

CHFD 8810: QUALITATIVE RESEARCH METHODS
Also listed as QUAL 8400

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Office Hours are by appointment.

Class: Fall 2007, 112 Dawson Hall, Thursday 2:00 to 4:45

Course Description

This core course in the Department of Child and Family Development is an introductory course on qualitative research issues and practices. We will examine the historical and philosophical foundations of qualitative inquiry. Topics include: conceptualizing research questions; designing a study; selection of appropriate methods of data collection; various relationships to participants; data analysis strategies; logic and coherency of research procedures/methods; self-of-researcher; interpretation of findings; quality control; research writing; research reading; doing dissertations; getting published; Institutional Review Board (IRB) policies in regards to Human Subjects; and ethical issues. There will be an emphasis on clinical research.

Objectives:

1. Students can identify and explain the range of issues, questions and diverse orientations addressed by qualitative inquiry, particularly directed towards clinical issues and issues of child and family development over the lifespan as well as in other areas too.
2. Consider and appreciate epistemological issues of carrying out qualitative research, and the various assumptions underlying different approaches.
3. Examine how issues of diversity (cultural, racial, gender, sexual orientation, SES, etc.) impact the research process (including types of questions posed, relationship between researcher(s) and participants, how results are re-presented, and the impact of the study on people and communities).
4. Develop knowledge and skills regarding: how to conceptualize a study; select a method or methods appropriate to the research questions; collect data; interviewing strategies; researcher's relationship to participants; transcribing strategies; analytical strategies; interpretation of findings; quality control; and presentation of study.
5. Reflect on your own assumptions and subjectivities in regard to qualitative inquiry.
6. Develop critical thinking skills necessary to conduct and evaluate qualitative inquiry.
7. Increase awareness of opportunities to carry out research and publish qualitative research in the social sciences.
8. Increase understanding towards ethical concerns of conducting and re-presenting qualitative studies.
9. Increase understanding of Institutional Review Board (IRB) policies in regards to Human Subjects.

Class Format

My pedagogical philosophy is that effective learning occurs in a collaborative context in which everyone participates in the learning/teaching process. Each person is expected to take

responsibility for his/her own learning and teaching and to be both respectful, as well as challenging of the viewpoints of others. I am available to discuss ideas outside of class, and it is your responsibility to contact me if you need help with understanding any of the readings or assignments.

Some suggested guidelines (adapted from Nash, 2002) for class include:

1. Do not force premature closure on conversations.
2. Find the value in what you oppose. Find the error in what you espouse.
3. Speak with, not at or separate from, each other.
4. Accept no text or opinion uncritically; it might be mistaken. Reject no text or opinion uncritically; it might be correct.
5. Find and express your own voice, but also find the right time lower your own voice in that others might find theirs.
6. Do speak! Language is the primary tool we have to make meaning together
And
7. Speak in order to listen (not listen in order to speak). (From Lyotard)

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

Required Texts:

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage: London.

Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing among five approaches*. Sage: Thousand Oaks, CA

A Reader available on line through GIL (<http://gil.uga.edu>). The password is: qual.

Recommended text: Publication manual of the American Psychological Association (2001). (5th ed.). Washington, DC: American Psychological Association.

Course Structure and Assignments

1. **Attendance and participation in class** are required and missing class will account in the final grade. Inform the instructor prior to class if you will be late or miss class. Each class, one or two students will be responsible for helping facilitate the discussion on the readings. **This will require posing questions, highlighting issues, and/or leading activities in class. It will be necessary to review the WebCT postings from classmates prior to the class to include questions they may have posed. 10 points**

You may have one missed class with an acceptable excuse, after that, each missed class will reduce your grade by 5 points

2. **A WebCT discussion** will be a part of the course content. Prior to each class you must post at least two (well thought out) original questions or comments for the readings of that day (this means reading the other comments and not replicating another person's remarks. The post must be made by midnight prior to class in order to give time for the other students, and the

co-facilitators to see your message. You are encouraged to reply to other comments and participate in a discussion of the different threads during the week as well. For access go to <http://www.uga.edu/> and click on 'My WebCT,' and log in to this course using your UGA MyID. **14 points for posting two questions per week, up to 20 points for active participation on the list and posting comments to other questions**

3. **Theory and methodology position papers.** Over the course of the semester you will write two 3-page essays describing your understanding of different theoretical/methodological perspectives of your choice from the following list: narrative, phenomenological, grounded theory, ethnographic, case study, participatory action research, membership categorization analysis, conversation analysis, autoethnography, or critical discourse analysis. Include in your paper a discussion of the epistemological and theoretical perspectives that inform this methodology. Also consider what the methodological framework will allow a researcher to do (and limits of what they can achieve), the types of questions that the methodology enables the researcher to pursue, the uniqueness of this approach, and its strengths and limitations. Bring a draft of your paper on the days assigned for discussion (Sept 13 and October 18). You will share your paper for small group discussion and you may revise your paper to submit it on the assigned date the following week. **15 points per paper, total is 30 points**

4. **Final project.** A research proposal that includes statement of the problem, purpose of the study, subjectivities statement, theoretical statement, methodology and methods, participant involvement and recruitment, data generation, planned analysis, and potential ethical concerns. 9-12 pages doubled spaced. Include at least 5-6 references to demonstrate current and relevant knowledge about the study and how your study will contribute to the literature. A draft of this project is due on November 8. Your draft will be shared in small groups for discussion and feedback. You can also submit the draft to me for feedback. The final paper is due December 6 and needs to be APA format. At this time, also be prepared to do a brief presentation of your paper in class. **30 points**

5. Various assignments to be done both in class, and out-side of class. **10 points**

Note: The course syllabus is a general plan for the course. Deviations announced to the class by the instructor may occur. It is your responsibility to find out if changes are made.

Grading

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70

D 69-60
F- 59-0

August

16 **Introduction: Go over syllabus.**

Homework: Search the web for links to qualitative research and bring back a summary of 2 links to the next class. E.g. <http://www.nova.edu/ssss/QR/qualres.html>

23 **Epistemological, paradigmatic, historical and practical foundations**

Co-Facilitators:

1.

2.

Read:

Cresswell: pages 1-34

Crotty: pages 1-65

30 **Research questions and qualitative approaches**

Co-Facilitators:

1.

2.

Read:

Creswell: (pp. 35-84)

Crotty: (pp. 66-86)

Gale, J., Bermudez, J. M.

September

6 **Interviewing**

Co-Facilitators:

1.

2.

Read:

Gubrium, J. E., & Holstein, J. A. (2001). (pp. 3-32)

Gubrium, J. E., & Holstein, J. A. (2001). Qualitative interviewing. (pp. 83-101)

Patton: Depth interviewing (pp. 108-143)

13 **Interviewing continued (Share in class your first theory and methodology position paper)**

Co-Facilitators:

1.

2.

Read:

Wegner, G. C. (2001). Interviewing older people (pp. 259-278)

Morgan, D. E. (2001). Focus group interviews (pp. 141-159)

Gubrium, J. E., & Holstein, J. A. (2001). Interviewing children and adolescents (pp. 181-201)

Dunbar, C., Rodriquez, D., & Parker, I. (2001). Race, subjectivity and the interview

process (pp. 179- 298)

20 **Five qualitative approaches (Your first theory and methodology position paper is due)**

Co-Facilitators:

- 1.
- 2.

Read:

Cresswell (pp. 85-114), and in addition read two of the studies in the appendix and be prepared to present in class.

Crotty: (pp. 87-111)

27 **Relationships with ‘participants’ (who, why, how and when)**

Co-Facilitators:

- 1.
- 2.

Read:

Gale et al: Marital therapy and self-reflexive research

Fine, M., Wis, L, Wessen, S, & Wong, L. (2000). pp. 107-131.

October

4 **Data Collection**

Co-Facilitators:

- 1.
- 2.

Read:

Cresswell: (pp. 117-146)

Richards, L., & Morse, (2006). Chapters 5, Making Data:

11 **Organizing data and analysis (I will be gone this day for AAMFT)**

Co-Facilitators:

- 1.
- 2.

Read:

Cresswell: (pp. 147-176)

Richards, L., & Morse, J. E. (2006). Chapter 6 Coding; Chapter 7, Abstracting
Coffey and Atkinson: concepts and coding (pp. 26-53)

18 **Quality control: evaluation, trustworthiness (Share in class your second theory and methodology position paper)**

Co-Facilitator:

- 1.

2.

Read:

Cresswell: (pp. 201-222)

Constas: Qualitative analysis as a public event (pp 253-266)

25 Fall Break

November

1 Self of researcher and ethics (Second theory and methodology position paper due.)

Co-Facilitators:

1.

2.

Read:

Crotty: chapter 7

Fine et al: For whom? Qualitative research, representations and social responsibilities

Ellis & Bochner: Autoethnography

Meloy: (Writing the qualitative dissertation pp. 60-84)

8 Interpretation and writing up your research (Draft of final paper due)

Co-Facilitators:

1.

Read:

Cresswell: (pp. 177-200)

Richardson: Writing: A method of inquiry (pp.923-948)

15 **Writing up research for publication (I will be gone this day for COAMFTE Board Meeting)**

Co-Facilitator:

1.

Read:

Cresswell: (pp. 223-232)

Gale & Newfield: Conversation analysis of a marital therapy session

Correspondence: JMFT and Jerry

22 Thanksgiving Break

29 **Feminism, gender studies and postmodernism and ethics revisited**

Co-Facilitators:

1.

Read: Crotty: Chapter 8, 9 (pp. 160-216)

Crawford: Talking difference (pp. 108-127)

Briggs, C. L. (2001). Interviewing, power/knowledge and social inequality (pp. 911-922).

December

6 **Final Paper due today. Present final papers in class.**

READER: CHFD 8810 Qualitative Research Methods, Dr. Jerry Gale

Baker, C. (2001). Ethnomethodological analysis of interviews (pp. 777-795). In Gubrium, J. E. & Holstein, J. A. (Eds.) *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.

Briggs, C. L. (2001). Interviewing, power/knowledge and social inequality (pp. 911-922). In Gubrium, J. E. & Holstein, J. A. (Eds.) *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.

Coffey, A. & Atkinson, P. (1996). Making Sense of Qualitative Data, (pp. 26-53). London: Sage Publications.

Constas, M. (1992). Qualitative Analysis as a Public Event: The Documentation of Category Development Procedures. American Educational Research Journal, 29, 2, pp 253-266.

Crawford, M. (1995). Talking Difference On Gender and Language, pp.108-127. London: Sage Publications.

Dunbar, C., Rodriquez, D., & Parker, I. (2001). Race, subjectivity and the interview process (pp. 179- 298). In Gubrium, J. E. & Holstein, J. A. (Eds.) *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.

Ellis, C. & Bochner, A. (2000). Autoethnography, personal narrative, reflexivity: Researcher as subject. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of Qualitative Research (pp. 733-768). Thousand Oaks, CA: Sage Publications.

Fine, M. (1994). Working the hyphens: reinventing self and other in qualitative research. In Denizen & Lincoln (Eds.), Handbook for Qualitative Research, pp. 70-84.

Fine, M., Wis, L, Wessen, S, & Wong, L. (2000). For whom? Qualitative research,

representations and social responsibilities. Denizen & Lincoln (Eds.), Handbook for Qualitative Research, pp. 107-131.

Gale, J., Odell, M., Nagireddy, C. S. (1995). Marital therapy and self-reflexive research: Research and/as intervention. (pp. 105-126). In G. H. Morris & R. J. Chenail (Eds.). *The talk of the clinic*. Hillsdale, NJ.

Gale, J., Bermudez, J. M. (in press). Qualitative Clinical Research: Conceptual Choice Points to Consider. *The SAGE Encyclopedia of Qualitative Research Methods*

Gale, J. & Newfield, N. (1992). A Conversation Analysis of a Solution-Focused Marital Therapy Session. Journal of Marital and Family Therapy, 18, 2, pp. 153-165.

Gubrium, J. E., & Holstein, J. A. (2001). From the individual interview to the interview society. (pp. 3-32) .In Gubrium, J. E. & Holstein, J. A. (Eds.) *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.

Gubrium, J. E., & Holstein, J. A. (2001). Qualitative interviewing. (pp. 83-101). In Gubrium, J. E. & Holstein, J. A. (Eds.) *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.

Gubrium, J. E., & Holstein, J. A. (2001). Interviewing children and adolescents (pp. 181-201) .In Gubrium, J. E. & Holstein, J. A. (Eds.) *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.

JMFT, Sprenkle, D. (Ed.) (1990-1). Correspondence with Neal Newfield and Jerry Gale Meloy, J. M. (1994). Writing the Qualitative Dissertation: Understanding by Doing, (pp.60-84). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Miller, G., de Shazer, S., & de Jong, P. (2001). Therapy interviewing (pp. 385-410). In Gubrium, J. E. & Holstein, J. A. (Eds.) *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.

Morgan, D. E. (2001). Focus group interviews (pp. 141-159). In Gubrium, J. E. & Holstein, J. A. (Eds.) *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.

Morse, J.M. & Field, P.A. (1995). Qualitative Research Methods for Health Professionals, (2nd ed., pp.124-141). London: Sage Publications.

Patton, M. Q. (1990). Depth interviewing (pp. 108-143). Qualitative evaluation and research methods. Newbury Park: Sage.

Richards, L., & Morse, J. E. (2006). *User's guide to qualitative methods*. Chapters 5, Making Data: Chapter 6, Coding; Chapter 7, Abstracting.

Richardson, L. (2000). Writing. In Denizen & Lincoln (Eds.), Handbook for Qualitative Research, pp.923-948.

Wegner, G. C. (2001). Interviewing older people (pp. 259-278) .In Gubrium, J. E. & Holstein, J. A. (Eds.) *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.