

Virginia Polytechnic Institute and State University
Department of Urban Affairs and Planning

UAP 5484 – ADVANCED RESEARCH METHODS Spring 2005

Monday 9:30-12:15AM; Architecture Annex 111

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Course Description

Qualitative research methods allow researchers and professionals to explore a topic of interest by gathering and analyzing data in the form of conversations, perceptions, visual records, and documents to understand the nature of social phenomena in a natural setting. The use of qualitative methods is becoming more prominent in the policy and planning fields as social scientists wrestle with questions of process, the “how” questions of society, and attempt to explain the nature of social interactions, decision making, and policy choices. These types of questions are particularly suited to the use of qualitative methods.

This class introduces students to the theory and methods of qualitative research through readings, discussion, guest speakers and field exercises. It begins with an overview of the origins of qualitative research and its basic premises, a comparison of the different research paradigms and methodological approaches such as formulating research questions, negotiating entry and access, data collection techniques (including verbal and visual data), recording and transcription, analysis of qualitative data, ethical implications and the evaluation of qualitative research.

The best way to learn qualitative research is through practice. Thus, the course provides the opportunity for students to practice primary techniques, methods, and strategies used in qualitative research through out-of-class activities, and often by transforming the classroom in a research setting where class activities will also be analyzed. The main purpose of this class is not necessarily to inform students on how to appropriately conduct qualitative research, but rather to help them search for what type of researcher they are. This course relies strongly on the opportunity students have to develop their own research proposal to address a question of interest to them, and hopefully guide them through the completion of their graduate degree.

For more information on the instructor’s teaching philosophy, please read the “Letter to my best friend” posted in the course’s blackboard site under Discussion Board.

Educational Objectives

The purpose of this course is to (1) expose students to the knowledge base, theory and different traditions of qualitative research and (2) to offer the students an opportunity to practice qualitative research in real world environments. Upon successful completion of this course, students should:

1. Understand the historical context of qualitative research.
2. Obtain an understanding of the basic nature and assumptions associated with qualitative research and compare it to more traditional quantitative procedures.
3. Explain differences and similarities among qualitative paradigms.
4. Be familiar with specific research methodologies to collect qualitative data and compare the relative tradeoffs of each approach.
5. Acquire skills in the data collection and data analysis strategies of qualitative research.
6. Be able to formulate and articulate research questions and to develop appropriate methodological approaches to answer those questions.
7. Design an academic or professional qualitative research proposal.
8. Evaluate qualitative research using appropriate criteria.
9. Introduce students to ethical implications of qualitative research.
10. Demonstrate written and oral fluency with the language of qualitative methods.

Readings

Required books:

Maxwell, Joseph A. (1996). *Qualitative Research Design: An Interactive Approach. Applied Social Research Methods Series, Volume 41*. Thousand Oaks, California: Sage Publications.

Merriam, Sharan B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco, California: Jossey-Bass Publishers.

Optional books:

Denzin, Norman K., and Yvonna S. Lincoln, eds. (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications.

Orlich, Donald C. 1996. *Designing Successful Grant Proposals*. Alexandria, Virginia: ASCD, Association for Supervision and Curriculum Development.

There are also a number of articles that are required reading. These articles will be made available through the course's Blackboard website.

Course Overview

| Date | Topic | Assignments Due |
|--|--|---|
| Part 1: Introduction and Overview | | |
| Jan. 17 | Course Overview and Participatory Course Appraisal | |
| Jan. 24 | Introduction to Qualitative Methods | Letter |
| Part 2: Research Design | | |
| Jan. 31 | Finding Your Paradigm | Journal submission |
| Feb. 7 | Linking Research Objectives and Questions | Journal article analysis |
| Feb. 14 | Choosing the Right Tradition & The Research Proposal | Journal submission |
| Part 3: Research Methods/Techniques | | |
| Feb. 21 | Overview of Methods and Sampling | |
| Feb. 28 | Verbal Data: Interviewing and Focus Groups | Proposal Part 1 |
| March 7 | Spring Break (no class) | |
| March 14 | Visual Data and Introduction to Data Analysis | Interview Exercise |
| March 21 | Data Analysis: Managing, Coding, and Theme Development | |
| March 28 | Data Analysis: Making Meaning & Questioning Results | Field Observation |
| Part 4: Important Considerations | | |
| April 4 | Reliability and Validity | Proposal Part 2 |
| April 11 | Ethics | Journal submission |
| April 18 | Writing Qualitative Research/Reporting Findings | |
| April 25 | Applying Qualitative Research to Planning and Policy | |
| Part 5: Class Presentations | | |
| May 2 | Class Presentations | |
| May 9 | | Final Research Proposal and Journal due at 5p.m. in my office |

Requirements

In this class you will not have the traditional final and mid-term evaluations. I created a wide range of assignments in order to allow a continuous evaluation of your work and to stimulate your development in different skills that are critical for qualitative researchers. I do not expect you to spend much time memorizing any materials or preparing for quizzes. Yet, I advise you that this course relies on more readings than you are probably used to and that you are expected to accomplish several large written assignments. I hope you acknowledge that you will be doing what any qualitative researcher does - reading, interacting and writing.

- I expect you to come to class fully prepared to discuss the assigned readings. The Department of Urban Affairs and Planning values the role of **participation** and active engagement by students in the learning process. Moreover, we believe a prerequisite for learning is that students should attend class regularly, participate fully when called upon, and have command of the assigned readings at the scheduled time. Class participation, attendance and conscientiousness will be based on (a) familiarity with readings; (b) oral participation in class (based on your ability to express yourself clearly, to hear and understand what others say, to synthesize the thoughts of others to form new insights or questions, and to disagree constructively); (c) contributions to discussion board forums; (d) participation in student 'editing/writing groups' (f) cooperation in building a stimulating and supportive intellectual atmosphere in class; and (g) attendance.
- Each week a student or group of students will be responsible for **facilitating** and providing guiding questions for a portion of our class discussion. The summary notes and questions will be used by the student to guide the discussion toward the key points and issues for the class session. You should meet with the instructor two weeks before the class you are scheduled to facilitate to discuss possible approaches. When two students are facilitators, you should meet and develop joint notes and questions.
- *You are not doing qualitative research unless you are writing about your research.* Qualitative researchers often use research journals to keep track of the research process, wrestle with design issues, pose questions, and maintain a record of their thought processes. Students are required to keep a **research journal**. You should see your research journal as an opportunity to dialogue with yourself. Your notes may include class notes, reflections on the readings, field interviews, data interpretation, and other relevant materials. Several of your journal entries will consist of guided assignments. Other entries will be at your own discretion but should serve as a record for your thought processes in developing your design and methodological strategies as well as your basic research questions and purposes. Feel free to be as creative and visual as you would like as you regularly write on your journal. On average, you should plan to do 2-3 journal entries per week, depending on their length and depth. You should feel free to keep your journal in whatever format feels most productive and comfortable to you. Usually it is advisable that you carry your journal with you at all times, but you should also keep an electronic version of your journal. My recommendation is that you use a notebook to take your daily notes and that you regularly type those notes in a digital format adding another level of analysis to what you initially observed or thought. You will be asked to turn in your journal periodically during the semester.

- Learn by doing:
 1. **Journal Article Analysis** - This exercise provides you the opportunity to analyze and critique a journal article that relied on some sort of qualitative research methodology. Through the Virginia Tech Library you may access several journals specialized in qualitative research, for example, Qualitative Sociology, Qualitative Social Work, Qualitative Market Research, Qualitative Health Research, Qualitative Inquiry, or the International Journal of Qualitative Studies in Education. In order to search these journals you can use a database such as Ingenta (on the library homepage type Ingenta under “Find a database by title”). Use this database to search for an article on a topic that interests you, making sure that it includes a component of qualitative research. Analyze and critique this article, making sure you discuss the questions below:
 - a) What is the phenomenon under study?
 - b) What is the purpose of the research? What is (are) the basic question(s) of the research?
 - c) To what extent has the author argued successfully that the research is important? Why would this study be worth doing from both scholarly and applied perspectives? Do you agree with the author’s argument?
 - d) Does the author reveal an explicit or implied paradigm that guides the research? If so, what paradigm is revealed (positivist/postpositivist, constructivist/interpretive, critical)? Cite the section of the article that leads you to this conclusion.
 - e) What is the basic research design of the study and the process used in the research?
 - f) What methods does the researcher use to collect data? Discuss the quality (credibility, relevance) of the data. How does the author use this data to draw his/her conclusions?
 - g) What are the author’s main conclusions?
 - h) How credible/believable are the conclusions, given the evidence?
 - i) If you were a practitioner, what response would you have to the findings in this research based on the reported findings? What policy or organizational changes might you suggest based on this research?
 - j) As a researcher, what would you suggest as the next steps building on the findings of this research? Are there changes you might make to the existing study? Are there new topics that emerge from this study that warrant further research?

Your analysis should not exceed five double-spaced pages. Make sure you attach a copy of the article you selected to your analysis.

2. **Interview Exercise** - One of the most used techniques for gathering primary data in qualitative methods is the interview. This exercise provides you the opportunity to practice interviewing techniques and to analyze your experience as an interviewer. You will have two options on how you want to approach this project. Dr. Max Stephenson is currently running a project entitled “Developing Leadership Through the Arts in Southside Virginia” with the aim of securing a cadre of leaders with vision and purpose who will serve as the primary locus for social and economic change across the Dan River region. We agreed that it would be a wonderful opportunity to integrate you in one of his research teams. You will be paired with one of the current researchers working on this project and, during one day, your team will be able to interview two or three individuals.

Although I think this would be a fabulous learning experience and a unique chance for you to participate in a research project of this nature, I also understand that you might prefer to do something more directly associated with your own research agenda. In that case, you should choose a person that has some relationship to your academic/professional development, e.g. a practitioner in your field of interest, professors who have worked in your field or who study your field, fellow students who have had professional experience in your field of interest, etc. If you are interested in interviewing another category of individual for this assignment, discuss your preferred option with the instructor.

Independently of the option you chose, you should conduct a semi-structured interview of approximately 45 to 60 minutes. You should also tape record the conversation and take copious notes not only of what is said in response to your questions, but also of surroundings, gestures, facial expressions, and other pertinent data. Finally, you will transcribe a 15 minute section of the taped interview. In the transcription, make sure to note the conversation exactly as it unfolded including pauses, noting attitudes or tones when important, and noting non-verbal gestures. As soon as possible after you finish the interview, you should go back to your notes, analyze the data collected, and immediately search for implications for your research problem, develop initial ideas of codes and themes across the interview, and try to identify phrases and key concepts that will be important to answer your research questions.

For this assignment you will produce a report that should include the following:

- a) Definition of a research problem, question, or phenomenon of interest based on what you would like to learn from your interviewee.
 - b) The reasoning behind your choice of interviewee and a description on how contact was established.
 - c) An interview instrument with a list of questions. You should also develop possible probes for your questions to delve deeper into topics of interest.
 - d) A signed Informed Consent Form.
 - e) A transcription of 15 minutes of the recorded interview.
 - f) Any interview notes and observation notes.
 - g) Overview of content of interview, major findings and implications for research problem.
 - h) Your response to the interview: How did you feel as an interviewer? Did the interview take place as you were expecting? Did the interview require more or less preparation than you were expecting? Did the class readings influence your role as an interviewer? Did the tape recording change how you or the interviewee interacted in the setting? How long did it take you to transcribe 15 minutes of the interview? What approach did you use for the transcription? What were some of the unforeseen directions that emerged during your interviews? Would you make any changes to your instrument? Would you make any changes to your behavior? Any other lessons learned?
3. **Field observation exercise** - Qualitative researchers often try to observe people in their “natural” settings. Observations can be the primary data collection method or they can be used to augment, confirm, or enhance data gathered in interviews, surveys, document analysis, or other means. This exercise provides students the opportunity to practice observational skills of field observation, note taking, and data analysis through a short observational experience. You are

given substantial flexibility in the choice of observational setting. You should develop a basic research lens by identifying a question or phenomenon of interest to you for which you will gather observational data. I suggest that you undertake your observations in a public setting. However, this is not necessary if you wish to observe a setting in which you take part - as a “participant observer.” Several public settings that are good alternatives include: public meetings such as Board of Supervisors or Planning Commission meetings; social settings such as restaurants, theaters, bars; public spaces including malls, parks, sidewalks, public transit; judicial settings, specifically courtrooms; organization meetings (e.g. GUAPA, GSA). For this assignment, you should spend at least 30 minutes but definitely no more than 2 hours in your observational setting, making sure to take thorough notes during your observation period(s). Following your experience, you should edit your fieldnotes adding any information you were unable to include in your notes in the field but that you remember and deem important data related to your phenomenon of interest. These edits should be added to your field notes as soon as possible after the observation.

For this assignment you will produce a report that should include the following:

- a) Definition of a research problem, question, or phenomenon of interest and the reasoning behind your choice of observational setting.
 - b) The edited copy of your fieldnotes as taken in the field and (if applicable) a typed version.
 - c) Your analysis on how the data helps to inform the research question that you chose as a frame for your observation. Try to connect some of the specifics of the observations to your analysis and begin to draw out some general themes as well.
 - d) A reflexive essay where you should describe, interpret and evaluate your experience as an observer. Among other things, elaborate on your choice between participating and observing, the existence of ethical dilemmas or the influence of any personal bias, whether you were influenced by the class readings, as well as any lessons learned.
- The culminating experience of this course is the **research proposal**. You will complete an empirical or professional/practical research proposal for this course. If you have ideas about what you might like to do for your thesis or dissertation, please use this project to explore them here—if these ideas work out to you and your committee’s satisfaction, you will have the beginning of a proposal at the end of this term. I will offer flexibility in the format and allow for creativity in the design and presentation of your research proposal. However, the research proposal of approximately 15-20 typed pages should contain all of the necessary components of standard research proposals. Components of the research project will be submitted throughout the semester to ensure appropriate progress on the project and to allow you to enhance its quality. We encourage you to meet with knowledgeable faculty, other students, your advisor, and any other individuals that you think could shed light on your particular project. You could record these meetings and the insights you gain from them in your journal. You will be allowed to choose whether you would prefer to write an academic proposal (e.g. for a thesis or dissertation) or a professional research proposal for grant funding. Most of the elements of the research proposal will be quite similar in either case and we will expect the proposal to cover all of the elements we discuss in class. However, you will want to tailor your grant based proposal to the guidelines of a particular funding agency. If you plan to write a

proposal for grant funding, set up a meeting with us so that we can discuss how to merge the requirements of the course and the funding agency.

Unless specifically mentioned, all written assignments should be typed and double-spaced, and must be submitted at the beginning of the class period in which they are due. Specific instructions for the format of each of these assignments will be given.

Grading:

Evaluation for this course will be based on the following criteria. The weighting of the evaluation criteria will be determined through a group process on the first day of class.

| | |
|--------------------------|-------------|
| Participation | ___% |
| Facilitation | ___% |
| Journal | ___% |
| Journal Article Analysis | ___% |
| Interview | ___% |
| Field Observation | ___% |
| Research Proposal | ___% |
| Presentation | ___% |
| TOTAL | 100% |

Policies

Honor Code

I take the Virginia Tech honor code very seriously and it will be strictly enforced in this class. In turn, you may expect that I shall treat you with the dignity and respect that such a system implies. If you are unfamiliar with the Honor Code, please see the online university undergraduate catalogue (www.honorsystem.vt.edu). Giving or receiving unauthorized assistance on assignments, plagiarism, and falsification are all violations of the honor code.

Format

All written assignments should be typed and double spaced with 1 inch margins, and must be submitted at the beginning of the class period in which they are due. Printing on reused paper is encouraged. Use APA referencing style or provide a sample if you are following the guidelines of journals in your research area. I will be happy to review drafts of papers, but please turn in draft material at least two weeks ahead of the due date.

Late Policy

Late assignments will not be accepted without prior arrangement. If you know that you will be late in turning in an assignment, please contact me in advance to share your reasons so that we can work together to establish a completion date for you. Assignments received after the due date may be downgraded up to one full letter grade per day (24-hour period). If you cannot attend class on a due date, it is your responsibility to turn in the assignment in advance. No e-mail submissions without my previous consent.

Writing Center

Part of your grades on exercises and the research proposal will be allocated to writing clarity and grammatical accuracy. You have permission (and encouragement) to take your assignments or any other writings to the Writing Center for assistance before turning them in for credit.

Students with Disabilities and Special Needs

I will make every effort to accommodate students who have special learning needs or documented disabilities. In order to do so, I must know within the first two weeks of class if you have special needs so that I may make appropriate accommodations.

Privacy-Rights Protocols

It is essential to maintain the anonymity of the people you write about in your qualitative research. No one who appears in your field notes and journal (except for you or any class participants) is to be identified by name. Pseudonyms should be selected that do not correspond with people's real names in any systematic way. When in doubt, err on the side of discretion.

You are strongly encouraged to visit me during office hours to review notes, class discussions, or simply for advice. If you are not able to come to my office hours, contact me so that we can schedule an appointment. I am typically most readily contacted via email or instant messaging but feel free to call me as well. I will be pleased to assist you in any way that I can.

Please remember that this course is both reading and writing intensive. The primary keys to success in this course are (1) keeping up with the work in a timely manner, pace yourself appropriately and avoid unnecessary stress; and (2) notify me promptly and honestly of any problems you may be experiencing.

Just one more thing -- please remember that I'm ready, willing and eager to do my best to make this a productive and enjoyable experience for you!

Course Schedule: Topics, Readings, and Major Assignments

(Subject to change)

Part 1: Introduction and Overview of Research Design

Jan. 17: Course Overview and Participatory Course Appraisal

Guests:

- o Neo and Morpheus

Jan. 24: Introduction to Qualitative Methods

Guests:

- o Earthea Bubanje-Nance: The Tools and Materials of Qualitative Fieldwork

Read for this session:

- Merriam, Chapter 1: What is Qualitative Research?, pp. 3-25
- Maxwell, Chapter 1: A Model for Qualitative Research Design and Chapter 2: Purposes: Why Are You Doing This Study?
- ❖ Denzin, Norman K. and Yvonna S. Lincoln (2003). "Introduction: The Discipline and Practice of Qualitative Research," in Denzin, Norman K., and Yvonna S. Lincoln, eds. (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications, pp. 1-45.
- ❖ Hammersly, Martyn (1992). "Deconstructing the Qualitative-Quantitative Divide," Chapter 9 in *What's Wrong with Ethnography?: Methodological Explorations*. London: Routledge.

Assignment due: Letter to your best friend from high school

Part 2: Research Design

Jan.31: Finding Your Paradigm

Read for this session:

- For a clear and concise overview of paradigms, review Merriam, pp. 3-5
- ❖ Guba, Egon G., and Yvonna S. Lincoln (2004). "Competing Paradigms in Qualitative Research," In Hesse-Biber, Sharlene Nagy and Patricia Leavy (2004). *Approaches to Qualitative Research: A Reader on Theory and Practice*. Oxford University Press: New York, pp. 17-38.
- ❖ Schwandt, Thomas A. (1998). "Constructivist, Interpretivist Approaches to Human Inquiry." In Denzin, Norman K., and Yvonna S. Lincoln, eds. (1998). *The Landscape of Qualitative Research: Theories and Issues*. Thousand Oaks, CA: Sage Publications, pp. 221-259.

Assignment due: Journal submission

Feb. 7: Linking Research Objectives and Questions

Read for this session:

- Maxwell, Chapter 3: Conceptual Context: What Do You Think Is Going On?
Chapter 4: Research Questions: What Do You Want to Understand?
- Merriam, Chapter 3: Designing the Study, pp. 40-60
- ❖ Miles, Matthew B., and A. Michael Huberman (1994). "Focusing and Bounding the Collection of Data: The Substantive Start," Chapter 2 in *Qualitative Data Analysis: An Expanded Sourcebook, Second Edition*. Thousand Oaks, CA: Sage Publications, 16-27. (Note: Read pp. 27-39 for Feb. 25.)

Assignment due: Journal article analysis

Feb. 14: Choosing the Right Tradition and The Research Proposal

Guests:

- o Kyle Beidler:

Read for this session:

- Maxwell, Chapter 7: Research Proposal: Presenting and Justifying a Qualitative Study and Appendix A: An Example of a Qualitative Proposal
- Review Merriam, Chapter 2: Case Studies as Qualitative Research, pp. 10-20
- ❖ Chambers, Erve (2003). "Applied Ethnography," in Denzin, Norman K., and Yvonna S. Lincoln, eds. (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications, pp. 389-418.
- ❖ Creswell, John W. (1998). "Five Qualitative Traditions of Inquiry," Chapter 4 in *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, CA: Sage Publications, pp. 47-72.

Assignment due: Journal submission

Part 3: Research Methods/Techniques

Feb. 21: Overview of Methods and Sampling

Guests:

- o Ramya Ramanath: I thought I belonged

Read for this session:

- Maxwell, Chapter 5: Methods: What Will You Actually Do?
- Merriam, Chapter 3: Selecting a Sample, pp. 60-67
- ❖ Part I: Methods of Collecting and Analyzing Empirical Materials in Denzin, Norman K., and Yvonna S. Lincoln, eds. (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications
- ❖ Miles, Matthew B., and A. Michael Huberman (1994). "Focusing and Bounding the Collection of Data: The Substantive Start," Chapter 2 in *Qualitative Data Analysis: An Expanded Sourcebook, Second Edition*. Thousand Oaks, CA: Sage Publications, 27-39.

Feb.28: Verbal Data: Interviewing and Focus Groups

Guests:

- o Percy Summers: Mapping Out

Read for this session:

- Merriam, Chapter 4: Conducting Effective Interviews
- ❖ Fontana, Andrea and James H. Frey (2003). "The Interview: From Structured Questions to Negotiated Text," in Denzin, Norman K., and Yvonna S. Lincoln, eds. (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications, pp. 61-106.
- ❖ Morgan, David L. (2004). "Focus Groups," In Hesse-Biber, Sharlene Nagy and Patricia Leavy (2004). *Approaches to Qualitative Research: A Reader on Theory and Practice*. Oxford University Press: New York, pp. 263-285.
- ❖ Hermanowicz, Joseph C. (Winter, 2002). "The Great Interview: 25 Strategies for Studying People in Bed," *Qualitative Sociology*, Vol. 25, No. 4, pp. 479-499.

Optional:

- ❖ Madriz, Esther (2003). "Focus Groups in Feminist Research," in Denzin, Norman K., and Yvonna S. Lincoln, eds. (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications, pp. 363-388.
- ❖ Cawthorne, Pamela (2001). "Identity, values, and method: taking interview research seriously in political economy," *Qualitative Research*. Vol. 1, No. 1, pp. 65-90.

Assignment due: Research Proposal, Part 1

March 7: Spring Break**March 14: Visual Data and Introduction to Data Analysis: Observation, Ethnography, and Analysis techniques**

Guests:

- o Jon Bohland:

Read for this session:

- Merriam, Chapter 5: Being a Careful Observer and Chapter 6: Mining Data from Documents
- ❖ Harper, Douglas (2003). "Reimagining Visual Methods: From Galileo to Neuromancer," in Denzin, Norman K., and Yvonna S. Lincoln, eds. (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications, pp. 176-198.
- ❖ Wolfinger, Nicholas H. (2002). "On Writing Fieldnotes: Collection Strategies and Background Expectancies," in *Qualitative Research*, Thousand Oaks, CA: Sage Publications, Vol. 2, No. 1, pp. 85-95.
- ❖ Hodder, Ian (2003). "The Interpretation of Documents and Material Culture," in Denzin, Norman K., and Yvonna S. Lincoln, eds. (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications, pp. 155-175.

Assignment due: Interview Exercise

March 21: Data Analysis: Managing, Coding, and Theme Development

Read for this session:

- Merriam, Chapter 8: Analytic Techniques and Data Management
- ❖ Ryan, Gery W. and H. Russell Bernard (2003). "Data Management and Analysis Methods," in Denzin, Norman K., and Yvonna S. Lincoln, eds. (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications, pp. 259-309.
- ❖ Miles, Matthew B., and A. Michael Huberman (1994). "Early Steps in Analysis," Chapter 4 in *Qualitative Data Analysis: An Expanded Sourcebook, Second Edition*. Thousand Oaks, CA: Sage Publications, 50-89.

March 28: Data Analysis: Making Meaning and Questioning Results

Read for this session:

- Merriam, Chapter 7: Collecting Data in Case Studies and Chapter 9: Levels of Analysis
- ❖ Attride-Stirling, Jennifer (2001). "Thematic networks: an analytic tool for qualitative research," *Qualitative Research*, Thousand Oaks, CA: Sage Publications. Vol. 1, No. 3, pp. 385-405.
- ❖ Gardner, Graham (2001). "Unreliable memories and other contingencies: problems with biographical knowledge," *Qualitative Research*, Thousand Oaks, CA: Sage Publications, Vol. 1, No. 2, pp. 185-204.
- ❖ Silverman, David (2003). "Analyzing Talk and Text," in Denzin, Norman K., and Yvonna S. Lincoln, eds. (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications, pp. 340-362.

Assignment due: Field Observation Exercise

Part 4: Important Considerations**April 4: Reliability and Validity**

Read for this session:

- Maxwell, Chapter 6: Validity: How Might You Be Wrong?
- Merriam, Chapter 10: Dealing with Validity, Reliability, and Ethics, pp. 198-212.
- ❖ Creswell, John W. (1998). "Standards of Quality and Verification," Chapter 10 in *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, CA: Sage Publications, pp. 193-218.
- ❖ Kvale, Steiner (2002). "The Social Construction of Validity," In Denzin, Norman K., and Yvonna S. Lincoln, eds. (2002). *The Qualitative Inquiry Reader*. Thousand Oaks, CA: Sage Publications, pp. 299-325.
- ❖ Lincoln, Yvonna S. (2002). "Emerging Criteria for Quality in Qualitative and Interpretive Research." In Denzin, Norman K., and Yvonna S. Lincoln, eds. (2002). *The Qualitative Inquiry Reader*. Thousand Oaks, CA: Sage Publications, pp. 327-345.

Assignment due: Research Proposal Part 2

April 11: Ethics

Guests:

- ❖ David Moore: Institutional Review Board

Read for this session:

- Merriam, Chapter 10: Dealing with Validity, Reliability, and Ethics, pp. 212-219.
- ❖ Review Virginia Tech's Internal Review Board website (<http://www.irb.vt.edu/>).
- ❖ Punch, Maurice (1998). "Politics and Ethics in Qualitative Research." In Denzin, Norman K., and Yvonna S. Lincoln, eds. (1998). *The Landscape of Qualitative Research: Theories and Issues*. Thousand Oaks, CA: Sage Publications, pp. 156-184.
- ❖ Van Maanen, John (1982). "Fieldwork on the Beat," in Van Maanen, John; James M. Dabbs, Jr.; and Robert R. Faulkner (1982). *Varieties of Qualitative Research*. Beverly Hills, CA: Sage Publications, pp. 103-151.
- ❖ Humphreys, Laud (1976). "Tearoom Trade: Impersonal Sex in Public Places." In Golden, M. Patricia, ed. (1976). *The Research Experience*. Itasca, IL: F. E. Peacock.
- ❖ Scarce, Rik (1995). "Scholarly Ethics and Courtroom Antics: Where Researchers Stand in the Eyes of the Law," *The American Sociologist*, Vol. 26, No. 1, pp. 87-112.

Assignment due: Journal submission

April 18: Writing Qualitative Research/Reporting Findings

Read for this session:

- Merriam, Chapter 11: Writing Reports and Case Studies

April 25: Applying Qualitative Research to Planning and Policy

Guests:

- o Planning and Policy Panel

Read for this session:

- ❖ Greene, Jennifer C. (2003). "Understanding Social Programs Through Evaluation." In Denzin, Norman K., and Yvonna S. Lincoln, eds. (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications, pp. 590-618.
- ❖ Rist, Ray C. (2003). "Influencing the Policy Process with Qualitative Research." Denzin, Norman K., and Yvonna S. Lincoln, eds. (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications

Part 5: Class Presentations**May 2: Class Presentations**

Research proposals' presentations will take the form of a traditional conference setting. Our class and the Advanced Quantitative Methods class will work together to organize a conference type event. You will have to submit an abstract of your proposal in advance and proposals with similar topics will be presented at the same session. We will not have class at the regular time and it is possible that presentations will take an entire day. You are required to attend at least two sessions (one hour each) besides the one you will participate in as a presenter.

May 9 – Final Research Proposal and Journal due at 5p.m. in my office

Important Dates

| | |
|-----------------|---|
| Jan. 24 | Letter to your best friend due |
| Jan. 31 | Journal submission due |
| Feb. 7 | Journal article analysis due |
| Feb. 14 | Journal submission due |
| Feb. 28 | Proposal Part 1 due |
| March 14 | Interview Exercise due |
| March 28 | Field Observation due |
| April 4 | Proposal Part 2 due |
| April 11 | Journal submission due |
| May 9 | Final Research Proposal and Journal due at 5p.m. in my office |