

**QUALITATIVE RESEARCH METHODS**

SYA 6315, Spring 2011, NPB 1200  
Wednesdays, Periods 6-8 (12:50 - 3:50pm)

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*This Qualitative Methods course builds on basic experience in participant observation and qualitative interviewing to develop research skills in visual sociology and other methods to investigate tacit and less verbally-accessible forms of knowledge. In addition to providing students with experience using a wide array of such methods, this course will critically examine the methodological issues associated with different research tools and approaches for in-depth qualitative enquiry. In particular, the course is based on the analysis of exemplars of actual sociological research, and of the methods employed therein.*

*The course consists of a series of intimate and participatory 3-hour seminars, each on a particular theme in qualitative social research methodology. The seminars will be loosely structured to give time to in-class discussion and practical experimentation with different methods. Students are expected to prepare by reading required texts and participating in discussions on the topics raised. The required readings have been chosen to give students a 'flavor' of the applied issues in using particular research methods, but students are expected to independently conduct an extensive literature review in their area of interest and bring examples from this literature into class for group discussion.*

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**COURSE OBJECTIVES**

- Introduce researchers to different methods and styles of qualitative data collection and analysis, which range from theoretical to applied research questions.
- Advance researchers' understanding of the strengths and limitations of qualitative and quantitative modes of inquiry, as well as appropriate scenarios for the use of each.
- Equip researchers with the capacity to apply these methods in their own research, in a reflexive manner.
- Become familiar with and critically examine examples of published qualitative work.
  - Develop critical reviewer skills important to participating in a community of qualitative researchers.
- Support researchers in developing a draft thesis/dissertation methodology chapter which demonstrates critical awareness of the value and limitations of different research approaches in their field of interest.
- Advance researchers' ability to design a competitive qualitative research proposal.

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**\*\*\* I reserve the right for the class to make changes to this syllabus, as long as they are announced by Dr. Acord in advance (in class or via email).**

**GENERAL COURSE INFORMATION**

ACADEMIC ETIQUETTE: This course is designed to be a working seminar, where all participants are both students of qualitative analysis and active qualitative researchers. Thus it is expected that participants will work together as colleagues to engage theoretical and methodological ideas, actively do research and analysis, and provide each other with constructive criticism.

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ACADEMIC INTEGRITY: The American Sociological Association Code of Ethics ([http://www.asanet.org/cs/root/leftnav/ethics/code\\_of\\_ethics\\_table\\_of\\_contents](http://www.asanet.org/cs/root/leftnav/ethics/code_of_ethics_table_of_contents)) details professional expectations that all members of this course will be expected to embrace. In addition, members of this course are expected to comply with the Honor Code of the University of Florida. The Dean of Students Office provides an online description of the Student Honor Code (<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>), including the honor pledge, a list of violations of the student honor code, and a list of possible sanctions. Cheating or plagiarizing will be reported to the Dean of Liberal Arts and Sciences.

ACCOMMODATIONS: Reasonable accommodations are available for students who have a documented disability with the Disability Resources Office, located at 0001 Building 0020 -Reid Hall (<http://www.dso.ufl.edu/drc/>, [accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu), 352-392-8565). Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

ATTENDANCE: Attendance at and active participation in all classes is mandatory. Students who miss all or part of a class must notify me of their absence by email. Students must still complete all coursework (and circulate it to their classmates using the class email list) during excused absences. Every unexcused absence will result in a drop of one letter grade.

SEMINAR BREAK: We will have a seminar break with non-alcoholic drinks and snacks every week, with all class members taking turns to host. The two 'Practicum' seminars are excepted.

**COURSE ASSIGNMENTS**

**PARTICIPATION (20% of total grade)**

Credit will be assigned based on Individual students' contributions to class discussion, class assignments, and class practicums.

**READING REVIEWS (10% of total grade)**

To facilitate group discussion of the value and limitations of particular research methods, you will be expected to write 9 weekly reading reviews (and prepare for brief classroom presentations) on books and/or articles from your area of Interest. Reviews should be 1 page maximum (with single or 1.5 spacing, and 11 or 12-pt font), and will be handed In. Each review should Include Identification of the author(s)' research questions, outline of research methods, key findings, and critical reflections about the methodological Implications of the work (especially In relation to other readings & Ideas from class).

**Weeks with Reading Reviews are noted on the syllabus.**

**HARN MINI RESEARCH PROJECT (points possible. 5% of total grade)**

On February 9<sup>th</sup>, we will be conducting a small video-based research project in the Harn Museum. You are expected to follow this period of video observation by analyzing the video and conducting 1-2 elicitation interviews with study participants. Your report on this study should take the form of a 1-2 page description of your personal research and analysis methods, a 2-4 page description of preliminary findings, a 2-4 page reflection upon the strengths and limitations of the method, and an appendix with your interview data. This is due in class on *Wednesday, March 16<sup>th</sup>*.

**RESEARCH PROPOSAL (points possible. 60% of total grade)**

This proposal will have two parts. First, it will condense the results of your independent literature review, along with other course reading as relevant. Second, you will build on this research to make a professional quality proposal situating, outlining, and defending a developed (and realistic) M.A. or Ph.D. project. You will be expected to turn in a final research proposal (maximum: 30 pages with 1.5 spacing, 11-12pt font) on *Monday, April 25<sup>th</sup>*.

**PROPOSAL DEFENSE (points possible. 5% of total grade)**

You will be expected to do a 15-20 minute presentation with PowerPoint about your proposal in our last classes on *Wednesday, April 13<sup>th</sup> and 20<sup>th</sup>*. Your colleagues will provide feedback on your proposal. You are expected to use this feedback to revise your proposal for final submission on *April 25<sup>th</sup>*.

***Final grades will be available via ISIS on the evening of May 4<sup>th</sup>***

<b>Grade</b>	<b>%</b>	<b>Translation</b>
A	90 -100 %	<i>outstanding</i>
A-	87 - 89.4 %	<i>very very very good</i>
B+	80 - 86. 4 %	<i>quite good</i>
B	77 - 79.4 %	<i>nice work</i>
C	70 - 76.4 %	<i>completed requirements</i>
D	60 - 69.4 %	<i>poor work</i>
E	below 60 %	<i>requirements not fulfilled</i>

COURSE READING

All required reading will be made available via the UF Library Course Reserves: <https://ares.uflib.ufl.edu/>  
 Exceptions to this will be noted and distributed one week prior. I've tried to ensure that as much material as possible is available online, but you may be required to take out the print copy on reserve in some instances.

It is your responsibility to read the Required Readings in advance of class meeting, and bring these readings to class (in either paper or electronic form, or bring your notes on the readings to class).

Recommended Readings are highly suggested; please try to skim them.

\*\*Students who have not taken a previous course in qualitative research methods, or who have not had experience in qualitative interviewing or observation, should refer to the texts below over the winter break to prepare for the course.

The following texts are suggested for independent reference, as students will be expected to prepare a research proposal in their particular area of interest. I expect that they will be cited as relevant in the final research proposal.

**Qualitative Methods and Analysis Writ Large**

- Alvesson, M. and K. Sköldbörg. (2000) *Reflexive methodology: New vistas for qualitative research*. London: Sage.
- Becker, H. (1986) *Writing for social scientists*. Chicago: University of Chicago Press.
- Clough, P. and C. Nutbrown. (2007) *A student's guide to methodology: Justifying enquiry*. London: Sage.
- Crewsell, J.W. (2007) *Qualitative inquiry and research design: Choosing among five approaches*. London: Sage.
- Denzin, N.K. and Y.S. Lincoln. (2005) *The SAGE handbook of qualitative research*. London: Sage.
- Denzin, N.K. and Y.S. Lincoln. (2008) *Collecting and interpreting qualitative materials*. London: Sage.
- Frankfort-Nachmias, C. and D. Nachmias. (1996) *Research methods in the social sciences*. London: St. Martin's Press.
- Gibbons, M., C. Limoges, H. Nowotny, S. Schwartzman, P. Scott and M. Trow, (1994) *The new production of knowledge: The dynamics of research in contemporary societies*. London: Sage.
- Gilbert, G.N. (2001) *Researching social life* (2<sup>nd</sup> edition). London: Sage.
- Gobo, G., J.F. Gubrium and D. Silverman. (2004). *Qualitative research practice*. London: Sage.
- Heath, S. and F. Divine. (1999). *Sociological research methods in context*. Basingstoke: Macmillan.
- King, G., R.O. Keohane and S. Verba. (1994) *Designing social Inquiry: Scientific inference in qualitative research*. Princeton: Princeton University Press.
- Lincoln, Y. S. & Guba, E. G. (1985) *Naturalistic inquiry*. Beverly Hills: SAGE.
- Mann, C. and F. Stewart. (2000) *Internet communication and qualitative research: A handbook for researching online*. Thousand Oaks: Sage.
- Marshall, C. and Rossman, G.R. (1999) *Designing qualitative research*. Thousand Oaks: Sage.
- Peters, B. G. (1998) *Comparative politics: Theory and methods*. Basingstoke: Macmillan.
- Plummer, K. (2001) *Documents of life* (2<sup>nd</sup> ed.) London: SAGE. Chapter 3: Accessories to a life story: From written diaries to video diaries (48-77).

- Seale, C. (1999) *The quality of qualitative research*. London: Sage.
- Silverman, D. (2000) *Doing qualitative research*. London: Sage.
- Silverman, D.A. (ed.). (2004) *Qualitative research: Theory, method and practice* (2<sup>nd</sup> edition). London: Sage.

### **Ethnography and Observation**

- Atkinson, P., A. Coffey, S. Delamont, J. Lofland and L. Lofland (eds.). (2001) *Handbook of ethnography*. London: Sage.
- Ellen, R. (ed.) (1984) *Ethnographic research: A guide to general conduct*. London, Orlando: Academic Press.
- Emerson, R.M., R.I. Fretz, and L.L. Shaw. (1995) *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press.
- Friedrichs, J. and H. Ludtke. (1975) *Participant observation: Theory and practice*. Saxon House, D.C.
- Hammersley, M. and P. Atkinson. (1983) *Ethnography: Principles in practice*. London: Tavistock Publications Ltd.
- McCall, G.J. and J. L. Simmons (eds.). (1969) *Issues in participant observation: A text and reader*. Reading, MA: Addison-Wesley.
- Schensul, S.L., J.J. Schensul and M.D. LeCompte. (1999). *Essential ethnographic methods: Observations, interviews, and questionnaires*. Oxford: AltaMira Press.
- Smith, D.E. (2005) *Institutional ethnography: A sociology for people*. New York: AltaMira.
- Spradley, J. (1979) *The ethnographic interview*. New York: Holt, Rinehart & Winston.
- Spradley, J. (1980) *Participant observation*. New York: Holt, Rinehart & Winston.

### **Interviews and Focus Groups**

- Farnsworth, J. and B. Boon. (2010) Analysing group dynamics within the focus group. *Qualitative Research* 10(5), 605-624.
- Greenbaum, T.L. (1998) *The handbook of focus group research*.
- Hammersley, M. (2010) Reproducing or constructing? Some questions about transcription in social research. *Qualitative Research* 10(5), 553-569.
- Holstein, J.A. and J.F. Gubrium (eds.). (2003) *Inside interviewing*. London: Sage.
- Kahn, R.L. and Cannel, C.f. (1957) *The dynamics of interviewing: Theory, technique and cases*.
- Krueger, R.A. (1994) *Focus groups: A practical guide for applied research*.
- McCrossan, L. (1991) *A handbook for interviewing: A manual of social survey practice and procedures on structured interviewing*.
- Mishler, E.G. (1991) *Research interviewing: Context and Narrative*.
- Morgan, D.L. (1988) *Focus groups as qualitative research*.
- Morgan, D.L. (1993) *Successful focus groups: Advancing the art*.
- Douglas, J.D. (1985) *Creative interviewing*. London: Sage.
- Mishler, E.G. (1986) *Research interviewing context and narrative*. Cambridge; Harvard University Press.
- Wengraf, T. (2001). *Qualitative research interviewing: Biographic narratives and semi-structured methods*. London: Sage.

### **Qualitative Data Analysis**

- Coffey, A. & Atkinson, P. (1996) *Making sense of qualitative data*. Thousand Oaks, London, New Delhi: SAGE.

- Gubrium, Jaber F. and James A. Holstein. 2009. *Analyzing Narrative Reality*. Los Angeles: Sage Publications.
- Miles, M.B. and A.M. Huberman. (1994) *Qualitative data analysis* (2<sup>nd</sup> Edition). Thousand Oaks: Sage.
- Riley, J. (1996) *Getting the most from your data: A handbook of practical ideas on how to analyse qualitative data*.
- Silverman, D. (2006) *Interpreting qualitative data: methods for analyzing talk, text, and interaction* (3<sup>rd</sup> edition). London: Sage.

### Visual Methods

- Ball, M. S. & Smith, G. W. H. (eds.) (1992) *Analyzing visual data*. Newbury Park: SAGE.
- Banks, M. (2001) *Visual methods in social research*. London: SAGE.
- Berger, J. (1972) *Ways of seeing*. London: Penguin.
- Emmison, M. & Smith, P. (2000) *Researching the visual: Images, objects, contexts and interactions in social and cultural inquiry*. London: SAGE.
- Pink, S. (2001) *Doing Visual Ethnography* London: SAGE.
- Pole, C. J. (ed.) (2004) *Seeing is believing: Approaches to visual research*. Amsterdam, Oxford: Elsevier.
- Prosser, J. (ed.) (1997) *Image-based research: A sourcebook for qualitative researchers*. London: Falmer.
- Rose, G. (2001) *Visual methodologies: An introduction to the interpretation of visual materials*. London: Sage

### Discourse Analysis

- Atkinson, J.M. and J. Heritage (1984) *Structures of social action: Studies in conversation analysis*. Cambridge: Cambridge University Press.
- Bernstein, B. (1971) *Social class, language and socialization: Class codes and control*. London: Routledge and Kegan Paul.
- Boden, D. and D. Zimmerman (1991) *Talk and social structure: Studies in ethnomethodology and conversation analysis*. Cambridge: Polity.
- Cameron, D. and Frazer, E. (1989) On knowing what to say. In R. Trillo (ed.), *Social anthropology and the politics of language*. London: Routledge.
- Fairclough, N. (2003) *Analysing discourse: Textual Analysis for social research*. London: Routledge.
- Gibson, D. (2000). Seizing the moment: The problem of conversational agency. *Sociological Theory* 18(3): 368-382.
- Grimshaw, A.D. (ed.). (1990) *Conflict talk: Sociolinguistic investigations of arguments in conversations*. Cambridge: Cambridge University Press.
- Lakoff, G. and M. Johnson. (1980) *Metaphors we live by*. Chicago: University of Chicago Press.
- Meyer, M. et al. (2000) *Methods of text and discourse analysis: In search of meaning*. London: Sage.
- Tannen, D. (1984) *Conversation style: Analyzing talk among friends*. Norwood, NJ: Ablex Press.
- Taylor, S. (2001) Locating and conducting discourse analytic research. In M. Wetherell, S. Taylor and S. Yates (ed.), *Discourse as data: A guide to analysis*. London: Sage.
- Ten have, P. (1998) *Doing conversation analysis: A practical guide*. London: Sage.
- Wetherell, M., S. Taylor, and S. Yates (eds.). (2001) *Discourse theory and practice: a Reader*. London: Sage.

### **Human Subjects Ethical Guidelines**

[www.onlineethics.org](http://www.onlineethics.org)

Ethical and Legal Aspects of Human Subjects Research in Cyberspace (American Association for the Advancement of Science): [www.aaas.org/spp/sfrr/projects/intres/main.htm](http://www.aaas.org/spp/sfrr/projects/intres/main.htm)

Kahn, J., A. Mastroianni, and J. Sugerman (eds.). (1998) Beyond consent: Seeking justice in research. Oxford: Oxford University Press.

### **Some Peer-Reviewed Qualitative Research Journals and Sites**

*Forum: Qualitative Social Research*: <http://www.qualitative-research.net>

*International Journal of Qualitative Methods*: <http://ejournals.library.ualberta.ca/index.php/IJQM>

*Methods@manchester*: [www.methods.manchester.ac.uk](http://www.methods.manchester.ac.uk)

*Qualitative Inquiry*: <http://qix.sagepub.com/>

*Qualitative Research*: <http://qrj.sagepub.com/>

*Qualitative Research Journal*: <http://www.aqr.org.au/journals.html>

*Qualitative Sociology*: <http://www.springer.com/social+sciences/journal/11133>

**WEEKLY SCHEDULE****Jan 5<sup>th</sup> Course Introduction: The Problem of Tacit Knowledge**

What are the basic building blocks of the social world? What aspects must we take into consideration when doing qualitative research?

**Required Reading:**

- Gibson, J. (1979) *The ecological approach to visual perception*. Boston: Houghton Mifflin.  
Chapter 8: The Theory of Affordances.
- Hutchins, E. (1995) *Cognition in the wild*. Cambridge, MA: MIT Press. Read Chapter 1: Introduction, and skim entire ebook to get a sense of what "distributed cognition" means and how it differs from individualist conceptions of cognition.
- Latour, B. (2005) *Reassembling the social: An introduction to actor-network theory*. Oxford: Oxford University Press. Pgs 1-40?
- Polanyi, M. (1967) *The tacit dimension*. London: Routledge & K. Paul. Pgs 3-25.

**Recommended Reading:**

- Latour, B. (1992) Where are the missing masses? The sociology of a few mundane artifacts. In W. E. Bijker & J. Law, (eds.) *Shaping technology /Building society: Studies in sociotechnical change*. Cambridge, MA: MIT Press, 225-258. (especially pg. 239 - "sociologism")
- Taylor, S. S. (2002) Overcoming aesthetic muteness: Researching organizational members' aesthetic experience. *Human Relations*, 55(7), 821-840.

**Jan 12<sup>th</sup> Analytical Frameworks: Situating Qualitative Research**

How do research methods enable particular types of knowledge-creation? What epistemological issues are involved in developing a qualitative research program?

**\* Assignment: Prepare brief methodological summary of your research area.**

**Required Reading:**

- Berliner, D.C. (2002) Educational research: The hardest science of all. *Educational Researcher* 31(8): 18-20.
- Hart, C. (1998) Doing a literature review: Releasing the social science research imagination. London, Sage. Chapter 3: Classifying and Reading Research.
- Hanson, B. (2008) Wither qualitative/quantitative?: Grounds for methodological convergence. *Quality & Quantity* 42: 97-111.
- Miles, M.B. and A.M. Huberman. (1994) *Qualitative data analysis: An expanded sourcebook* (2<sup>nd</sup> Edition). Thousand Oaks, CA: Sage. Pgs. 5-12.
- ten Have, P. (2004) *Understanding qualitative research and ethnomethodology*. London, Thousand Oaks, New Delhi: SAGE. Chapter 3: Ethnomethodology's Methods.

**Recommended Reading:**

- Acord, S.K. (2010) *Beyond the code: Unpacking tacit knowledge and embodied cognition in the practical action of curating contemporary art*. Ph.D. Dissertation. Chapter 3: An Aesthetic Methodology (also browse Chap I: Intro. for background).
- Bryman, A. (1984) The debate about quantitative and qualitative research: A question of method or epistemology? *The British Journal of Sociology* 35(1): 75-92.
- Ragin, C.C., J. Nagel, and P. White. (2004) *Workshop on scientific foundations of qualitative research*. Washington, D.C.: National Science Foundation.
- Marshall, C. and G.B. Rossman. (2006). *Designing qualitative research* (4<sup>th</sup> edition). Thousand Oaks, CA: Sage. Chapter 2: Building the conceptual framework.

**Jan 19<sup>th</sup> Ethics, Validity, and Reliability in Qualitative Inquiry**

How can we ensure the quality of qualitative data collection and analysis? What special measures must be in place to protect our informants?

**\* Reading Review**

Required Reading:

Heyl, B. S. (2001) Ethnographic interviewing. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland & L. Lofland, (eds.) *Handbook of ethnography*. London: SAGE, 369-383.

Libett, M. & Perrone, D. (2010) Apples and oranges: Ethnography and the IRB. *Qualitative Research* 10(6): 729-747.

Required Reading for UF Researchers using Human Subjects:

<http://irb.ufl.edu/education/trainreq.htm>

Saukko, P. (2003) *Doing research in cultural studies: An introduction to classical and new methodological approaches*. London: SAGE. Chapter 1: Combining methodologies in cultural studies.

Weber, M. (1919) *Science as a vocation*. Munich: Duncker and Humblodt.

Recommended Reading:

American Sociological Association Code of Ethics:

[www.asanet.org/cs/root/ieftnav/ethics/code\\_of\\_ethics\\_table\\_of\\_contents](http://www.asanet.org/cs/root/ieftnav/ethics/code_of_ethics_table_of_contents)

Lincoln, Y. S. & Guba, E. G. (1985) *Naturalistic inquiry*. Beverly Hills: SAGE, [skim]

Tracy, S.J. (2010) Qualitative quality: Eight "big tent" criteria for excellent qualitative research. *Qualitative Inquiry* 16(10): 837-851.

**Jan 26<sup>th</sup> Visual Sociology**

What can visual images reveal about social interaction and meaning? How can we interrogate this?

**\* Reading Review**

Required Reading:

Collier, J. (1967) *Visual anthropology: Photography as a research method*. New York: Holt, Reinhardt & Winston. Chapters 1 & 7 + skim all.

Van Slyck, A.A. (2003) On the inside: Preserving women's history in American libraries. In G.L. Dubrow and J.B. Goodman (eds.), *Restoring Women's History Through Historic Preservation*. Baltimore: John Hopkins University Press, 145-160.

Henderson, K. (1999) *On line and on paper: Visual representations, visual culture, and computer graphics in design engineering*. Cambridge, MA: MIT Press. Skim Chaps. 3-4.

Recommended Reading:

Baxandall, M. (1985) Patterns of intention: On the historical explanation of pictures. New Haven: Yale University Press. Chapters 1 and 4.

Rose, G. (2001) *Visual methodologies: An introduction to the interpretation of visual materials*. London: SAGE.

**Feb 2<sup>nd</sup> Microethnography**

What can we learn from micro-level examinations of speech and behavior? How do questions of meaning-making impact on larger questions in the sociology of race, gender, and equality?

**\* Reading Review**

Required Reading:

DeNora, T. (2003) *After Adorno: Rethinking music sociology*. Cambridge: Cambridge University Press. Pages 109-117.

- Erickson, F. & Shultz, J. (1982) *The counselor as gatekeeper: Social Interaction in interviews*. New York; London: Academic Press. Chapter 3 on methods: 49-68.
- Goodwin, C. (2000) Action and embodiment within situated human interaction. *Journal of Pragmatics*, 32, 1489-1522.
- Pauwels, L. (2006) Representing moving cultures: Expression, multivocality and reflexivity in anthropological and sociological filmmaking. In L. Pauwels, (ed.) *Visual cultures of science: Visual representation and expression in scientific knowledge building and science communication*. Hannover: Dartmouth College Press, 120-150.
- Streeck, J. & Mehus, S. (2005) Microethnography: The study of practices. In K. L. Fitch & R. E. Sanders, (eds.) *Handbook of language and social interaction*. Mahwah, NJ, London: Lawrence Erlbaum Associates.

Recommended Reading:

- Mehan, H., Hertweck, A. & Meihls, J. L. (1986) *Handicapping the handicapped: Decision making in students' educational careers*. Stanford: Stanford University Press. Note Chapter 3 on methods (30-48).
- Streeck, J. (1996) How to do things with things: Objects trouvés and symbolization. *Human Studies*, 19, 365-384.

**Feb 9<sup>th</sup> Video Practicum: Samuel P. Harn Museum of Art**

This seminar will be a hands-on pilot study of label use in the Harn Museum. Students will be expected to recruit friends and colleagues to participate. This class will meet at the Harn Museum.

Required Reading:

- Vom Lehn, D., Heath, C. & Hindmarsh, J. (2001) Exhibiting interaction: Conduct and collaboration in museums and galleries. *Symbolic Interaction*, 24(2), 189-216.

**Feb 16<sup>th</sup> Active Interviewing**

How do interviewing styles impact upon the forms and quality of data collected? What techniques can assist in naturalistic data capture, and how do these affect the researcher/informant relationship?

**\* Reading Review**

Required Reading:

- Plummer, K. (2001) *Documents of life* (2<sup>nd</sup> ed.) London: SAGE. Chapter 3: Accessories to a life story: From written diaries to video diaries (48-77).
- Holstein, J.A. and J.F. Gubrium. (1997) Active interviewing. In Silverstein (ed.), *Qualitative research: Theory, methods and practice*. London: SAGE, pgs. 113-129.
- Hektner, J.M., J.A. Schmidt. & M. Csikszentmihalyi. (2007). *Experience sampling method: Measuring the quality of everyday life*. Thousand Oaks: SAGE. Chap. 1: 1-13. [Read Chap. 2, too, entire book on reserve + Google books if you must]
- Rapley, T.J. (2001) The art(fulness) of open-ended interviewing: Some considerations on analysing interviews. *Qualitative Research 1*: 303-23.
- Witkin, R. (1994) Running a commentary on imaginatively re-lived events: A technique for obtaining qualitatively rich discourse. *The British Journal of Sociology*, 45(2), 265-285.

Recommended Reading:

- Denzin, N. K. (1989) *Interpretive interactionism*. Newbury Park: SAGE.
- Denzin, N.K. and Y.S. Lincoln. (2003) *Collecting and interpreting qualitative materials* (2<sup>nd</sup> ed.). London: Sage. Chapter 2: Interview, from structured questions to negotiated text - by A. Fontana and J.H. Frey: 61-106.

### Feb 23<sup>rd</sup> Elicitation Interviews

How can we help our informants to access non-verbal forms of knowledge?

**\* Reading Review**

Required Reading:

- Bagnoli, A. (2009) Beyond the standard interview: The use of graphic elicitation and arts-based methods. *Qualitative Research* 9(5): 547-570.
- Batt-Rawden, K.B. (2007) Music as a transfer of faith: Towards recovery and healing. *Journal of Research in Nursing* 12(1): 87-99.
- Halle, D. (1993) *Inside culture: Art and class in the American home*. Chicago: University of Chicago Press. Pages 18-19 and Chapter 4: Abstract Art (119-138).
- Harper, D. (2002) Talking about pictures: A case for photo elicitation. *Visual Studies*, 17(1), 13-26.

### March 2<sup>nd</sup> Practicum: The Spatial Turn and Participatory Mapping

This seminar will meet in the computer lab (CBD HOB) and carry out an in-class project using Google Maps to create personal ecosystems.

**\* Reading Review**

Required Reading:

- Gieryn, T.F. (2000) A space for place in sociology. *Annual Review of Sociology* 26: 463-96.

### March 9<sup>th</sup> Spring Break - no class

### March 16<sup>th</sup> Research Design

How do you design and manage a large-scale research project? What considerations need to be made to improve the validity and reliability of the research outcomes? What are the ingredients of a successful research proposal? What is the value of comparative work or mixed methods?

This seminar will have a guest visit from Dr. Sebastian Galindo, IFAS, to discuss designing 'evaluation research' for national U.S. funding bodies.

**\* Harn Mini Research Project due in class.**

Required Reading:

- Erlanson, D.A., E.L. Harris, B.L. Skipper and S.D. Allen. (1993) *Doing naturalistic inquiry: A guide to methods*. Newbury Park, CA: SAGE. 20-35.
- Hesse-Biber, S. (2010) Qualitative approaches to mixed methods practice. *Qualitative Inquiry* 16(6): 455-468.
- Nadai, E. & Maeder, C. (2005) Fuzzy fields: Multi-sited ethnography in sociological research. *Forum: Qualitative Social Research*, 6(3).

Recommended Reading:

- Bryman, A. (1988) *Quantity and quality in social research*. London: Unwin Hyman.
- Peters, B. G. (1998) *Comparative politics: Theory and methods*. Basingstoke: Macmillan.

### March 23<sup>rd</sup> Discourse and Conversation Analysis

What is the connection between language and social structure? How can we investigate the performance of structure in everyday text and conversation?

**\* Reading Review**

Required Reading:

- Austin., J.L. (1999) How to do things with words. In A. Jaworski and N. Coupland (ed.), *The discourse reader*. London: Routledge, 63-75.

- Bernstein, B. (1962) Social class, linguistic codes and grammatical elements. *Language and Speech* 5(4): 221-240.
- Mills, C.W. (1940) Situated actions and vocabularies of motive. *American Sociological Review* 5: 904-913.
- Schegloff, E.A. (1987) Between micro and macro: Contexts and other connections. In, Alexander, J.C., B. Giesen, R. Münch, and N.J. Smelsner (eds.), *The micro-macro link*. Berkeley: University of California Press, 207-235.

Recommended Reading:

- Billig, M. (1992) *Talking of the royal family*. London, New York: Routledge.
- Hall, S. (1992) The West and the rest. In S. Hall and B. Gieben (eds.), *Formations of modernity*. London: Polity Press.
- Wagner-Pacifici, R. (1994) *Discourse and destruction: The city of Philadelphia vs. MOVE*. Chicago: University of Chicago Press.
- Wieder, D. L. (1974) *Language and social reality: The case of telling the convict code*. The Hague, Paris: Mouton.

**March 30<sup>th</sup> Coding and Grounded Theory**

How can we make sense of qualitative data? What tools exist to create emergent sociological knowledge?

**\* Reading Review**

Required Reading:

- Strauss, A. L. (1987) *Qualitative analysis for social scientists*. Cambridge: Cambridge University Press, 22-52.
- Charmaz, K. (2008) Grounded theory as an emergent method. In S.N. Hesse-Biber and P. Leavy (eds.), *Handbook of Emergent Methods*. New York: Guilford, 155-170.
- Gilligan, C., Spencer, R., Weinberg, M.K., and Bertsch, T. (2003). On the listening guide: A voice-centered relational method. In Paul Camic, Jean Rhodes & Lucy Yardley (eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design*. Washington, D.C.: American Psychological Association, 157-172.

Recommended Reading:

- Charmaz, K. (2006) *Constructing grounded theory: A practical guide through qualitative analysis*. London, Thousand Oaks: SAGE. Pages TBA.
- Riessman, C.K. (1993) *Narrative Analysis*. Newbury Park: SAGE.

**April 6<sup>th</sup> Researching for Social Justice: Action Research**

In this final seminar, students will choose other qualitative research methods and introduce them to the class. Examples could include: ethnodrama, autoethnography, etc.

**\* Reading Review**

Recommended Reading:

- Reason, P. and H. Bradbury (eds.). (2000) *The handbook of action research: Participative inquiry and practice*. London: Sage.

**April 13<sup>th</sup> Second to Last Class: Presentations of Research Proposals**

**April 20<sup>th</sup> Last Class: Presentations of Research Proposals**

**April 25<sup>th</sup> Exam Week: Final Research Proposal Due by 4pm to Dr. Acord's mailbox, TURL 3120**