

EDP 381C-QUALITATIVE RESEARCH METHODS

FALL 2019 (Unique no. 10580)

Instructor: Ricardo Ainslie, Ph.D.

Room/time: SZB 444, Wednesdays 9-12

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Office hours: Mondays 1-3 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 conduct qualitative research as well as to evaluate published qualitative research. **Topics covered include the key approaches to qualitative research (grounded theory, phenomenology, case studies, and ethnography), 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. You will also do some limited fieldwork, conducting interviews and observations related to your own projects.

Course Requirements

1. Interview Questions

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, dissertation, or for publication you will need prior IRB approval).

1) 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 rationale and question(s) underlying your ethnographic observation; 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 a report. The choice of topic is yours, as is the specific qualitative method (grounded theory, phenomenology, ethnography, case study, or a blended or mixed-methods approach). There are two components to the Course 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 (December 4). Regarding the final written report, it should include:

- 1) The rationale for your study – what issues/questions guided your project? Include relevant literature (2-3 pages)
- 2) Describe and defend your choice of qualitative or mix-methods methodology and describe how you approached your data analysis (2 pages)
- 3) Summarize your findings/results and any (4 pages)
- 4) Address theoretical insights or questions posed by your findings. You may include appendices with 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. (2-3 pages)

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' projects will typically have a minimum of 6-8 interviews, but other variables may affect sample size, such as: 1) Projects that are mixed methods (that have both a quantitative and qualitative component); 2) Projects that include both interviews as well as focus groups/ethnographic observations/case studies; 3) Projects that only require shorter interviews (say, less than 30 minutes) will have more participants than projects with longer-format interviews or multiple interviews per participant.

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.

Attendance Policy:

Attendance is an important component of the course experience given that I cover key concepts, provide examples, and we do a fair amount of in-class activities. If you miss class it will be reflected in your grade. Fifteen-Percent of your grade is based on

attendance. You are allotted one-class absence with no grade consequence if you let me know the reason in advance (say, you will be attending a conference). Beyond that I will deduct points from your final grade for missed classes.

Class starts at 9:00am promptly. Please be on time; it's disruptive to have classmates filtering in once we've begun.

Laptop Policy:

Please **refrain from using your laptop or other electronic devices in class** as it interferes with the class atmosphere. Laptop use should be limited to very specific in-class activities (such as when you are presenting).

IRB Requirements

If your class project is part of some other research activity (e.g., a masters thesis, a dissertation, or someone's funded project), your project will need IRB approval (in the case of ongoing projects, 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
August 28	INTRODUCTION - QUALITATIVE THEORIES	
	CLASS INTRODUCTIONS	
	Marijuana Pepsi Podcast: https://podcasts.apple.com/us/podcast/freakonomics-radio/id354668519?i=1000446940098	
	ASSIGNMENT 1-PAGE SUMMARY OF YOUR CLASS PROJECT IDEAS	
	due next class (via email to rainslie@austin.utexas.edu & pperazzo@utexas.edu NOT Via Canvas please)	

September 4 EPISTEMOLOGY

***“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>

Overview of President’s Award for Global Learning Project

Reference: Habermas, J. Ch. 7 “Dilthey’s Theory of Understanding Expression: Ego Identity and Linguistic Communication;”

Reference: Habermas, J. Ch. 10. “Self-Reflection as Science: Freud’s psychoanalytic critique of meaning.” In: *Knowledge and Human Interests*. Boston: Beacon Press; 1971.

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

September 11 **DATA COLLECTION: INTERVIEWING & CODING - I**

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

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

Berg, B.L. (2001). “An introduction to content analysis.” Chapter 11 in: *Research Methods for the Social Sciences*. Boston, MA: Allyn & BCON, PLP. 238-267.

In class Code interview transcript

ASSIGNMENT: Bring hard copy of your project interview outline (5-10 questions) to class (small group critiques)

September 18 **DATA COLLECTION: FOCUS GROUPS**

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

In-class Focus Group

Overview McManus Project

September 25 **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

October 2 **PHENOMENOLOGY – Descriptive 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/>)

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.

October 9 **PHENOMENOLOGY – II Interpretive Phenomenological Analysis**

Smith, J.; Flowers, P; & Larking, M. Interpretive Phenomenological Analysis: Theory, Method, & Research

Chapter 3: Planning an IPA Research Study

Chapter 4: Collecting Data

Chapter 5: Analysis

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).

October 16 **PHENOMENOLOGY – III Hermeneutic Phenomenology**

McDermott, H. “*En El Camino: Central American Women’s Migration Experiences.*” University of Texas at Austin - Dissertation proposal

October 23 GROUNDED THEORY - I

**Brown, B. (2006). “Shame Resilience Theory: A Grounded Theory Study on Women and Shame.” *J. Contemporary Social Services*. Vol 87, No.1 pp. 43 – 52.

** 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.

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

Charmaz, K. Ch. 4. “Memo-Writing” In: *Constructing Grounded Theory*. Los Angeles: Sage Publications, 2006.

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.

October 30 GROUNDED THEORY - II

** Bitsch, V. (2005). “Qualitative Research: A Grounded Theory Example and Evaluation Criteria. *J. of Agribusiness*, 23:1 (Spring 2005): 75-91.

** Lewis, L.F. (2015). “Putting ‘quality’ in qualitative research: a guide to grounded theory for mental health nurses.” *J. of Psychiatric and Mental Health Nursing*, 22, 821-828.

Charmaz, K. Ch. 5. “Theoretical Sampling” In: *Constructing Grounded Theory*. Los Angeles: Sage Publications, 2006.

Charmaz, K. Ch. 6. “Reconstructing Theory in Grounded Theory”
In: *Constructing Grounded Theory*. Los Angeles: Sage Publications, 2006.

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

Farmer, A. Sample interview coding

Dedoose Review/Training

November 6 CASE STUDY

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

****Stake, R.** “Case Studies.” In: Denzin, N. & Lincoln, Y. *Strategies of Qualitative Inquiry*. Sager: Thousand Oaks.

****Mukhija, V.** (2010). “N of One plus Some: An Alternative Strategy for Conducting Single Case Research.” *J. of Planning Education and Research* 29(4) 416-426.

****Ward, P.; Jiménez-Huerta, E.; Mercedes, M.** (2014). “Intensive Case Study Methodology for the Analysis of Self—Help Housing Consolidation, Household Organization and Family Mobility.” *Current Urban Studies*, 2, 88-104.

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

November 13 ETHNOGRAPHY – I

****Berg, B.** (2007). “Ethnographic Field Strategies.” In: Lune H. & Berg, B. *Qualitative Methods for the Social Sciences*. Ninth Edition, London: Pearson Education (pp. 107-135).

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* (4th Ed.) (pp. 73 – 93)

November 20 ETHNOGRAPHY - II

****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.

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

ASSIGNMENT – Turn in your 2-page Ethnographic Observation Description (via email to rainslie@austin.utexas.edu NOT Via Canvas please)

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.

November 27 THANKSGIVING

December 4 VALIDITY & ETHICS

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

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

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.

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

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