QUALITATIVE METHODS I
26:977:620, Spring 2017
Thursdays, 5:30 – 8:20, 148 Bradley Hall

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156 Bradley Hall, 973-353-3528
Office hours: Mondays, 10 – 11; Thursdays 4:30 - 5:15; and by appointment
Most course readings and all assignments are available on Blackboard:
http://blackboard.newark.rutgers.edu (Rutgers Net Id needed for access)

Course Description:
This course introduces you—a doctoral student—to the history, philosophy, and methods of qualitative research. By examining critically the evolution of qualitative methodology, forms of qualitative research, ways to conduct and report qualitative inquiry, as well as examples and critiques of qualitative studies, you will understand how to choose a qualitative method for your research inquiry.

Objectives:
• understand the history of qualitative inquiry in the social sciences
• distinguish between quantitative and qualitative methodologies
• identify the types of studies that are appropriate for a qualitative research design
• know qualitative methods and their uses
• produce, analyze, and present results of qualitative data
• summarize, compare, and contrast qualitative literature on a chosen topic
• critique qualitative studies

Required Readings:


**Suggested Readings:**


**Supplemental Readings** (You are required to read and analyze critically at least one of the following ethnographies.):


**Assignments**

- Presentation: Using PowerPoint or Keynote, highlighting what you find particularly interesting in a week's readings. Focus on how they relate to your emerging research topic and your evolving identity as a researcher. Pose questions for discussion. Lead a class discussion of these and other questions. You may do this assignment with one other student. It is important to remember that your presentation is not to be a summary of the readings but rather an exposure to what you find especially striking and how you relate to the readings. (20%)

- Literature: (a) on your chosen research topic, select three related qualitative studies, (b) summarize each study, (c) compare and contrast them, and (d) suggest a conceptual problem that needs further investigation. (20%)

- Interview assignment. (20%)
- Observation assignment. (20%)
- Critical reading of a qualitative study:
  An oral presentation with orchestrated class discussion of an qualitative study reported in a doctoral dissertation or a book. (20%)

**Reading and Discussion Outline:**
All readings are available digitally on Blackboard, except for chapters from Berg and Lune (2012). These two texts need to purchased or otherwise obtained.

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<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>READINGS and ASSIGNMENTS</th>
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<tr>
<td>Week 1: 1/19</td>
<td>Introduction&lt;br&gt;Introducing your, research interest, topic, and questions</td>
<td>Denzin and Lincoln (2005)&lt;br&gt;Research interest and topic</td>
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<td>Week 2: 1/26</td>
<td>Qualitative and quantitative research methods&lt;br&gt;Historical outlook and orientation</td>
<td>Vidich and Lyman (1994)&lt;br&gt;Berg and Lune (2012), chapters 1 and 2 (to p. 36)&lt;br&gt;Discuss interview assignment&lt;br&gt;Introducing research interest and topic, submit via Bb.</td>
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<td>Week 3: 2/2</td>
<td>Paradigms of qualitative research&lt;br&gt;Interviews: topic and participant “Finding and Reviewing Literature”, presentation by Marcus C. Anthony</td>
<td>Berg and Lune (2012), chapters 2 (from p. 36) and 4;&lt;br&gt;Guba and Lincoln (1994)&lt;br&gt;First draft of interview protocol, bring two copies to class.</td>
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<td>Week 4: 2/9</td>
<td>Conducting interviews&lt;br&gt;Reviewing interview protocol&lt;br&gt;Ethical issues</td>
<td>Berg and Lune (2012), chapters 3&lt;br&gt;Second draft of interview protocol, submit to Blackboard</td>
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<td>Week 5: 2/16</td>
<td>No class</td>
<td>Conduct interview&lt;br&gt;Chatterji (2005)&lt;br&gt;Hsieh &amp; Shannon (2005)</td>
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<td>Week 6: 2/23</td>
<td>Content Analysis&lt;br&gt;Interviews&lt;br&gt;Analysis of verbal data</td>
<td>Berg and Lune (2012), chapter 11&lt;br&gt;Developing codes for Max Rosales’s blog&lt;br&gt;Complete interview, submit audio or video file to Blackboard</td>
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<td>Week 7: 3/2</td>
<td>No class</td>
<td>Berg and Lune (2012), chapter 10&lt;br&gt;Onwuegbuzie &amp; Leech (2010)&lt;br&gt;Reports on blog analysis&lt;br&gt;Transcript of interview due, submit to Blackboard&lt;br&gt;Analysis and results of blog data due</td>
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<td>Week 8: 3/9</td>
<td>Case Studies&lt;br&gt;Discourse analysis</td>
<td>Adler and Adler (1994)&lt;br&gt;Atkinson and Hammersley (1994)&lt;br&gt;Discuss observation assignment</td>
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<td>Week 9: 3/23</td>
<td>Observational studies&lt;br&gt;Content analysis</td>
<td>Berg and Lune (2012), chapter 6&lt;br&gt;Literature compare and contrast due&lt;br&gt;Identify selected observation site&lt;br&gt;Work on observations</td>
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<td>Week 10:</td>
<td>Challenging tradition</td>
<td>Berg and Lune (2012), chapter 9</td>
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<td>3/30</td>
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<td>4/6</td>
<td>Discourse analysis</td>
<td><strong>Observation assignment due</strong></td>
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<td>Week 12:</td>
<td>Grounded-theory Research</td>
<td>Doloriert and Sambrook (2011)</td>
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<td>Strauss and Corbin (1994)</td>
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<td>Xu et al. (2012)</td>
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<td><strong>Qualitative research presentations due</strong></td>
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<td>Week 13:</td>
<td>Mixed Methods</td>
<td>Berg and Lune (2012), chapter 12</td>
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<td>4/20</td>
<td>Writing Qualitative Research Proposals and</td>
<td>Sadovnik (2006)</td>
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<td>Papers</td>
<td><strong>Qualitative research presentations due</strong></td>
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<td>Week 14:</td>
<td>Unobtrusive data</td>
<td>Berg and Lune (2012), chapters 8</td>
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<td><strong>Qualitative research presentations due</strong></td>
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