

EDP 381C-QUALITATIVE RESEARCH METHODS  
(Unique no. 10205)

Spring 2018

Instructor: Ricardo Ainslie, Ph.D.

Room/time SZB 435, Wednesday, 9-12

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Office hrs: Tuesdays 9-11 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 key approaches to qualitative research (grounded theory, case studies, ethnography, phenomenology, and media-based inquiry), 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.** Class sessions will be devoted to discussions of selected articles, chapters, and dissertations illustrating different forms of qualitative research in several disciplines. We will also do some limited fieldwork, conducting interviews and observations related to your own projects. 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. Interview**

You will be asked to develop a list of 5-10 questions related to your project. These will be critiqued and discussed. You will then conduct an interview based on the finalized questions. The interview may be used as a preliminary, practice interview for your project or, it may be included as data for your final project (to be used in a masters thesis or dissertation you will need prior IRB approval).

#### **2. Ethnographic Observation**

You will be asked to conduct an ethnographic observation related to your project or, if that is not appropriate, on a different topic. 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 2-page, double-spaced description of your observations and inferences. The write-up should include: 1) the question(s) you were exploring; 2) a description of the setting(s) and your observations, 3) theoretical inferences, implications, ideas posed by the observation(s).

### **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 report. The choice of topic is yours, as is the specific qualitative method (grounded theory, phenomenology, ethnography, life history, case study, or some blended approach). There are two components to the Major Project: 1) conducting the qualitative research project; and, 2) producing a written report on your project to be submitted (via email) on the last class day (May 2). Regarding the written report, 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 me understand your work and what you've drawn from it.

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. Students typically present projects based on 6-8 interviews (as a rough guideline), but other variables may affect sample size, such as projects that are mixed methods (that have both a quantitative and qualitative component, or that are qualitative but involve, say, interviews as well as ethnographic observations). Your project may also 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 consent).

#### **Grading policy and related matters:**

Evaluation: Fifty-five-percent of your course grade will be based on the Course Project and report; the remainder of your grade will be derived from: the interview (15%), 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 since we do a lot of in-class activities. 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. as it interferes with the class atmosphere. **Only use your laptop or other devices if you are taking notes for class.**

### **IRB Requirements**

If the class project is part of some other research activity (e.g., a masters thesis, a dissertation, or someone's funded project), the your 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! 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
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1/17	INTRODUCTION - QUALITATIVE THEORIES
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CLASS INTRODUCTIONS

1/24	EPISTEMOLOGY – I
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“Estimating the reproducibility of psychological science”

Science 349, aac4716 (2015). DOI: 10.1126/science.aac4716 *Science* 28 August, 2015. Vol 349, Issue 6251 pp 943-

Shedler, J. Selling Bad Therapy to Trauma Victims. *Psychology Today*, November 19, 2017.

<https://www.psychologytoday.com/blog/psychologically-minded/201711/selling-bad-therapy-trauma-victims>

## **1/31          EPISTEMOLOGY - II**

1. \*Habermas, J. Ch. 7 “Dilthey’s Theory of Understanding Expression: Ego Identity and Linguistic Communication;”
2. \*Habermas, J. Ch. 10. “Self-Reflection as Science: Freud’s psychoanalytic critique of meaning.” In: *Knowledge and Human Interests*. Boston: Beacon Press; 1971.

Ponterotto– Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science.

\*Half of the class will read The other half will read a. “Dilthey’s Theory...” the other half will read b. “Self-Reflection....” **The entire class will read Ponterotto.**

**ASSIGNMENT** (via email) 1-PAGE SUMMARY OF CLASS PROJECT IDEAS

## **2/7          DATA COLLECTION: INTERVIEWING**

Forsey, M. (2012) – “Interviewing Individuals.” *Handbook of Qualitative Research in Education* (Delamont, Ed.) pp. 364-376

Bogdan, R. C. & Bilken, S. K. (2002). “Interviewing” *Qualitative Research for Education: An Introduction to Theories and Methods* (4<sup>th</sup> Ed.) (pp. 94 – 103)

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

**ASSIGNMENT: Bring interview outline for your project to class with 5-10 questions**

## **2/14          THICK DESCRIPTION**

Geertz, C. “Thick description: Toward an interpretive theory of culture.” In: *The Interpretation of Cultures*; New York: Basic Books, p. 3-32

Maas, P. "The Toppling: How the media inflated a minor moment in a long war." *The New Yorker*, January 10, 2011

## **2/21                    PHENOMENOLOGY - I**

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/>)

Kouttab, A. "A Phenomenological Study of Obsessive Compulsive Disorder: Formative Experiences and the Development of Core Fears." University of Texas at Austin - Dissertation proposal

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

Reference - 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.

## **2/28                    PHENOMENOLOGY – II Interpretive Phenomenological Analysis**

Rosenblum, J.A. *What's It Like to Experience Sound While Playing Educational Games? An Interpretive Phenomenological Investigation*. "Chapter Three: Methodology" (pp 67-119). Dissertation: University of Texas (2014).

Farmer, A. (2015). *Living with the Invisibly Wounded: How Female Partners of Male OEF/OIF/OND Veterans with PTSD Understand their Experiences*. Dissertation University of Texas at Austin. Chapter 3, Methodology (pp39-64).

## **3/7                        GROUNDED THEORY - I**

Corbin, J. and Strauss, A. *The basics of qualitative research: techniques and procedures for developing grounded theory*. Los Angeles, CA:Sage Publications (2008).

C&S Ch. 5 – "Introduction to Content, Process, and Theoretical Integration",

C&S Ch. 6 – "Memos and Diagrams"

## C&S Ch. 7 – “Theoretical Sampling”

Reference - 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.

Reference - 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.

Reference - 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.

### **3/14                    SPRING BREAK**

### **3/21                    GROUNDED THEORY – II (Coding)**

Berg, B.L. (2001). *Research Methods for the Social Sciences*. Boston, MA: Allyn & Bacon pp 238-267.

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

Farmer, A. Sample interview coding

### **3/28                    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.

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

### **4/4                    ETHNOGRAPHY – I**

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

Bogdan, R. C. & Bilken, S. K. (2002). “Fieldwork” *Qualitative Research for Education: An Introduction to Theories and Methods* (4<sup>th</sup> Ed.) (pp. 73 – 93)

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).

#### **4/11 ETHNOGRAPHY - II**

Ainslie, R.C. *The Fight to Save Juárez: Life in the Heart of Mexico's Drug War*. Austin: University of Texas Press, 2013.

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.

#### **ASSIGNMENT - TURN IN YOUR 2-PAGE**

##### **ETHNOGRAPHIC OBSERVATION DESCRIPTION**

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

Reference - 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.

#### **4/18 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.

Angelica Morris (2017). *Fashion, Social Media, and Identity Expression: An Intersectional Approach to Understanding the Fashion Consumption Patterns of Black Middle-Class Women*. Dissertation, University of Texas at Austin.

Reference - 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

Reference - 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>

#### **4/25 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.

**5/2**

## **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.

Maxwell, J. (1992). "Understanding and Validity in Qualitative Research." *Harvard Educational Review*, Fall 1992, 62, pp. 279-300.

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