

## **UAPP808– Qualitative Research Methods** **Spring, 2017**

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**Professor:** Dr. Joseph Trainor, PhD

**Office Hours:** By appointment please schedule at [www.calendly.com/jtrainor/advising](http://www.calendly.com/jtrainor/advising)

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**Class Time:** Tues/Thurs 11- 12:15am

**Location:** Graham Hall 185

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### **Course Description**

This course provides a basic overview of Qualitative Research Methods. We will cover the logic and processes associated with rigorous and scientific qualitative data collection and analysis. This is a methodology course and as with all methods courses you should expect a rigorous experience. You will work hard, but I hope you will learn a great deal too.

### **Objectives**

Upon completion of this course, you should:

- Have a basic understanding of the difference between interpretive and positivistic research.
- Understand the benefits and limits of qualitative research approaches.
- Better understand the limits of quantification.
- Understand several common qualitative data collection methods.
- Understand the basics of qualitative data analysis.
- Know how to develop a qualitative research proposal.

### **Classroom Philosophy**

It is my opinion that graduate classes, such as this one, are not “taught”, as much as they are facilitated by the professor. In that spirit, it is extremely important that you be prepared for classes. Most classes will begin with some summary statements, “big” questions, or lecture, but we will use the majority of the time to: discuss what you have read. You need to read all of the material and be ready to discuss it each week. The quality of your experience in this class will be directly related to the level of effort you put into preparing. In other words, you should have read and processed the assigned material prior to class on the date which it is listed in the schedule below.

### **The Intellectual Argument**

The intellectual argument is based on facts and principles not just on emotional assertions. Use of stereotypes and engaging in humor at the expense of others does not constitute intellectual argument. Intellectual argument does not have room for intimidation or abuse of authority. We should conduct discussions in a way that encourages the fullest possible participation. Remember your perspective is a “claim” or argument not a pure fact. The same is true of evidence you may choose to present. Be prepared to cite sources of your information. We are together not because we all agree but because we can learn from each other. As such, discussion should be conducted in the spirit of mutual education with the utmost respect for and civility towards each other and our differing viewpoints. We should be willing to question any and all positions but should also

know that we will all be mistaken from time to time in our views and arguments, and we should respect opposing views even if we believe they are incorrect.

### **Faculty Statement on Disclosures of Instances of Sexual Misconduct**

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). At UD, we provide 24 hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support advocate.

### **Texts**

In order to get the most from class lectures, discussions, and activities, you need to be prepared. The reading expectations are challenging but reasonable and I expect that you will come to class ready to participate. In other words, you should have read and processed the assigned material prior to class on the date which it is listed in the schedule below. In addition to a number of readings that can be found on the Saki Site, the following is the required text for this class:

1. Patton, Michael Quinn. 2015. *Qualitative Research and Evaluation Methods*. Sage Publications.
2. Berg, Bruce L and Howard Lune. 2012. *Qualitative Research Methods for the Social Sciences*. Pearson.

### **Course Policies**

Please refer to the student handbook for the university's general academic policies. Cheating or plagiarism in any form will automatically lead to a failure in this course. See the university policy on Academic Honesty for further details.

- The last day to drop/add this course without financial penalty is **February 20<sup>th</sup>**
- The last day to withdraw from this course without academic penalty is **April 10<sup>th</sup>**.

### **Attendance**

Class absences will adversely affect your grades. Simply put, students that attend class almost always do better than those that do not. Class will start promptly each day please make every attempt to be on time.

## Graded Activities

The following list contains the items you will be graded on for this course. All assignments are designed to give you an opportunity to apply the concepts learned in the classroom. I will provide detailed descriptions of each assignment on the SAKAI site. Assignments will not be accepted if more than two class periods late. All late assignments will be assessed a ten point penalty.

- *Research Question and Literature Review (25 points)*
- *Field Notes and Reflection (25 Points)*
- *Interview Guide and Reflection (25 Points)*
- *Methods Plan (25 Points)*
- *Analysis Plan (25 Points)*
- *Full Proposal Draft (125 Points)*
  - *Conceptualization and Literature Review (25 points)*
  - *Method (25 points)*
  - *Data Collection Tool (25 points)*
  - *Analysis Approach (25 points)*
  - *Reflection(25)*
- *Forum Posts (100 Points)*
- *Class Participation (25 points)*
  - *I expect that you will actively contribute every class during both group assignments and broader class discussions.*

You can determine your grade by dividing the total number of points you have by the total of number of points you could have earned. I do not round. The grade distribution will be based upon the following scale:

95-100 = A	80-83 = B-	67-69 = D+
90-94 = A-	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	60-64 = D-
83-86 = B	70-73 = C-	≤59 = F

## Additional Resources Available to You

**Sakai Site** The site will serve as a central point for the storage and distribution of course related materials. Readings that are not in the required text will be digitized and placed into folders on this site. To login go to: <https://sakai.udel.edu/portal>

We will have an introduction to the collection in the beginning of class. You should make every effort to become familiar with this resource.

## Important Dates

- February 7<sup>th</sup> -First Day of Class
- March 7<sup>th</sup> -Research Question and Literature Review
- March 21<sup>st</sup>- Field Notes and Reflection
- March 25<sup>th</sup> -April 4<sup>th</sup> Spring Break
- April 4<sup>th</sup>-Interview Guide and Reflections
- April 20<sup>th</sup>-Methods Plan
- May 6<sup>th</sup>- Analysis Plan
- May 16<sup>th</sup>- Last Day of Class
- May 16<sup>th</sup>- Final Proposals Due

## **Tentative Schedule and Reading Assignments**

### **Session One- (February 7<sup>th</sup>) Course Introduction**

### **Session Two (February 9<sup>th</sup>) Conceptualizing a Question and Crafting a Literature Review**

- **Literature Review Assignment Introduction**
- Hart (1998)- Chapter 3,5, 7

### **Session Three (February 14<sup>th</sup>) Intro to Qualitative Methods**

- Berg- Chapter 1-Introduction
- Patton- Chapter 1
- Soafer (1999)-“Qualitative Methods: What are they and Why Use Them”

### **Session Four (February 16<sup>th</sup>) The “Philosophy” of Qualitative Work**

- Patton Chapter 2 & 3
- Lincoln, Lynham, and Guba (2011) p. 97-120 “Paradigmatic Controversies, Contradictions, and Emerging Confluences, Revisited”
- Wertz et al. Chapter 3 “Contemporary Movement Methodological Pluralism and challenges”

### **Session Five (February 21<sup>st</sup>) When to do Qualitative Evaluation**

- Patton Chapter 4
- Friends (2009)-“Using Qualitative Data in Program Evaluation”
- Greene (1994)- “Qualitative Program Evaluation”
- Filstead (1981)- (For your reference only)

### **Session Six (February 23<sup>rd</sup>) Components of a Qualitative Design**

- Berg Chapter 2- Qualitative Design
- Patton- Chapter 5
- Merriam- Chapter 10- Writing Qualitative Research Reports
- Ragin, Nagel, and White (2004) p 1-20 “Workshop on the Scientific Foundations of Qualitative Research”

### **Session Seven (February 28<sup>th</sup>) Ethics and Qualitative Inquiry**

- Creswell- Chapter 3- “Qualitative Design”
- Berg- Chapter 3- Ethics
- Shaw (2003)-“Ethics in Qualitative Research and Evaluation”

### **Session Eight (March 2<sup>nd</sup>) Workday: Research Questions and Literature Review**

- **Field Work Assignment Introduction**

### **Session Nine (March 7<sup>th</sup>) Ethnography, Field Work, and Observation**

- **Literature Review and Research Question Due**
- Berg- Chapter 6- “Ethnography”
- Patton- 6-Fieldwork and Observational Strategies

- Adler and Adler- “Observational Techniques”
- Angrosino and Rosenberg (2011)-“Observations on Observations”
- Ponterotto (2006) Thick Description

### **Session Ten (March 9<sup>th</sup>) Action Research**

- Berg-Chapter 7-Action Research
- Melrose (2001)- “Maximizing the Rigor of Action Research”
- Susman and Evered (1978)

### **Session Eleven (March 14<sup>th</sup>) Interviews**

- Berg-Chapter 4
- Patton-Chapter 7
- McLellan et al (2003)
- Rubin and Rubin (Chapters 5)
- Rubin and Rubin (Chapters 6)

### **Session Twelve (March 16<sup>th</sup>) Workday: Doing Fieldwork**

- **Interview Assignment Introduction**

### **Session Thirteen (March 21<sup>st</sup>) Focus Groups**

- **Field Notes and Reflection Due**
- Berg- Chapter 5
- Morgan (1996) “Focus Groups”
- Fontana and Frey (2000) “From Structured Questions to Negotiated Text”
- Hermanowicz (2002) ”The Great Interview”

### **Session Fourteen Workday (March 23<sup>rd</sup>): Interview Guides and Interview Skills**

- **Methods Plan Introduction**

### **Spring Break-No Class (March 24<sup>th</sup>-April 3<sup>rd</sup>)**

### **Session Fifteen (April 4<sup>th</sup>) Archival and Visual Data**

- Berg Chapter 8
- Hodder (1994) “The Interpretation of Documents”
- Prosser (2011) “Visual Methodology”
- Sturken and Cartwright (2001) “Practices of Looking”

### **Session Sixteen (April 6<sup>th</sup>) Case Studies**

- **Interview Guide and Reflection Due**
- Berg- Chapter 10
- Yin (2009)- Chapter 1& 2

### **Session Seventeen (April 11<sup>th</sup>) -Grounded Theory**

- Glaser and Strauss Ch 4 &5

**Session Eighteen (April 13<sup>th</sup>) Intro to Analysis**

- Patton- Chapter 8
- Lofland et al (2006) Chapter 9

**Session Nineteen (April 18<sup>th</sup>) Workday: Methods Plan**

- **Analysis Plan Introduction**

**Session Twenty (April 20<sup>th</sup>) Approaching Qualitative Data Analysis**

- **Methods Plan Due**
- Ryan and Bernard (2000)
- Hsieh and Shannon (2005)

**Session Twenty-One (April 25<sup>th</sup>) Coding**

- Saldana- Chapters 1 & 2
- Ryan & Bernard (2003)

**Session Twenty-Two (April 27<sup>th</sup>) Data Quality**

- Patton Chapter 9
- Whittenmore, Chase and Mandle (2001) "Validity in Qualitative Research"
- Drisko (1997) "Strengthening Qualitative Studies and Reports"

**Session Twenty-Three (May 2<sup>nd</sup>) Workday: Analysis**

- **Revision Expectations**

**Session Twenty-Four (May 4<sup>th</sup>) Introduction to Atlas ti**

- **Analysis Plan Due**

**Session Twenty-Five (May 9<sup>th</sup>) Writing Up Results**

- Berg- Chapter 12
- Rubin and Rubin (1995) Chapter 12
- Lofland et al (2006) Chapter 10
- Firestone (1993) "Alternative Arguments"

**Session Twenty-Six (May 11<sup>th</sup>) Work Day: Final Write up**

**Session Twenty-Seven (May 16<sup>th</sup>) Coding Exercise**

- **Revised Qualitative Proposal Due**