

UNIVERSITY OF GUELPH
Department of Family Relations and Applied Nutrition

FRAN 6020 *Qualitative Methods*
Winter 2016

Instructor: Dr. Anna Borisenkova
Course time: Thursday 11:30 - 14:20 pm
Location: Macdonald Stewart Hall, room 331

Office hours: Thursday 9-11 am
Location: MINS 133E
Email: borisenk@uoguelph.ca

COURSE DESCRIPTION

“... Deprive children of stories, and you leave them unscripted, anxious stutterers in their actions as in their words. Hence there is no way of giving us an understanding of any society, including our own, except through the stock of stories which constitute its initial dramatic resources.”
MacIntyre (1984) *After Virtue*, 201.

The aim of the course is to introduce students to the key components of qualitative methodology, including interviewing, focus groups, narrative analysis, ethnography, action research, content analysis, and case studies. The course will provide an assortment of hands-on activities, such as conducting interviews and observation, undertaking data analysis, and writing a paper based on that research. We will examine the relationship between theory and methods and discuss numerous, concrete examples from contemporary and classic cases.

INTENDED LEARNING OUTCOMES

By the end of the course, students should be able to:

- Draw the connections between theoretical statements and interpretation of empirical data
- Effectively design, collect, and analyze qualitative data
- Critically assess ethical issues related to qualitative methods
- Identify the strengths and weaknesses of qualitative research undertaken by others
- Assess the advantages and limitations of each particular qualitative method
- Present their findings and reflections in a research paper

COURSE READINGS

- Bruce L. Berg and Howard Lune. 2012. *Qualitative Research Methods for the Social Sciences* (Eighth Edition). Pearson. ISBN: 0205809383.

You can also rent this book online instead of buying it. See CourseSmart at: <http://www.coursesmart.com>

- All other course readings will be available on **CourseLink**.

COURSE FORMAT

The course will combine lecture, class discussion of reading assignments, and hands-on class group activities. It is pertinent that you pay close attention to this course syllabus, announcements posted on CourseLink, and announcements made in class so that you are aware on what is planned for the day. All slides that accompany lecture material will be posted on CourseLink after the class. However, it is strongly recommended that you take notes during the lectures as the slides are just an aide to keep the lecture organized and provide only a short summary of the lecture material.

To complete the course, students must complete the weekly reading assignments by the end of the week. The out-of-class assignments and final paper are based on in-class discussions. Detailed instructions for out-of-class assignments and final paper will be handed out in class.

Caution: A student who for any reason does not attend classes regularly, runs the risk of being unable to complete the work of the semester and is advised to report to the program counsellor for academic counselling upon return to classes.

EVALUATION

<i>Course Elements</i>	<i>Percentage Weight</i>
Out-of-Class Assignments	
• Research Problem Assignment (15%)	55
• Interview Assignment 1 (10%)	
• Interview Assignment 2 (15%)	
• Observation Assignment (15%)	
Final Paper	45

Research Problem Assignment – [DUE February 4](#)

Students are asked to identify a research problem, discuss the significance of examining this problem, specify their philosophical and theoretical framework, analyze already existent theoretical and methodological approaches related to the selected research problem, and propose a prospective research plan. The research focus is open, but the relevance of qualitative methodology to solve the problem should be clearly explained. Students are encouraged to consult with their instructor or/and TAs if they need help with defining the focus of their research.

The research problem assignment should be approximately 4-5 pages in length, double-spaced, 12 font, typed, plus a reference list including at least 3 sources (articles, books, or book chapters).

Submit: CourseLink

Format: Word document (.doc)

Interview Assignment 1– [DUE February 25](#)

Conduct about 1-1.5 hour long, *semistandardized interview* to address a research question of your choice. Students are expected to provide a detailed transcription of the interview with detailed field notes and reflections. The instructions on how to conduct an interview, prepare transcription and field notes will be provided in class.

Submit: CourseLink **Format:** Word document (.doc)

Observation Assignment – DUE March 17

In class we will discuss descriptive and analytical writing. In small teams you will be required to observe a scene over a certain period of time and record your observations and field notes. These observations will be accompanied by an analysis of the interaction, a focus on what you observed, what you think it “meant” to the people involved, and your observations on the process itself.

Submit: CourseLink

Format: Word document (.doc)

Interview Assignment 2 – DUE March 31

Students will be provided with a transcript of a narrative interview. They will be asked to code it and display and analyse the elements of the narrative structure. The instructions will be provided in class.

Submit: CourseLink

Format: Word document (.doc)

Final Paper – DUE April 14

The final paper will be based on your methodological reflections on your research problem statement, analysis of the interview, and observation (if relevant). The analytical report on your findings should be structured as an analytical paper. The final essay should be around 4000 words in length, double-spaced, 12 font, typed, plus a title page and reference list.

Submit: CourseLink

Format: Word document (.doc)

The last date to drop one-semester courses, without academic penalty is **Friday, March 11, 2016**. Refer to the Graduate Calendar for the Schedule of Dates.

Instructor’s Evaluation of Practical Assignments (Interviews and Observation)

Criteria of Assessment	% of Grade
Detailed transcription of interview/observation	20
Understanding of the procedure of collecting data	30
Clearness of researcher’s notes and comments	20
Interpretation and analysis of data	30

Instructor's Evaluation of a Final Research Paper

Criteria of Assessment	% of Grade
Presentation and a clear definition of the research problem/research question. Demonstrated knowledge of a social and historical context of the research problem	15
Demonstrated understanding of methodology and selected qualitative methods Relevance of the methods to the research problem	20
Correspondence of the research problem and conclusions	10
Analysis: explanation and evaluation of data, comparison and juxtaposition of arguments, developed independent arguments, evaluation of the limitations of research methods	20
Structure of the text: clear and distinct introduction, body, and conclusion	10
Academic language, writing style	15
Academic references and citation style	10

CLASS SCHEDULE, TOPICS, AND READINGS

Readings from the required textbook by Berg & Lune (2012) are denoted by *Textbook*.

January 14, 2016

- **Introduction to Qualitative Research**
- **Quantitative versus Qualitative Schools of Thought. Theoretical and Methodological Perspectives of Qualitative Research**

Readings:

Textbook: Chapter 1 – Introduction

Mahoney, James, and Goertz, Gary. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." *Political Analysis* 14(3): 227-249.

January 21, 2016

- **Quantitative versus Qualitative Schools of Thought. Theoretical and Methodological Perspectives of Qualitative Research**
- **Qualitative Research Design: Conceptualization, Operationalization, and Sampling Strategies**

Readings:

Kinsella, Elizabeth Anne. 2006. "Hermeneutics and Critical Hermeneutics: Exploring Possibilities within the Art of Interpretation." *Forum: Qualitative Social Research* 7(3).

Cavan, Ruth Sh. 1983. "The Chicago School of Sociology, 1918-1933." *Urban Life* 11 (4): 407-420.

Textbook: Chapter 2 – Designing Qualitative Research

Wiederhold, Anna. 2015. "Conducting Fieldwork At and Away from Home: Shifting Researcher Personality with Mobile Interviewing Methods." *Qualitative Research* 15 (5): 600-615.

January 28, 2016

- **Ethical Concerns in Qualitative Research**
- **Interviewing: Methods of Data Collection and Analysis**

Readings:

Textbook: Chapter 3 – Ethical Issues

Vainio, Annukka. 2012. "Beyond Research Ethics: Anonymity as 'Ontology', 'Analysis', and 'Independence'." *Qualitative Research* 13 (6): 685-698.

Caretta, Martina Angela. 2015. "Situated Knowledge in Cross-Cultural Research: A collaborative Reflexive Analysis of Researcher, Assistant and Participant Subjectivities." *Qualitative Research* 15 (4): 489-505.

Morse, Janice M.; Niehaus, L.; Varnhagen, S.; Austin, W. and Michele McIntosh. 2008. "Qualitative Researchers' Conceptualizations of the Risks Inherent in Qualitative Interviews." *International Review of Qualitative Research* 1 (2): 195-215.

Textbook: Chapter 4 – A Dramaturgical Look at Interviewing

February 4, 2016

- **Interviewing: Methods of Data Collection and Analysis**
- **Focus Group Interviewing**

Guest talk by Sandra Auld, Research Ethics Director, the University of Guelph

Readings:

Roulston, Kathryn. 2014. "Interactional Problems in Research Interviews." *Qualitative Research* 14 (3): 277-293.

Williams, Christine L. and E. Joel Heikes. 1993. "The Importance of Researcher's Gender in the In-Depth Interview: Evidence from Case Studies of Male Nurses." *Gender and Society* 7 (2): 280-291.

Textbook: Chapter 5 – Focus Group Interviewing

February 11, 2016

- **Focus Group Interviewing**
- **Action Research**

Readings:

Munday, Jennie. 2006. "Identity in Focus: The Use of Focus Groups to Study the Construction of Collective Identity." *Sociology* 40 (1): 89-105.

Montell, Frances. 1999. "Focus Group Interviews: A New Feminist Method." *NWSA Journal* 11 (1): 44-71.

Textbook: Chapter 7 – Action Research

Ozanne Julie L. and Saatcioglu, Bige. 2008. "Participatory Research Action." *Journal of Consumer Research* 35 (3): 423-439.

Pawels, Luc. 2015. "Participatory' Visual Research Revisited: A Critical-constructive Assessment of Epistemological, Methodological and Social Activist Tenets." *Ethnography* 16 (1): 95-117.

Winter Break – February 15-19 (No Classes)

February 25, 2016

Ethnographic Field Strategies

Readings:

Textbook: Chapter 6 – Ethnographic Field Strategies

Katz, Jack. 2011. "From How to Why. On Luminous Description and Causal Inference in Ethnography." *Ethnography* 2(4): 443-473.

Angotti, Nicole. 2015. "Implementing 'Insider' Ethnography: Lessons from the Public Conversations about HIV/AIDS Project in Rural South Africa." *Qualitative Research* 15 (4): 437-453.

Henry, Rosita. 2012. "Gifts of Grief: Performative Ethnography and the Revelatory Potential of Emotion." *Qualitative Research* 12 (5): 528-539.

March 3, 2016

- **Human Traces as Data: Archival Strategies**
- **Historiography and Oral Traditions**

Readings:

Textbook: Chapter 8 – Unobtrusive Measures in Research

Textbook: Chapter 9 – Social Historical Research and Oral Traditions

Sánchez-Carretero, Cristina; Cea, Antonio; Díaz-Mas, Paloma Pilar & Martínez & Carmen Ortiz. 2012. "On Blurred Borders and Interdisciplinary Research Teams: The Case of the 'Archive of Mourning.'" *Forum: Qualitative Social Research* 12 (3).

March 10, 2016

- **Historiography and Oral Traditions**
- **Methods of Study of Communication: Discourse Analysis, Conversation Analysis, and Narrative Analysis**

Readings:

Sloan, Stephen. 2008. "Oral history and Hurricane Katrina: reflections on shouts and silences". *The Oral History Review* 35(2): 176-86.

Sugiman, Pamela. 2004. "Memories of Internment: Narrating the Life Stories of Japanese Canadian Women." *Canadian Journal of Sociology* 29(3): 359-88.

Sheyholislami, Jaffer. "Critical Discourse Analysis". Carleton University Papers. Available at: <http://http-server.carleton.ca/~jsheyhol/articles/what%20is%20CDA.pdf>

March 17, 2016

- **Methods of Study of Communication: Discourse Analysis, Conversation Analysis, and Narrative Analysis**
- **Narrative Interview as a Method of Exploring Human Experience**

Readings:

Goodwin Charles & Heritage John. 1990. "Conversational Analysis". *Annual Review of Anthropology*, Volume 19, 283-307.

Franzosi, Roberto. 1998. "Narrative Analysis – Or Why (And How) Sociologists Should Be Interested in Narrative." *Annual Review of Sociology* 24: 517-554.

Bamberg, Michael. 2010. "Who Am I? Narration and Its Contribution to Self and Identity." *Theory & Psychology* 21 (2): 1-22.

Bauer, Martin. 1996. "The Narrative Interview: Comments on a technique for qualitative data collection", *Papers in Social Research Methods, Qualitative Series* no 1, London School of Economics and Political Science.

Available at: <http://www2.lse.ac.uk/methodology/pdf/QualPapers/Bauer-NARRAT1SS.pdf>

March 24, 2016

- **Thematic and Structural Narrative Analysis**
- **Writing Research Papers: Sorting the Noodles from the Soup**

Readings:

Labov, William. 2001. "Uncovering the event structure of narrative." *Georgetown University Round Table*. Georgetown: Georgetown University Press.

Labov, W. 2001. "Oral narratives of personal experience", to appear in *Cambridge Encyclopedia of the Language Sciences*.

Textbook: Chapter 12

March 31, 2016

Case Studies

Readings:

Textbook: Chapter 10 – Case Studies

Morgan, Mary S. 2012. “Case Studies: One Observation or Many? Justification or Discovery?” *Philosophy of Science* 79 (5): 667-677.

Zerubavel, Eviatar. 1977. “The French Republican Calendar: A Case Study in the Sociology of Time.” *American Sociological Review*: 42 (6): 868-877.

April 7, 2016

Content Analysis

Reflection on Learning

Readings:

Textbook: Chapter 11 – An Introduction to Content Analysis

Weingast, David E. 1950. “Walter Lippmann: A Content Analysis.” *The Public Opinion Quarterly* 14 (2): 296-302.

Palmer, Eddie C. 1979. “Pornographic Comics: A Content Analysis.” *The Journal of Sex Research* 15 (4): 285-298.

RECOMMENDED READINGS (Examples of Qualitative Research)

Grounded Theory Methodology

Garcia-Romeu, Albert. 2015. “Self-Transcendent Experience: A Grounded Theory Study.” *Qualitative Research* 15 (5): 633-654.

Ethical Issues in Social Research

Aldridge, Jo. 2014. “Working with vulnerable groups in social research: dilemmas by default and design.” *Qualitative Research* 14 (1): 112-130.

Historical Research

George, Peter; Fikret, Berkes and Richard J. Preston. 2008. “Aboriginal Harvesting in the Moose River Basin: A Historical and Contemporary Analysis.” *Canadian Review of Sociology* 32(1): 69-90.

Ethnography

Fuji, Lee Ann. 2015. “Five Stories of Accidental Ethnography: Turning Unplanned Moments in the Field into Data.” *Qualitative Research* 15 (4):525-539.

Jungnickel, Katrina. 2014. “Getting there...and back: how ethnographic commuting (by bicycle) shaped a study of Australian backyard technologists.” *Qualitative Research* 14 (6): 640-655.

De Vries, Pieter J. and Macnab De Vries, Georgina. 2008. "Ethnography in Rural Cape Breton: Coping with Postmodernism." *Canadian Review of Sociology/Revue canadienne de sociologie* 28 (4): 483-502.

Watson, Graham. 2008. "Listening to the Native: The Non-ironic Alternative to "Dialogic" Ethnography (as well as to Functionalism, Marxism and Structuralism)." *Canadian Review of Sociology/Revue canadienne de sociologie* 33(1): 73-88.

Narrative Analysis

Jameson, Daphne A. 2000. "Telling the Investment Story: A Narrative Analysis of Shareholder Reports." *Journal of Business Communication* 37 (7): 7-38.

Discourse Analysis

Horváth, Juraj. 2009. "Critical discourse analysis of Obama's political discourse". In *Language, Literature and Culture in a Changing Transatlantic World*, edited by M. Ferencík & J. Horváth. International conference proceedings, 45-56. Presov: University of Presov.

Available at: http://www.pulib.sk/elpub2/FF/Ferencik2/pdf_doc/6.pdf

Conversation Analysis

Heritage, John. 1998. "Conversation Analysis and Institutional Talk: Analyzing Distinctive Turn-Taking Systems." In *Proceedings of the 6th International Congress of IADA* (International Association for Dialog Analysis), edited by S. Cmejrková, J. Hoffmannová, O. Müllerová and J. Svetlá, 3-17. Tübingen: Niemeyer.

Analysis of Video Data

Morris, Ray. 2008. "Cultural Analysis through Semiotics: Len Norris' Cartoons on Official Bilingualism." *Canadian Review of Sociology/Revue canadienne de sociologie* 28 (2): 225-254.

Knoblauch, Hubert. 2012. "Videography: analysing video data as a 'focused' ethnographic and hermeneutical exercise" *Qualitative Research* 12 (3): 334-356.

Luff, Paul. 2012. "Some 'Technical Challenges' of Video Analysis: Social Actions, Objects, Material Realities and the Problems of Perspective." *Qualitative Research* 12 (3): 255-279.

Qualitative Analysis Software

Students are encouraged to use qualitative analysis software to analyse research data. The University of Guelph has a licence for **NVivo**: <https://www.uoguelph.ca/ccs/software/supported-products/nvivo>. A 30-day free trial or 6 month student license (\$51 USD) of **MAXQDA** can be obtained from: <http://www.maxqda.com/licenses/students>

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

Without appropriate documentation all late work will incur a penalty of 10% of the total marks per day late. When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course in writing, with your name, id#, and e-mail contact. See the graduate calendar for information on regulations and procedures for Academic Consideration:

http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1415.shtml

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <https://www.uoguelph.ca/csd/>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Academic Misconduct Policy is detailed in the Graduate Calendar:

http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1687.shtml

Plagiarism is a combination of stealing and lying about it afterwards. It means using others' work and misrepresenting that work as your own without giving the author credit: this includes:

- Ideas
- Words
- Data

- Computer programming
- Products of any other creative endeavour

An extreme example would be copying or purchasing an entire paper and submitting it as your own. Less extreme would be submitting a paper you have written for credit in another course without prior permission from your instructor. Another, more common example, would be copying another author's phrases, sentences, ideas, or arguments without citing the source.

Please also see Guidelines for Penalties for Academic Misconduct:

https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2824.shtml

To check the originality of written assignments Turnitin will be used. Turnitin is a teaching and learning tool that compares writing submissions within the University and across a wide range of sources. By looking at the reports produced by the software, student and instructors can assess if writing is original work and if any sourced material is properly paraphrased or formatted and cited correctly.

Non-academic Misconduct

Students have a responsibility to act in a fair and reasonable manner in their interactions with their peers, instructor and in their use of campus property. The intent of this policy is to encourage appropriate student conduct and to identify and regulate student non-academic misconduct that jeopardizes the essential values of any academic community: mutual respect, dignity and civility. Particularly, the use of non-learning equipment in the classroom, i.e., cell phones, texting equipment, is not allowed.

No food, coming late, or leaving early are expected to occur in this class. For information on academic misconduct please see:

<https://www.uoguelph.ca/secretariat/office-services-student-judicial-services-non-academic-appeals/policy-non-academic-misconduct>

Recording of Materials

Presentations which are made in relation to course work — including lectures — cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations that apply to graduate programs:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/>