METHODS**

(Unique no. 10900)

Spring 2017

Instructor: Ricardo Ainslie, Ph.D.  
Room/time: SZB 524, Wednesdays, 9-12  
Office: SZB 262D  
email: rainslie@austin.utexas.edu  
Office hrs: Dr. Ainslie: Fridays 1-3 and by appointment

### **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 (grounded theory, case studies, ethnography, phenomenology, and media-based work), 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 articles and chapters illustrating different forms of qualitative research as reflected in a variety of 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. Submit an Abstract of your course project**

#### **2. Interview\***

You will be asked to conduct an interview related to your course project. Due to the timing of the assignment (early in the semester), it may be used as a preliminary, practice interview, but it may also be included as data for your final project.

#### **3. Ethnographic Observation\***

You will be asked to go out into the community and conduct an ethnographic observation. It would be ideal if the observation were tied to your class project, but not a requirement. 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 a short (2-3 double-spaced pages) description of your observations and inferences.

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

#### **4. Course Project**

Over the course of the semester you will conduct a short qualitative study on a topic of your choosing (see below). The project will be presented in class at the end of the semester.

### **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, an oral presentation and a 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 (10-12 double-spaced pages).

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 project in class. Each project is allotted approximately 20 minutes for presentation time and 10 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.

### **Discussion Assignment**

Over the course of the semester you will be asked to lead the discussion on one reading. The topics for these weeks include, but are not limited to, Grounded Theory, Case Study, Ethnography, Ethics and, Validity. For each of these weeks you will note that there are asterisked readings (\*\*). These are typically published illustrations of that qualitative modality. 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 class discussion for your presentation. Two students will present each week.

### **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 discussion (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. **Missing more than one class will cost you 1/3 of your letter grade** (e.g. if your course grade would have been an A, you will receive an A-). Finally, **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.

**Carrying of Handguns**

Students in this class should be aware of the following university policies:

Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.

It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

Please also review the following information:

Students in this class who hold a license to carry are asked to review the university policies regarding campus carry:

[Overview](#)

[Fully Policy](#)

The instructor requests that students inform him if they intend to carry a handgun during course meetings. This information is requested because knowing which, if any, students are carrying handguns will help the instructor to effectively coordinate response to emergencies or threats to student safety. Disclosing this information is voluntary and at the discretion of the student.

Per his right, the instructor prohibits carrying of handguns in his personal office (i.e., SZB 262D). Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

**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
1/18	CLASS INTRODUCTIONS	
	INTRODUCTION - QUALITATIVE THEORIES	
	Creswell Chapter 3 “Five different qualitative studies;” & Creswell Chapter 4 “Five qualitative traditions of inquiry;” <i>Qualitative Inquiry and Research Design</i> 1998 Sage.	
	SUBMIT (email) ABSTRACT (NO MORE THAN 1-PAGE) FOR CLASS PROJECT – due Monday, January 23	
1/25	EPISTEMOLOGY	
	Habermas, J. Ch. 7 “Dilthey’s Theory of Understanding Expression: Ego Identity and Linguistic Communication;” 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. Ponterotto– <i>Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science</i> . CLASS PROJECT CONSULTATIONS	
2/1	DATA COLLECTION: INTERVIEWING	
	C&S Ch. 1 – Introduction, C&S 2 - Practical Considerations; Giorgi & Giorgi, Appendix 13.1. Interviews Concerning the Experience of Internalized Homophobia by Two Male Homosexuals (Raw Data of this Study). **Forsey, M. – “Interviewing Individuals.” <i>Handbook of Qualitative Research in Education</i> (Delamont, Ed.) pp. 364-376  Optional - Fontana & Frey “Interviewing: The art of science” <i>Handbook of Qualitative Research</i> (Denzin, Ed.) Ch. 22, 1994, pp. 361-376. CLASS PROJECT CONSULTATIONS (CONT.)	
	COMPLETE INITIAL INTERVIEW RELATED TO YOUR PROJECT - SMALL GROUP DISCUSSION	
2/8	THICK DESCRIPTION	
	Geertz, C. “Thick description: Toward an interpretive theory of culture.” In: <i>The Interpretation of Cultures</i> ; New York: Basic Books, p. 3-32 **Maas, P. “The Toppling: How the media inflated a minor moment in a long war.” <i>The New Yorker</i> , January 10, 2011  PRESENTATION OF EXAMPLES OF QUALITATIVE WORK BY DR. AINSILE	

2/15

## **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**

**\*\*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/>)**

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

Optional - 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.

2/22

## **GROUNDED THEORY**

**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.**

**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.**

Optional - 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.

Optional - 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.

Optional - 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.

3/1

### **CASE STUDY**

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)

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

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

### **PROJECT UPDATES**

3/8

### **ETHNOGRAPHY**

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

Sangasubana, N. (2011). How to Conduct Ethnographic Research  
<http://www.nova.edu/ssss/QR/QR16-2/sangasubana.pdf>

**\*\*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.**

Optional - 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” (p. 48-79). Ch. 3 “Dance fights, cock fights, and other forms of enactment.” (p. 83-104).

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

Optional - 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.

**SMALL GROUP DISCUSSION OF ETHNOGRAPHIC OBSERVATIONS (TURN IN YOUR 2 PAGE DESCRIPTION FRIDAY BEFORE CLASS)**

3/15

### **SPRING BREAK**

3/22

### **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.**
- Optional - 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
- Optional - 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

3/29

### 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

4/5

### VALIDITY

- Lincoln & Guba (1985) – "Establishing Trustworthiness." In Lincoln, Y.S. & Guba, E., *Naturalistic Inquiry*, 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.**
- Optional - Creswell, J. (1998). Chapter 10 "Standards of quality and verification" *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, Ca: Sage.

## SMALL GROUP DISCUSSION ON ISSUES OF VALIDITY IN QUALITATIVE RESEARCH

4/12

**STUDENT REPORTS (We will have 20 minutes for each presentation and 10 minutes for Q &A)**

4/19

**STUDENT REPORTS**

4/26

**STUDENT REPORTS**

5/3

**STUDENT REPORTS**