I. Introduction and Overview

I aim for this course to be challenging and invigorating. It will introduce a necessarily limited selection of qualitative techniques for gathering and analyzing data (methods), and a range of approaches to qualitative research (methodologies). We will consider the theoretical and epistemological underpinnings of qualitative research, and most importantly, you will conduct your own original, hands-on qualitative research.

By the end of the semester, each of you will have completed a modest “exploratory” (or possibly pilot) research project. To mirror good research practice, your projects will be:

- driven by theoretical interests and specific questions;
- informed by (and thus refer to and be in conversation with) our readings and discussion of methods and methodologies;
- attentive to ethics, audience, and purpose;
- carefully documented and organized;
- supported by input from our ‘community of practice.’

While one key goal is to learn while doing, a corollary goal is to build reflexive practice by engaging in a number of debates, e.g., truth claims based on qualitative evidence, the accountability and positionality of researchers, the problem of defining culture and experience, ‘rigour’ and ‘validity’, the complexities of ethics, and the politics of representation.

Be sure to manage your time so that you are regularly and consistently doing all four of the following (all of which feed into each other!):

- preparing for class readings and discussions (see below);
- planning for and carrying out field research;
- researching literature (substantive and methodological) relevant to your project
- tracking, writing about, and reflecting on your research project (in the portfolio).

Note: “Field research” refers to the qualitative study of a site or case or topic. Individual semi-structured interviews will be the core method, but you will also try at least one other method: analysis of a text (i.e. document(s), image(s), or object(s)), participant observation, or a visual method (i.e., either interview-produced or visual documentation/narration).

The prerequisite for this class is Soc 418 or the equivalent. Students are expected to have basic familiarity and experience with qualitative research methods and social theory.
READINGS

Required:

Coursepack /Electronic Resources (*permanent links with each reading in course schedule below*)

Recommended as Overview/Background:
Mayan, Maria J. (2001) *An Introduction to Qualitative Methods.* University of Alberta: International Institute for Qualitative Methodology.

Other Selected References and Resources (and there are many, many more...):
The SAGE Qualitative Research Kit (electronic books through U of A Libraries)
Some Journals
American Ethnologist  
Discourse Studies  
Ethnography  
Int’l Journal of Qual Methods  
Jnl of Contemporary Ethnography  
Narrative Inquiry  
Qualitative Inquiry  
Qualitative Research  
Qualitative Sociology  
Visual Anthropology Review

THREE IMPORTANT NOTES:

1. ETHICS: I have received course ethics approval for research projects in the course. Projects must be ‘minimal risk’ – we’ll talk about what that means. Under this arrangement, I am (as far as REB1 is concerned) the Principal Investigator on all student projects, and the findings of the projects are to be used only for course requirements. IF you think you will integrate research data from this course into your thesis or any other research project outside of this class, you should make your own separate ethics application ASAP to REB1. (Another option, to be discussed in class, is for the consent form used in the 518 project to state that findings may be used for a thesis or other publications on X topic.) Those of you working with community partners will need to abide by their wishes regarding ‘ownership’ of the interviews, i.e., you also need their permission to use the data for anything beyond this class.

2. COMMUNITY SERVICE-LEARNING: The CSL Program (based in the Faculty of Arts) integrates community-based projects with academic courses, providing hands-on learning experiences that also benefit community partners. For Soc 518, we have several CSL partners with different kinds of research needs.

To see the list of community projects matched with Soc 518, go to www.csl.ualberta.ca and click on “CSL Portal” (you will use your CCID and password to access it).

IF one of these projects matches your interests and background, and/or you don’t already have an idea for a research topic, then do consider taking up one of these partnerships as the basis for your course project. This is a unique opportunity to exercise your collaborative research skills – your work will be developed with and for a community group that has an identified research interest. One added benefit is ease of ‘access’ to participants (to be discussed further in class). Students who choose the CSL option will be given a few additional resources, and will have a couple of short extra meetings. Overall, the whole class will benefit from the mutual sharing of research experiences from both CSL and non-CSL projects.

Some extra logistics for CSL students:

• meet with your community supervisor by the third week in September to get to know each other, to devise a plan for communication, and to talk about your respective goals for the project, “fit” with semi-structured interviewing, and any specific ethics concerns
• read the CSL Student Guidebook and return the Student Agreement to me by Sept 30th (print your Agreement from the Portal and take to the first meeting with your partner)
• complete a Police Information Check if required (see Guidebook for details)
3. TECHNOLOGY NEEDS FOR THE COURSE:

- You will need a recording device for your interviews. I would recommend a separate small digital recorder that you have gotten to know well. IF you use your cell phone, be doubly familiar with how recording works on your phone (e.g., an incoming call or text can stop the recording, with you unawares). In all cases, be conscious of how you are going to protect confidentiality and privacy (e.g., upload the recording onto a secure, password-protected computer, ensure it has been properly saved, and then delete from your recording device), and test it out in a simulated interview setting (with background noise, with a number of feet between speaker and device, etc.).

- You will want to look into transcribing software that will ease the process of interview transcription by allowing you to easily slow or speed the audio, rewind, etc. (there are many; some students in the past have used Express Scribe). Do NOT use voice recognition software; this is both unreliable for interviews and skips transcription as an important part of research analysis.

- You will not be using any CAQDAS software (NVivo, Atlas Ti, etc.) for coding data in this course, although we will discuss it in class. Doing just a few interviews ‘by hand’ is a more effective way to practice the art of coding.

- You can still use project-organizing software to organize your field notes, reflexive writing, lit searches, interview transcripts, coding, and analysis. For example, I can see how Scrivener would be a useful tool. See an extensive list of interesting applications at www.nova.edu/ssss/QR/apps.html. Or, just use good old Word...

NOTE: Whatever you do, remember that you need to give me your research portfolio twice during the term, so it needs to be created in or at least be convertible to a format that can be coherently compiled and submitted as one document.

II. Logistics

Plagiarism/Professionalism
KNOW WHAT IT IS, DON’T DO IT: see www.osja.ualberta.ca/en/students.aspx

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with standards regarding academic honesty and to uphold the policies of the University. Students should be familiar with the Code of Student Behaviour (www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty can result in suspension or expulsion from the University.

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.
Grading/Marking

- I will strive to provide thorough feedback to you on all written assignments, and to do so in a timely manner; my ability to do so depends on you handing assignments in by the specified dates.
- I will generally dock 5% for each day of a late assignment, unless you and I have agreed on another course of action due to an understandable and acceptable delay.
- Grades will be provided to you in number form; see below for how these translate into letter grades (A, A-, B+, etc.) Your final letter grade for the course is determined by calculating the average across weighted assignments.

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<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Approx. %-age equivalent</th>
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<td>A+</td>
<td>4.0</td>
<td>97 – 100</td>
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<td>D</td>
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<td>49 – 54</td>
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<tr>
<td>Failure</td>
<td>F[or FI]*</td>
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Policy about course outlines can be found in §23.4(2) of the University Calendar.

III. Class Activities and Assignments

**About the Research Project**

The exploratory research project is comprised of a number of interlinked components that culminate in a two-part final paper (described below). This means that in addition to class readings and discussions, you will be putting an average of 2-3 hours/week into your research project – planning and developing your research question; setting up, conducting, and analyzing interviews; conducting literature searches; and regularly writing in your portfolio.

NOTE: This time does not include transcribing – and take heed, transcribing can take up to four hours for each hour of interviewing!

NOTE: There is no formally scheduled ‘lab time’ for the course, as these hours will go toward your individual field work and research analysis outside of class.
Your research project will be based mainly on semi-structured interviews (usually three, depending on how long they are – they should add up to three hours’ worth of interview time).

You will also have a chance to try one appropriate and complementary second method, such as participant observation (e.g., at a public event, or online), textual analysis (e.g., of documents or images), or a visual method (such as photography or mapping).

For example...

...you might conduct in-depth interviews with three long-time residents about the gentrification of their neighbourhood and then complement the interviews by conducting participant observation at a local town hall meeting with the city and the developer.

...you might conduct three key informant interviews about a new policy on Aboriginal economic development and then complement the interviews by conducting discourse analysis of one of the core policy documents.

...you might do shorter semi-structured interviews with five young adults about their experience in a LGBT theatre group and as your complementary method, ask one or two of them to document their experiences using photographic journaling.

This amount of research does not usually a full project make, so we are treating these as ‘exploratory’ (or ‘pilot’) projects. Maxwell (2013) briefly describes such projects, and Sandelowski (2000) provides a useful discussion of basic “qualitative description.”

A. PORTFOLIO (total 60%) – due on Oct 21st (P1) and Nov 25th (P2) in class (proposal is due earlier)

(includes proposal, interviews + coding/analysis, second method, & ongoing notes and memos)

‘Write early and write often; don’t get it right, get it written.’ (Delamont et al. 1997)

The centerpiece of the research project is your Portfolio (alternatively called the field journal or project notebook). As a sort of ‘living archive’ of the project, it is a way to:

- record your research activities
- consistently reflect on your research practice
- organize your data and analysis
- develop your questions and ideas.

The Portfolio serves as the main expression of what you are doing, learning, and thinking – for you, and for me. Therefore, it MUST be kept up regularly and consistently, from your first topic idea to the last bit of coding, and it must be organized. (In turn, it will help to keep you organized and engaged with your project! Really, it will.)

As described below, the Portfolio includes original materials generated by the project (such as your proposal, interview transcripts, photos, texts, coding schemes, etc.) AND regular notes/memos on the shape and direction of your unfolding research project.
**Proposal** *(due October 7\(^{th}\) by 9 am, electronically) – 7.5% [three pages, double spaced excluding consent form & interview guide]*

The research proposal should be succinct and convincing. Given that this is an exploratory study done in a relatively short time frame, you can save a broader lit review and more in-depth methodological design for the final paper. However, your exploratory proposal should clearly describe and justify your methods (especially your sampling and recruitment) and should refer to at least two or three relevant and key pieces of extant scholarly literature on the issue/topic.

When devising your topic and question, consider *do-ability* (is the project feasible?), *should-do-ability* (what is the potential significance? do benefits outweigh risks?), and *want-to-do-ability* (will it hold your interest?) (Marshall and Rossmann 2011).

Guided by Maxwell’s (2013) advice for qualitative research design, your preliminary proposal will:

- briefly introduce the *scholarly and/or social interest* of this particular topic/question (so what? what are the potential goals/contributions?)
- pose a do-able *research question* or close-knit set of questions (what do you want to know? how does this follow from the goals/drivers of the project?):
- briefly situate your research question in the *relevant literature* (at least two or three key academic sources – don’t worry about a “conceptual framework” yet unless you already have one up your sleeve)
  - - - [this is roughly a third- to half-way into your proposal] - - -
- describe your *methods*, i.e., how you will go about studying your question (semi-structured interviews with what people? why those people, for this project? how will you access/recruit them?; what supplementary method do you want to try, and why? how might it be a good ‘fit’?) – refer to methods readings in the course to legitimate your choices; while you could mention the influence or relevance of one or two particular methodological strategies/approaches (such as ethnography or phenomenology) for studying this particular question, you do not need to commit to any one approach at this stage of your exploration
- consider *ethics issues* of specific relevance to your project (speaks to validity)
- attach a) a *sample consent form for your project* and b) a *preliminary interview guide of main questions along with follow-up questions and probes* (not included in the three pages)

**CSL NOTE:** CSL proposals will be developed with input and direction from your community partner. You will need to consider their needs and clarify for them your interests in the project so that you can come to some agreement about the project goals and the format in which they would like to see your results (see notes under the Final Paper).

I will send you electronic feedback on your proposal before the following week’s class (by October 13th, I hope).
Interviews (at least one in P1-Oct 21; all included in P2-Nov25) – 30%

*Each interview is to be transcribed (as soon as possible after the interview) and included in your portfolio (usually in a separate section). Note that when given permission to record, you are expected to transcribe verbatim all interview interactions, although you may simply reference or summarize clearly unrelated portions (such as chatter about the weather...hmmm, unless your study is on people’s narratives or embodied experiences of weather...).

*As you go, your interview transcripts will show increasing signs of coding and analysis. For P1 (Oct 21), you will be in the very early stages of developing some themes. By P2 (Nov 25), I expect to see that you have teased out and applied a full coding/analytical scheme. (This is messier than it sounds, and takes several iterations.)

*Each interview will be accompanied by three short pieces of writing, which you should begin to do shortly after the interview (usually in the main section of the portfolio, since it is part of your field notes and memos):
  a) a narrative description of the context, setting, and feel of the interview (when you interview someone in a study-relevant setting, such as their workplace, your description might be a bit longer); you might want to include a visual representation of the setting
  b) a paragraph or two of methodological reflection (MN) on the interview: what went well/not? what did you learn about the theory and/or practice of interviewing? This could be about the setting, the interview questions, the rapport, technical/procedural insights, analytical approach, your emotional response, and/or other methodological issues... (NOTE: enrich your reflection through reference to course material!
  c) a paragraph or two of analytical summary (TAN) of the interview: what seemed to be the key contributions of this interview toward answering your research question? what particular themes jumped out at you? what new directions in your thinking are suggested? how does it compare to earlier interview themes/findings? (NOTE: enrich your summary through reference to the topical literature you have found)

NOTE: Sometimes (more often than you might think), observational, methodological, and analytical notes bleed into each other. Do not feel you have to always draw a clear line. Write in ways that reflect your research experience. This also means you do not have to write in formal prose all the time. Use maps, bullet points, side boxes, etc. as useful for you. But be clear enough that I understand, and that you can easily retrieve information. Remember, the Portfolio is mostly not a formal ‘front stage’ document, but rather, a ‘back stage’ document that must, nonetheless, be useful and useable.

NOTE: You will need to start making contact and setting up your interviews early...usually by early October (once we have discussed ethics and protocols for ‘first contact’). Do not distribute a finalized consent form or set of interview questions to interview participants until you have received feedback on your proposal.
**Complementary Second Method (due either in P1 or P2) – 7.5%**

I want you to have the experience of trying a method other than interviewing. But I do not want you to feel the pressure of having to fully employ it or formally integrate it into your work (one possible exception: interview techniques that generate new material, such as maps or photos by participants). So, you are to conduct a limited trial run with a second supplementary method (don’t spend more than 3 or 4 hours conducting it) and then include a write-up about it in your portfolio. (Your write-up does not have to be polished – just comprehensible.) This will probably be easiest to do in October, while you are setting up interviews or conducting the first one, but in some cases you won’t be able to do it until November (e.g., you have chosen to try an interview-based technique, or there is an event in November at which you want to observe).

The second method might be participant observation, document analysis (extant or solicited text), or use of a visual method (participant- or researcher-produced). These will be briefly discussed and exemplified in class.

The write-up about your supplementary method (in your Portfolio) should be two or three pages, and should discuss (with reference to readings about that method):

- what method you chose and why
- how you went about ‘doing’ it and analyzing it
- any initial lessons learned about using the method
- what your initial impressionistic findings are, and how you think these could supplement your interview findings
- what you imagine the possibilities of this method might be for your research project if it were done on a bigger scale

**NOTE:** Materials associated with the second method (e.g., a copy of the document you are analyzing; the visual material produced, the observational notes you wrote, etc.) should be included in the Portfolio when possible.

**NOTE:** You are only required to refer to your second method in the final paper. In most cases you do not need to present its findings (although you may do so if you wish).

**Everything Else: Portfolio Notes and Memos – 15%**

The Portfolio may have distinct parts to it, but it is your regular and consistent notes and memos and jottings that are its connective tissue. These constitute what Cheek (2004) calls the “decision trail” of the project.

One important part of the “decision trail” is a date log of what you do, so do keep a calendar for yourself: a date-log of when you did (and plan to do) what – this could be a Google calendar, or some method by which you are organizing your schedule of research-related activities, keeping track of your various recruiting contacts and efforts etc. (while keeping ethical practice in mind).
Your ongoing notes and memos about the project are of two main types:

Methodological Notes (MN): Notes about the process and experience of doing qualitative research – sampling and recruitment, the experience of doing interviews, questions of power or identity, how knowledge is co-constructed, which methodological approaches are relevant or appealing and why, epistemological tensions in qualitative work, etc. As your project unfolds, these portfolio entries might end up focusing on just a couple of methodological issues that are especially salient for you.

NOTE: I expect you to refer to and engage with relevant class readings. This will build your ability to engage with methodological ideas and to present methodological justifications.

Theoretical/Analytical Notes (TAN): Notes about what you are learning about the research topic/question as you brainstorm, conduct your project, and consult the relevant literature. These are your growing body of hunches, hypotheses, connections, interpretations, and insights about the content. As your project unfolds, and you develop your analysis, these portfolio entries should become more focused.

NOTE: I expect you to refer to and converse with other scholarly work, but do not expect a long bibliography. The idea is to find and include key pieces that help you develop your analysis about the topic.

You should also include some:

Personal Notes (PN): Your feelings about the research, about participants, etc. Note your doubts, anxieties, pleasures, “aha” moments… (these notes are often related to MN above)

NOTE: It does not always make sense to so clearly delineate these different sorts of notes and memos. But in P1, at least, start by indicating which kinds of notes you are making (use the abbreviations and/or use a different font style or whatever strategy works for you).

NOTE: The Portfolio will be very useful when it comes to pulling the project together and writing up your final paper. So, having a system where you have the ability to go back through your portfolio and find particular pieces will prove valuable!

NOTE: Most people arrange their portfolio by sections, with each section being chronological. See what works for you.

NOTE: Most page ranges refer to double-spaced documents. But to save paper, you can hand in the Portfolio on single- (or 1.5-) spaced, double-sided pages (with some white space in there so I don’t lose my mind reading it).

NOTE: All portfolio documents must be anonymized, in keeping with ethical research practice and as discussed in class.
IN SUM, your research portfolio (both P1 and P2) should include:

- main section: running notes and memos of three kinds (MN, TAN, and PN)
- interview transcripts + write-ups + coding/analysis (at least one in P1; all by P2)
- write-up of second method (P1 or P2)
- appendices: research proposal; sample consent form(s) and interview guide(s), including different versions as they emerge; materials relevant to your second method (such as images or documents or observational field notes)

B. FINAL PAPER: Report and Proposal (due Dec 12, hard copy and electronic) – 25%

Because the final paper is a research proposal that builds on the initial exploratory findings of your project, its format is a bit of a hybrid. The first part presents the findings of your exploratory research project, providing a detailed description and analysis of your original research. The second part then builds on a key initial finding or set of findings from your exploratory project to propose a larger qualitative research study.

In short, this 15-17 page paper will A) present a report of your exploratory project (crafted around key preliminary findings); and B) propose a major research project that aims to fully explore a main theme/question that emerged from your exploratory project.

Part A: Exploratory Research Report – 9-10 pages
- briefly describe and provide background to the exploratory project (question, goals, methods, relevant lit) – hint: you can update your draft exploratory proposal
- present key findings of the exploratory project, making substantial but judicial use of your evidence to support your analysis (remember that this is based mostly on interviews, but if you wish to incorporate your trial complementary method, that is most welcome)
- make a preliminary argument based on your analysis (with an eye to how it can and should be explored further, thus providing a basis for your larger proposal)
- attach your final interview guide and consent form (not included in page count) as an appendix

Part B: Proposal (refer to Maxwell) – 6-7 pages
- identify and pose a research question that has emerged from the exploratory study (usually, this will be a revised and/or expanded version of your initial research question, although in some cases you will have discovered a whole new direction)
- present the goals/contributions of the proposed project
- provide a preliminary conceptual framework that draws on key initial puzzles or patterns found in your exploratory study + relevant scholarly theories/concepts/findings in the extant literature (try to have at least 5 or 6 references – these can include references you used in your initial proposal)
• describe the methods you propose to use, including sample (who/what is to be studied), techniques (methods to be used), and a justification for the method (go back to Maxwell, Creswell, and other related readings from the course!); discuss the methodological strategy or strategies that you are drawing on, and why; NOTE: It is important that you are clear about how your proposed design is derived from the methodological and substantive findings of the exploratory project
• discuss pertinent ethics issues and how you will address them (again, refer to the ethics and reflexivity literature!)

NOTE: In some cases, especially for those CSL students who are preparing a report for a community partner on the outcomes of the exploratory project, the final format of Part A might change a bit (to be discussed with your community partner and with me).

CAUTIONARY NOTE: It will be tempting to analyze your evidence/data in the exploratory study with an eye to the final proposal (i.e., you might latch onto one theme early on). You can and should memo ideas for the final paper in your research portfolio, but do not decide on them until you have completed most of your analysis in the exploratory project. You never know what surprising new theme or question or relationship might emerge as you explore the data.

HINT, HINT: If all has gone well, your Portfolio will have developed in such a way that your final paper follows fairly smoothly from it...

C. PARTICIPATION (15%)

Please come to class having thoroughly read the material (except where skimming or ‘leisurely’ reading is suggested), ready to engage in discussion. We will treat our class as a ‘community of practice’ in which we seek input from each other on our research experiences and ideas. It is very important that you attend class each week.

Informal Interactions and Interlocutions
Please come to class prepared to discuss class readings, and to share insights and questions from your own research practice. This will require attending carefully to the Class Schedule (below), where there is direction regarding specific preparations for each class.

Formal Individual “Airings”
In addition, we will set up a schedule by which each of you will once during the second half of the term bring a specific aspect of your fieldwork to formally ‘air’ with the class (Oct 21, Oct 28, Nov 4, Nov 18, Nov 25). This could be a couple of pages from your observational field notes or from an interview transcript (anonymized), an image or selection of text that you are analyzing, or a scenario from your experience of planning, collecting, or analyzing research data.

The idea is to come with a concrete example that raises a methodological question – to use an actual struggle or puzzle or dilemma you have encountered (or might encounter) for the class to
consider with you. (You could make paper copies OR present a field sample electronically OR whatever works for being able to share the particular example and your question(s) about it.)

You will have 15 minutes to ‘air’: plan for five minutes to present the issue/case and the question(s) it raises for you, followed by 10-15 minutes of class response and discussion. *HINT:* This only works if you come prepared with a well thought-out and specific issue/problem from your research experience, and with a specific question or questions that will spark collective discussion helpful for you and for the class. Use this opportunity to get useful feedback!

*Final Presentation*
In the final class (Dec 2) you will each give a brief class presentation on the key direction and argument of your research paper (thus far), ‘how you got there’, and any remaining question(s) with which you are wrestling. (We might decide to make this a pecha kucha night.) It is customary that we invite CSL community partners to this event.
IV. Class Schedule and Readings

Sept. 9 – Introductions; Getting Started; Key Questions

Readings I – Intro to Qualitative Methods (and community-based work)

 NOTE: probably the most definitive overview of qualitative research, its history, its tensions


 NOTE: this article is about CSL, but the questions of ethics and relationships that it raises are applicable to qualitative research in general – thus, it’s a plenary reading

Readings II - Two (Quite Different) Examples of Exploratory Qualitative Research Projects
* Yan, Miu Chung, Shirley Chau, and Dave Sangha (2010) “An Exploratory Study of How Multiculturalism Policies are Implemented at the Grassroots Level.” Canadian Ethnic Studies 41/42(3-1): 49-75. [online]


 NOTE: Skim these with Denzin and Lincoln’s overview in mind; attend to the (similar and/or different) methods and approaches, and to how findings and arguments are framed. How do these two pieces together exemplify the possibilities of qualitative research?

Some Other Examples:


Sept. 16 – Designing Qualitative Research (esp. with interviews)

Readings


PLUS Quickly re-visit the two examples of exploratory research from Sept 5 (Yan et al. 2010 and Hurley 2006) and ‘apply’ Maxwell to them: What sort of purpose/goal (pp. 66-68)? What kind of research question (pp. 78-83)? What methods (p. 90+)? What conceptual framework (Ch. 3)?

SEE ALSO (I will use these documents as resources for our discussion, but they are not required reading for you):


Sept. 23 – Methodology, Epistemology, and Strategies of Inquiry/Approaches
+ MAPPING WORKSHOP (11 am – 1 pm)
(Come to class with your initial draft research question in mind; we will start workshopping some of these in class.)

Readings I – Epistemology and Methodology

Readings II – Approaches/Strategies

Note: Read this as background. As you read, consider which approach(es) seem most appropriate for use in your larger study (i.e., in your final paper), given your questions, goals, and findings thus far.

PLUS you might do a search for a couple of articles relevant to your chosen topic that represent different qualitative “approaches” or “genres” of qualitative research as discussed by Creswell (HINT: this is the kind of thing to include in the TAN or MN notes of your Portfolio.)

Recommended:

NOTE: provides a basic overview of various theoretical traditions used in qualitative sociology


Dilthey, Wilhelm (1883) Introduction to the Human Sciences (see http://www.marxists.org/reference/subject/philosophy/works/ge/dilthey.htm)


Sept. 30 – Research Ethics and Reflexivity
(Come prepared to informally discuss your research topic and ethics issues pertinent to it.)

Readings

* Clark, M. Carolyn and Barbara Sharf (2007) “The Dark Side of Truth(s): Ethical Dilemmas in Researching the Personal.” Qualitative Inquiry 13(3): 399-416. [online]

http://login.ezproxy.library.ualberta.ca/login?url=http://soc.sagepub.com/content/42/5/935.full.pdf+html
*PLUS Choose ONE of the following two Examples of Methodological Reflections from Exploratory Studies that Highlight Ethics Issues [come ready to discuss/share key insights of the article you read, and how it extends or complicates points made in the above ethics/reflexivity readings]*


NOTE: This piece deals with ethics in collaborative community research


NOTE: This piece deals with feminist methodology and the ethics of reflexivity, reciprocity, and disclosure.


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Recommended:


Oct. 7 – Interviewing: Constructing, Creating, & Contextualizing Knowledge

(Proposal is due. Bring a hard copy of your Draft Interview Guide to class. You should have begun contacting potential participants by now, aiming for a first interview by mid-October. Please do NOT set up all of your interviews for this time; spread them out into November.)

NOTE: You will probably find it very useful to do the readings early in the week, before you complete the methods section of your proposal.

Readings

  Note: this is a discussion of some of the current epistemological and conceptual concerns around interviewing, with a focus on the question of ‘the subject’. For a Foucaultian response to this, see Bastalich below.

  NOTE: Social psych bent on interviewing (but) many practical tips for actually conducting interviews.

*AND CHOOSE ONE of the following that is relevant or interesting to you and come to class ready to share/discuss tips and insights from your chosen reading:


Recommended:


Readings I – Examples of Interviews + Another Method
NOTE: Read the three asterisked readings in a ‘leisurely’ fashion, noting how each sets up its work theoretically and methodologically, and then combines another method with interviewing when presenting findings. (I strove to find articles that had some thematic overlap...in this case, broadly, globalization and identities/selves/subjects...)

* Katsiaficas, Dalal et al. (2011) “Everyday Hyphens: Exploring Youth Identities with Methodological and Analytic Pluralism.” Qualitative Research in Psychology 8:120–139. [online] [interviews + multiple elicitation techniques]

  http://dx.doi.org/10.1080/19407963.2011.555456

  http://login.ezproxy.library.ualberta.ca/login?url=http://gas.sagepub.com/content/early/2013/04/12/0891243213483877.full.pdf+html

Readings II – About Other Methods
NOTE: Choose and read ONE set of methodology readings, depending on what you want to try for your complementary method. Be prepared to bring key elements/challenges of that method to class discussion.

Participant Observation

**Visual Methods**


**Documents and Discourse Analysis**


**Recommended:**


Oct. 21 – (Interview) Coding and Analysis
(First set of “airings.”) (Research Portfolio P1 is due.)

**Readings**


http://srmo.sagepub.com/view/analyzing-qualitative-data/SAGE.xml


**Recommended:**


Readings

  http://login.ezproxy.library.ualberta.ca/login?url=http://arj.sagepub.com/content/5/1/11.full.pdf+html


Recommended:

November 4 – Analysis, Building Concepts, Theorizing as You Go
(Third set of “airings.”)

Readings


SEE ALSO (I will use this as a resource in class, but it is not required reading):

**November 18 – Approaches/Genres of Qualitative Research**
(Fourth set of “airings.”)

**Readings**

**CHOOSE ONE approach/genre to read more about and come ready to discuss in class.**

*NOTE: I have added Action Research and Feminist Research as choices to Creswell’s five. Remember that there are not necessarily hard and fast boundaries between the different genres/approaches (e.g., see the Harper et al. piece below on “community narrative ethnography”), but be mindful of potential epistemological or methodological contradictions. You might also see the bibliographies provided by Marshall and Rossman – see Sept 12):*

**Ethnography**


SPECIFIC FORMS in which you might be interested (CHOOSE ONE to REVIEW):
**Case Study**


**NOTE:** His approach is usually contrasted to that of Robert Yin.


http://login.ezproxy.library.ualberta.ca/login?url=http://qix.sagepub.com/content/12/2/219.full.pdf+html

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**Narrative Inquiry/Analysis**


SPECIFIC FORMS in which you might be interested:


**Phenomenology**

* Van Manen, Max (2001) “Turning to the Nature of Lived Experience” and (also skim)


**Grounded Theory**


http://login.ezproxy.library.ualberta.ca/login?url=http://ac.els-cdn.com/027795369090256R/1-s2.0-027795369090256R-main.pdf?_tid=dd058ef0-09b9-11e3-942f-00000aab0f26&acdnat=1377018143_1457c8428adae3fc81a3be995a7d420d


**Action and Participatory Research**


RECOMMENDED/OTHER FORMS:

Feminist Research

Other Recommended:

November 25 – Representation and Writing
(Fifth set of “airings.”) (Research Portfolio P2 is due.)

Readings


Recommended:

**November 28 & December 1 – Individual Meetings**
Meet with Sara individually to get back your research portfolio and discuss your project (sign up in class for a time).

**December 2 – Wrapping Up**
Brief individual presentations on research findings and plans. CSL Partners invited.

**FINAL PAPER**
**DUE ON FRIDAY, DECEMBER 12th BY 4 PM in the SOCIOLOGY OFFICE**
NOTE: also send an *electronic copy* to sdorow@ualberta.ca