

SOC 610: Methods of Qualitative Analysis

Colorado State University
Spring Semester 2008
Wednesdays – 3:30-6:20 p.m.
C-140 Clark

Professor: Lori Peek, Ph.D.
Phone: 970-491-6777
Email: lori.peek@colostate.edu
Web Page: <http://lamar.colostate.edu/~loripeek/>
Office: B-237 Clark
Office Hours: Wednesdays – Noon-2:00 p.m.

Course Description:

This graduate seminar is an introduction to qualitative field research methods used in sociology. As such, the course is designed to give you a broad overview of the logic of qualitative research, the process of research design, major types of qualitative data collection methods, and techniques of data analysis. Through the readings, discussions, exercises, and assignments, we will explore:

- ❖ the assumptions and theoretical traditions of qualitative research;
- ❖ ethical issues associated with research involving human subjects;
- ❖ the role of the researcher in qualitative inquiry;
- ❖ typical qualitative data collection methods with a specific focus on non-participant and participant observation, in-depth interviews, focus groups, and unobtrusive measures;
- ❖ techniques for describing, analyzing, and interpreting qualitative data; and
- ❖ ways to ensure accurate, rich, and useful qualitative studies.

I am excited about teaching this course and am looking forward to working with each of you. I am committed to giving you the best possible education in qualitative methods that I can, and in turn, I expect that you will be committed to the course. This course is reading, writing, and field work intensive. That means that you need to do the readings in advance of the weekly meetings, be a regular and active participant, contribute to class discussions in meaningful ways, and complete all of the assignments on time and with a good deal of forethought.

By the end of the course, you should be familiar with the modes of thinking, specific practices, and the language and logic associated with the qualitative paradigm. You will become certified by the Colorado State University Human Research Committee to conduct research. You will also learn how to formulate research questions, choose the best methodology to answer them, and design your own qualitative research project. Finally, you will have the opportunity to conduct preliminary field research, in the form of observations and in-depth interviews, and thus will gain experience with the actual practice of doing research.

Required Course Materials:

Adler, Patricia A. and Peter Adler. 1987. *Membership Roles in Field Research*. Thousand Oaks, CA: Sage Publications.

Berg, Bruce L. 2007. *Qualitative Research Methods for the Social Sciences*. 6th ed. Boston: Allyn and Bacon.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: The University of Chicago Press.

Marshall, Catherine and Gretchen B. Rossman. 2006. *Designing Qualitative Research*. 4th ed. Thousand Oaks, CA: Sage Publications.

Weiss, Robert S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: The Free Press.

Additional required readings are available electronically via RamCT.

Recommended Course Materials:

The following books are not required, but are highly recommended. In order to conduct research and write well, you must be thoughtful, organized, persistent, and consistent. These recommended books offer helpful suggestions for organizing and presenting content, learning to write as a professional, developing style in writing, and figuring out how to start and finish a scholarly project. They also provide specific guidelines for how you should cite academic sources and review elementary rules related to the proper use of the English language.

American Sociological Association. 2007. *American Sociological Association Style Guide*. 3rd ed. Washington, DC: American Sociological Association.

Becker, Howard S. 1986. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: The University of Chicago Press.

Bolker, Joan. 1998. *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*. New York: Henry Holt and Company.

Strunk, William, Jr. and E. B. White. 2000. *The Elements of Style*. 4th ed. Boston: Allyn and Bacon.

Wolcott, Harry F. 2001. *Writing Up Qualitative Research*. 2nd ed. Thousand Oaks, CA: Sage Publications.

Course Requirements:

Attendance and Participation (10% of grade): This course will be run in a seminar format with the goal of promoting an active learning environment. Thus, your attendance and thoughtful participation is vital to the success of this course. I expect that you will arrive to class prepared to discuss the readings and ready to actively engage with your peers. Please arrange your schedule to

ensure that you will be able to attend every class session. Missing more than one class or failing to submit an assignment will result in a failing grade.

Weekly Reading Summaries and Provocations (10% of grade): This course is organized around a set of readings that will be used to guide class discussions and inform your various research assignments. Prior to each seminar meeting, students will submit a one-page paper a) summarizing the key themes from the week's reading assignments and b) raising questions and/or comments on the material. As the class progresses and you develop your research topic of interest, you should increasingly make connections between the readings and your own project. Therefore, I expect that the summaries and provocations will evolve over the course of the semester. These summaries and provocations should be submitted to the entire class via RamCT by no later than 3:30 p.m. on the Tuesday before seminar meetings. This should help us focus on common critiques, concerns, and questions during our Wednesday seminar.

Research Topic Write-Up (10% of grade): We will spend the first few weeks of the course discussing some of the general issues in the conduct of qualitative research and how to choose a topic and setting, formulate a research question, and use the best methods to answer the question. On Sunday, February 10, you will submit a one- to two-page paper via RamCT that describes the a) research question that you will address in your final proposal; b) research setting; c) population of interest; and d) rationale for doing the research (i.e., what we can hope to learn from your project). The expectation for this assignment is that you have a clearly thought-out research topic, either one based on gaps in previous research, or an as-yet undiscovered contribution to the field. You should be aware that the research question and overall conceptualization will improve with revision, and that the project will likely evolve substantially as your research progresses. On Wednesday, February 13, we will workshop the research write-ups. Prior to this class session, you will be divided into small groups, and each student will be responsible for preparing a written critique of two to three of the research write-ups. You should bring your written critiques to class on February 13, and we will allot 10 minutes to collectively discuss each person's topic.

Human Subjects Training (10% of grade): All social scientists should be aware of ethical standards that must be adhered to in our everyday professional activities. The *American Sociological Association's Code of Ethics* and the *American Political Science Association's Guide to Professional Ethics* both set forth the principles and ethical standards that underlie our professional responsibilities and conduct. At Colorado State University, all published or publicly presented research involving human subjects (including master's theses and doctoral dissertations) must have prior approval from the Human Research Committee (HRC). Throughout the semester, we will be reading about and discussing ethical issues pertaining to qualitative research and interaction with human subjects. You will also be expected to complete a web-based training program through the Collaborative IRB Training Initiative (CITI). This self-paced course consists of 11 basic modules focusing on defining research with human subjects, the history of human subjects protection, regulatory compliance in the social and behavioral sciences, ethical principles, privacy and confidentiality concerns, informed consent, and research with vulnerable populations. You must log on to the CITI website (<http://www6.miami.edu/citireg/>) and register to complete the modules for social and behavioral science researchers. Each training module contains relevant information and ends with a 3-4 question quiz. It will take you about 10-20 minutes to complete each module, and an overall passing score of 80% must be achieved to obtain the CSU training certificate. You should complete and pass each module and bring a printed copy of your training certificate to class on Wednesday, February 27.

Observations and Field Notes (15% of grade): The purpose of this project is to familiarize you with the practice of conducting field observations and writing up observational field notes. For this assignment, you will conduct observations for at least one hour in a quasi-public or public place. If possible, you should observe interactions in the setting where you plan to conduct your actual research. Before you carry out this exercise, we will discuss observational techniques and the practice of recording and analyzing fieldnotes. On Wednesday, March 26, you will submit your jotted notes (notes written on the fly in the field using temporary reminders of what is happening as it unfolds), as well as direct observation notes (notes recorded immediately after leaving the field, which include a great deal of concrete detail about the physical setting, the people in the setting, and specific descriptions of interactions and activities taking place in the setting) and analytic memos (notes used to develop more abstract ideas or themes from your examination of details in the data). You will also submit a short reflection piece where you discuss issues that emerged in using this method, and consider the ways that your presence, emotions, and personal identity may have shaped what you saw in your setting.

Transcribed and Theme Coded Interviews (15% of grade): The purpose of this project is to familiarize you with the practice of conducting, analyzing, and writing up qualitative interview data. For this assignment, you will develop an interview guide and conduct qualitative interviews with two informants, ideally persons who are connected to the topic that you plan to research. You will then transcribe at least one of the interviews, analyze your recorded data, and write a report on your experiences. On Wednesday, April 23, you will submit the interview guide, verbatim transcription, coding scheme, and write-up.

Research Proposal and Presentation (30% of grade): Throughout the semester, you will be thinking about how you will conceptualize and carry out a qualitative research project for your thesis or dissertation. As a final project, you will submit a research proposal and present your research plan to the class on Wednesday, May 7. The research proposal should be 10-15 pages and should include the following elements:

- ❖ Introduction and overview. This first section will introduce the reader to the topic and purpose of your study, and also highlight the significance of your work.
- ❖ Research question or problem. In addition to clearly stating your research question or problem of interest, you should include references to the body of literature from which the question/problem arises. You should also discuss how you became interested in/chose this topic.
- ❖ Methodology/research design. This section will make up the bulk of your proposal and should describe your overall approach. This will include a description of your research setting and the people who inhabit it; the method(s) you plan to use to collect data and an explanation of why these methods are appropriate; data analysis procedures; and your research timeline. You should integrate scholarly methodological references as appropriate.
 - ❖ For participant or non-participant observation studies, your methods section will have to speak to how you plan to gain access to your site, and any issues you anticipate during your observations. You should include how many hours of observation you plan to undertake and estimate the amount of fieldnotes you will generate. You should also reflect on how your personal identity may shape your access, define your potential role in the setting, and consider ethical issues you may encounter.

- ❖ For interview studies, you will have to explain your sampling frame, how you plan to gain access to your sample, how, where, and when the interviews will be conducted, transcribed, and coded, and how many total interviews you plan to conduct. You should also reflect on how your personal identity may shape your access, define your potential role in the setting, and consider ethical issues you may encounter.
- ❖ Conclusion. Here you should draw together the threads of your project and discuss the potential theoretical implications of your study.

Writing, like any other skill, takes concentrated practice and effort to improve. That means that you should start early on your research proposal and be thinking about it and drafting the various sections throughout the semester. I expect that you will submit a polished paper free of typographical and grammatical errors. Your paper, including references, should be formatted according to the *American Sociological Association Style Guide*.

Grading:

Assignments	Percentage	Points Possible
Attendance and Participation	10%	30
Weekly Summaries and Provocations	10%	30
Research Topic Write-Up	10%	30
Human Subjects Training	10%	30
Observations and Field Notes	15%	45
Transcribed and Theme Coded Interviews	15%	45
Research Proposal and Presentation	30%	90
Total Points Possible		300

Academic Integrity:

Academic integrity is essential to the intellectual vitality of the university and the ideals of education. Colorado State University expects students to be honest and to conduct themselves with integrity in all aspects of their relationship with the university. Dishonest conduct – which includes cheating, plagiarizing, or lying for the purpose of influencing a grade or for other academic gain – undermines the educational experience and is simply not acceptable. Any student found responsible for having engaged in academic dishonesty will be subject to academic penalty and/or university disciplinary action. See the General Catalog for statements on academic integrity and student conduct (<http://www.catalog.colostate.edu/front/policies.aspx>).

Disabilities Statement:

If you are a student who will need accommodations in this class, please let me know early in the semester so that your learning needs may be appropriately met. Any accommodation must be discussed in a timely manner prior to implementation. You may also want to contact Resources for Disabled Students for additional support (970-491-6385; <http://www.colostate.edu/Depts/RDS/>).

Course Outline:

Week 1	January 23	Introduction and Course Overview
---------------	-------------------	---

Topics:

- ❖ Introductions.
- ❖ Review syllabus.
- ❖ Discuss assignments, expectations, and outcomes.
- ❖ Identify research topics and populations of interest.

Required Reading:

- ❖ Course Syllabus

Week 2	January 30	The Logic of Qualitative Research
---------------	-------------------	--

Topics:

- ❖ Promises and challenges of qualitative research.
- ❖ Qualitative paradigms and epistemologies.
- ❖ Evaluating qualitative research.
- ❖ Issues of validity and reliability.

Required Readings:

- ❖ Berg (pp. 1-18)
- ❖ Marshall and Rossman (pp. 1-22)
- ❖ Ambert, Anne-Marie, Patricia A. Adler, Peter Adler, and Daniel F. Detzner. 1995. "Understanding and Evaluating Qualitative Research." *Journal of Marriage and the Family* 57(4): 879-893.
- ❖ Becker, Howard S. 1996. "The Epistemology of Qualitative Research." Pp. 53-71 in *Ethnography and Human Development: Context and Meaning in Social Inquiry*, edited by R. Jessor, A. Colby, and R. A. Shweder. Chicago: The University of Chicago Press.
- ❖ Guba, Egon G. and Yvonna S. Lincoln. 2005. "Paradigmatic Controversies, Contradictions, and Emerging Confluences." Pp. 191-215 in *The Sage Handbook of Qualitative Research*, 3rd ed., edited by N. K. Denzin and Y. S. Lincoln. Thousand Oaks, CA: Sage Publications.

Week 3	February 6	Designing Qualitative Research
---------------	-------------------	---------------------------------------

Topics:

- ❖ Building a conceptual framework.
- ❖ Selecting topics, posing research questions, and reviewing the literature.
- ❖ Identifying field settings.
- ❖ Key informants and sampling.
- ❖ Data collection methods.
- ❖ Assign students to small groups to complete research topic write-up critiques.

Required Readings:

- ❖ Berg (pp. 19-52)
- ❖ Marshall and Rossman (pp. 23-71; 97-150)

Week 4 February 10 Research Topic Write-Up Due

Assignment Due:

- ❖ Submit your one- to two-page research topic write-up to the class email list via RamCT by Sunday evening, February 10. The class will be divided into small groups, and each student will be responsible for reading and preparing a written critique of two to three research statements prior to the next class session.

Week 4 February 13 Workshop Research Topic Write-Ups

In-Class Activity:

- ❖ During this class session, we will workshop the research topic write-ups that you submitted on Sunday to RamCT. We will allot 10 minutes to collectively discuss each person's submission. Please come prepared to receive feedback on your own write-up. In addition, you will be responsible for giving one copy of your written comments to your peers and one copy to me.

Week 5 February 20 Situating the Self

Topics:

- ❖ Membership roles in field research.
- ❖ Issues of class, gender, race, and age.
- ❖ Insider/outsider debates.

Required Readings:

- ❖ Adler and Adler (pp. 8-94)
- ❖ Gold, Raymond J. 1958. "Roles in Sociological Field Observations." *Social Forces* 36(3): 217-223.
- ❖ Galliher, John F. 1980. "Social Scientists' Ethical Responsibilities to Superordinates: Looking Upward Meekly." *Social Problems* 27(3): 298-308.
- ❖ Warren, Carol A. B. 2001. "Gender and Fieldwork Relations." Pp. 203-223 in *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., edited by R. M. Emerson. Prospect Heights, IL: Waveland Press.
- ❖ McCorkel, Jill A. and Kristen Myers. 2003. "What Difference Does Difference Make? Position and Privilege in the Field." *Qualitative Sociology* 26(2): 199-231.
- ❖ Thorne, Barrie. 2001. "Learning from Kids." Pp. 224-238 in *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., edited by R. M. Emerson. Prospect Heights, IL: Waveland Press.

Week 6 February 27 Politics and Ethics in Field Research

Assignment Due:

- ❖ You should have completed the 11-module social and behavioral sciences CITI web-based training program prior to this class session. Please bring a printed copy of your training certificate, verifying that you passed each of the modules with a score of 80% or higher.

Topics:

- ❖ Research ethics, institutional review boards, and professional codes of ethics.
- ❖ Special protection of vulnerable populations.
- ❖ Physical and ethical dangers in field research.
- ❖ Gaining entrée and exiting a field setting.
- ❖ Informed consent and deception.
- ❖ The research bargain and taking sides.

Required Readings:

- ❖ Berg (pp. 53-88; 171-192; 213-215)
- ❖ Marshall and Rossman (pp. 72-96)
- ❖ Fine, Gary Alan. 1993. "Ten Lies of Ethnography: Moral Dilemmas in Field Research." *Journal of Contemporary Ethnography* 22(3): 267-294.
- ❖ Wax, Rosalie H. 1952. "Field Methods and Techniques: Reciprocity as a Field Technique." *Human Organization* 11: 34-37.
- ❖ Becker, Howard S. 1967. "Whose Side Are We On?" *Social Problems* 14(3): 239-247.

Further Reading:

- ❖ American Political Science Association. 1998. *A Guide to Professional Ethics in Political Science*. 2nd ed. Washington, DC: American Political Science Association. <http://www.apsanet.org/imgtest/ethicsguideweb.pdf>
- ❖ American Sociological Association. 1999. *Code of Ethics and Policies and Procedures of the ASA Committee on Professional Ethics*. Washington, DC: American Sociological Association. <http://www.asanet.org/galleries/default-file/Code%20of%20Ethics.pdf>

Week 7 March 5 Field Observations – I

Topics:

- ❖ Why we conduct observations.
- ❖ Techniques and strategies for conducting non-participant and participant observation.
- ❖ Classic observation studies and statements by researchers about how they went about conducting their research.
- ❖ Discuss observation assignment.

In-Class Activity:

- ❖ During part of this class session, we will engage in a practical exercise in observation.

Required Readings:

- ❖ Berg (pp. 192-213)
- ❖ Emerson, Fretz, and Shaw (pp. 1-16)

- ❖ Burawoy, Michael. 1991. "Teaching Participant Observation." Pp. 291-300 in *Ethnography Unbound: Power and Resistance in the Modern Metropolis*. Berkeley: University of California Press.
- ❖ Deegan, Mary Jo. 2001. "The Chicago School of Ethnography." Pp. 11-25 in *Handbook of Ethnography*, edited by P. Atkinson, A. Coffey, S. Delamont, J. Lofland, and L. Lofland. Thousand Oaks, CA: Sage Publications.
- ❖ Denzin, Norman K. 1989. "Participant Observation: Varieties and Strategies of the Field Method." Pp. 185-218 in *The Research Act: A Theoretical Introduction to Sociological Methods*. Englewood Cliffs, NJ: Prentice Hall.
- ❖ Liebow, Elliot. 2003. "Appendix: A Field Experience in Retrospect." Pp. 151-166 in *Tally's Corner: A Study of Negro Streetcorner Men*. New edition. Lanham, MA: Rowman and Littlefield.
- ❖ MacLeod, Jay. 1995. "Appendix: On the Making of *Ain't No Makin' It*." Pp. 270-302 in *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. Boulder, CO: Westview Press.

Week 8 March 12 Field Observations – II

Topics:

- ❖ Jottings in the field and writing full fieldnotes at the desk.
- ❖ Imposing exogenous meanings.
- ❖ Making sense of observational data: coding and memoing.

Required Readings:

- ❖ Emerson, Fretz, and Shaw (pp. 17-168)

Week 9 March 19 Spring Recess

- ❖ Have a nice break!

Week 10 March 26 Interviewing – I

Assignment Due:

- ❖ You will submit your observations and field notes assignment at the beginning of this class session.

Topics:

- ❖ Why we interview.
- ❖ Differences between survey and qualitative interviewing.
- ❖ Choosing and recruiting respondents.
- ❖ Preparation for interviewing.
- ❖ Developing an interview guide.
- ❖ Discuss interview assignment.

Required Readings:

- ❖ Weiss (pp. 1-59)
- ❖ Rubin, Herbert J. and Irene S. Rubin. 2005. "Structuring the Interview." "Designing Main Questions and Probes." "Preparing Follow-Up Questions." Pp. 129-200 in *Qualitative Interviewing: The Art of Hearing Data*. 2nd ed. Thousand Oaks, CA: Sage Publications.
- ❖ Biernacki, Patrick and Dan Waldorf. 1981. "Snowball Sampling: Problems and Techniques of Chain Referral Sampling." *Sociological Research and Methods* 10: 141-163.
- ❖ Watters, John K. and Patrick Biernacki. 1989. "Targeted Sampling: Options for the Study of Hidden Populations." *Social Problems* 36(4): 416-430.

Week 11 April 2 Interviewing – II

Topics:

- ❖ Conducting unstructured, semi-structured, and structured interviews.
- ❖ Issues in interviewing.

Required Readings:

- ❖ Berg (pp. 89-97)
- ❖ Weiss (pp. 61-150)
- ❖ Heyl, Barbara Sherman. 2001. "Ethnographic Interviewing." Pp. 369-383 in *Handbook of Ethnography*, edited by P. Atkinson, A. Coffey, S. Delamont, J. Lofland, and L. Lofland. Thousand Oaks, CA: Sage Publications.
- ❖ Burgess, Robert G. 1982. "The Unstructured Interview as a Conversation." Pp. 107-110 *Field Research: A Sourcebook and Field Manual*, edited by R. G. Burgess. London: George Allen and Unwin.
- ❖ Denzin, Norman K. 1989. "The Sociological Interview." Pp. 102-120 in *The Research Act: A Theoretical Introduction to Sociological Methods*. Englewood Cliffs, NJ: Prentice Hall.
- ❖ Warren, Carol A. B., Tori Barnes-Brus, Heather Burgess, and Lori Wiebold-Lippisch with Jennifer Hackney, Geoffrey Harkness, Vickie Kennedy, Robert Dingwall, Paul C. Rosenblatt, Ann Ryen, and Roger Shuy. 2003. "After the Interview." *Qualitative Sociology* 26(1): 93-110.

Week 12 April 9 Interviewing – III

Topics:

- ❖ Preparing transcripts.
- ❖ Coding and analyzing interview data.
- ❖ Qualitative data analysis software.

Required Readings:

- ❖ Weiss (pp. 151-182)
- ❖ Rubin, Herbert J. and Irene S. Rubin. 2005. "The First Phase of Analysis." "Analyzing Coded Data." Pp. 201-245 in *Qualitative Interviewing: The Art of Hearing Data*. 2nd ed. Thousand Oaks, CA: Sage Publications.
- ❖ Drisko, James W. 2004. "Qualitative Data Analysis Software: A User's Appraisal." Pp. 193-209 in *The Qualitative Research Experience*, Rev. ed., edited by D. K. Padgett. Belmont, CA: Wadsworth.

Week 13 April 16 Focus Groups and Unobtrusive Measures

Topics:

- ❖ Why we conduct focus groups.
- ❖ Designing and implementing focus groups.
- ❖ Analyzing focus group data.
- ❖ Why we use unobtrusive measures in social science.
- ❖ Public and private archival research.
- ❖ Erosion and accretion measures.

Required Readings:

- ❖ Berg (pp. 144-170)
- ❖ Morgan, David L. 1996. "Focus Groups." *Annual Review of Sociology* 22: 129-152.
- ❖ Kidd, Pamela S. and Mark B. Parshall. 2000. "Getting the Focus and the Group: Enhancing Analytical Rigor in Focus Group Research." *Qualitative Health Research* 10(3): 293-308.
- ❖ Berg (pp. 239-263)

Further Reading:

- ❖ Hill, Michael R. 1993. *Archival Strategies and Techniques*. Beverly Hills, CA: Sage Publications.
- ❖ Prior, Lindsay. 2003. *Using Documents in Social Research*. Thousand Oaks, CA: Sage Publications.

Week 14 April 23 Crafting Proposals and Writing Up Qualitative Research

Assignment Due:

- ❖ You will submit your transcribed and theme coded interview assignment at the beginning of this class session.

Topics:

- ❖ Planning time and resources.
- ❖ Articulating value and logic.
- ❖ Outlining and organizing a research proposal/article.
- ❖ Getting started, revising, and submitting the final draft.

Required Readings:

- ❖ Berg (pp. 340-366)
- ❖ Marshall and Rossman (pp. 177-217)
- ❖ Emerson, Fretz, and Shaw (pp. 169-210)
- ❖ Weiss (pp. 183-206)

Further Reading:

- ❖ Przeworski, Adam and Frank Salomon. 1995. *The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions*. New York: Social Science Research Council. http://fellowships.ssrc.org/art_of_writing_proposals/
- ❖ Ragin, Charles C., Joane Nagel, and Patricia White. 2004. *Workshop on Scientific Foundations of Qualitative Research*. Washington, DC: The National Science Foundation. <http://www.nsf.gov/pubs/2004/nsf04219/nsf04219.pdf>

Week 15 April 30 Building Theory and Action from Qualitative Research

Topics:

- ❖ Understanding the relationship between empirical data and theory.
- ❖ Moving between conceptualization, data collection, analysis, and theory construction.
- ❖ Writing grounded theory.
- ❖ Participatory action research and the public sphere.

Required Readings:

- ❖ Charmaz, Kathy and Richard G. Mitchell. 2001. "Grounded Theory in Ethnography." Pp. 160-174 in *Handbook of Ethnography*, edited by P. Atkinson, A. Coffey, S. Delamont, J. Lofland, and L. Lofland. Thousand Oaks, CA: Sage Publications.
- ❖ Strauss, Anselm and Juliet Corbin. 1994. "Grounded Theory Methodology: An Overview." Pp. 273-285 in *Handbook of Qualitative Research*, edited by N. K. Denzin and Y. S. Lincoln. Thousand Oaks, CA: Sage Publications.
- ❖ Kemmis, Stephen and Robin McTaggart. 2005. "Participatory Action Research: Communicative Action and the Public Sphere." Pp. 559-603 in *The Sage Handbook of Qualitative Research*, 3rd ed., edited by N. K. Denzin and Y. S. Lincoln. Thousand Oaks, CA: Sage Publications.

Week 16 May 7 Research Proposals and Presentations

Assignment Due:

- ❖ You will submit your final research proposal at the beginning of this class session.

Presentations:

- ❖ Each student will prepare a 10-minute presentation for the class. The presentation should focus on the overarching research question and methodological design of your proposed research project.