Course Description
This course will introduce students to the principles and methods of qualitative research. During the semester, we will consider epistemological debates about this research and cover the primary qualitative methods used by researchers in the social sciences, including interviews, focus groups, ethnography, participant observation, archival research, feminist methods, and research with visual materials. In addition to analyzing the comparative strengths and weaknesses of each method, students will gain experience using each approach and learn about the major steps of the research process, including project design and implementation, data analysis, and writing and publishing.

Learning Goals
This seminar is designed to:
- Develop students’ analytical, critical and hermeneutic abilities
- Ensure that students to think broadly and critically about knowledge creation
- Expose students to a range of qualitative methodological practices
- Foster students’ consideration of ethical concerns in research
- Assist students in the development of their own research projects

Texts to Purchase/Borrow


Unless noted otherwise, all of the other readings are available on the course’s Blackboard site (under Content→Readings).

NOTE: You must bring the readings to class.
<table>
<thead>
<tr>
<th>Assignments*</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
<td>All semester</td>
</tr>
<tr>
<td>Class facilitation</td>
<td>10%</td>
<td>Dates vary: see guidelines</td>
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<tr>
<td>Short Response Paper</td>
<td>10%</td>
<td>Dates vary: see guidelines</td>
</tr>
<tr>
<td>Practice Exercises (3 x 10% each)</td>
<td>30%</td>
<td>Select from topics on syllabus: Mar 9-April 20</td>
</tr>
<tr>
<td>Project Proposal- questionnaire</td>
<td>5%</td>
<td>Feb 3</td>
</tr>
<tr>
<td>CITI Training Course</td>
<td>5%</td>
<td>Feb 24</td>
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<tr>
<td>Project Proposal- full draft</td>
<td>30%</td>
<td>Draft 1: May 6 by 5pm (5%)</td>
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<td>Draft 2: May 15 by 5pm (25%)</td>
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* See the document “Assignment Guidelines,” which contains detailed instructions for each item
Class Schedule & Reading Assignments

**Please complete all readings prior to class**

Note the following acronyms on the syllabus:
IRD = Yanow & Schwartz-Shea’s *Interpretive Research Design*
ISSR = Fujii’s *Interviewing in Social Science Research*
DQM = Warren & Karner’s *Discovering Qualitative Methods*

Jan 27 Introduction
- Today we will review the course policies, assessment activities, and assign facilitation dates
- Students will discuss their research interests with the professor and their classmates

Feb 3 Re-thinking Numbers
- *IRD* p. 113
- Merry’s *Seduction of Quantification*, Chapters 1-3

⇒ Questionnaire assignment due in class
⇒ Reading response option

Feb 10 Qualitative Methods: Paradigms and Project Design
- *DQM* Chapter 1
- *IRD* Chapters 1 & 2

EXAMPLE
- Majic’s *Sex Work Politics*. Chapters 1, 2 & Appendix: a note on methods

⇒ Reading response option

Feb 17 No class

Feb 24 Research Ethics & IRBs
- **DOM Chapter 2**  
- Aufderheide, Patricia. “Does this have to go through the IRB?” available at http://www.chronicle.com/article/Does-This-Have-to-Go/237476

**EXAMPLE**  

→ Guest: Rebecca Banchik, CUNY GC IRB  
→ IRB certificate due today

**Mar 2 Feminist methods**  

**EXAMPLES**  

→ Reading response option

**Mar 9 Interviews**  
- **DOM Chapter 6 & 7**  
- Kristensen, Guro Korsnes, and Ravn, Malinom. 2015. “The Voices Heard and the Voices Silenced: Recruitment Processes in Qualitative Interview Studies.” *Qualitative

**EXAMPLES**
- Majic, Samantha. 2015. "'I’m Just a Woman. But I’ve Never Been a Victim’: Re-conceptualizing Prostitution Policy through the Complex Narrative." *Journal of Women, Politics and Policy*

→ Reading response option
→ Practice exercise option

**Mar 16 Focus Groups**
- Kitzinger, J., 1994. The methodology of focus groups: the importance of interaction between research participants. *Sociology of health & illness*, 16(1), pp.103-121.

**EXAMPLES**

→ Reading response option
→ Practice exercise option

**Mar 23 Participant observation**
PSC89301
Advanced Qualitative Methods


**EXAMPLE**

⇒ Reading response option
⇒ Practice exercise option

**Mar 30 Ethnography**
- *DQM* Chapter 3-5

**NOTE:** Dr. Timothy Pachirat will visit our class to discuss ethnography and *Every Twelve Seconds*

⇒ Reading response option
⇒ Practice exercise option

**Apr 6 Archives**

**EXAMPLES**

**Practical Resources**

⇒ Reading response option
⇒ Practice exercise option

**April 13** No class: spring break

**April 20** Documents & Visual materials
- *DQM* Chapter 8

**EXAMPLES**

➤ Reading response option
➤ Practice exercise option

### April 27 What do I do? Collecting & Analyzing Qualitative Data
- *IRD* Chapter 5 & 6
- *DQM* Chapter 9

**EXAMPLE**

➤ Reading response option

### May 4 Writing and Publishing Qualitative Research
- *DQM* Chapter 8
- *IRD* pp. 124-129
- Review the “Qualitative Transparency Deliberations” (QTD) [https://www.qualtd.net](https://www.qualtd.net)
  - Read “About” and skim through any of the “Draft Working Group Reports” that interest you
May 6  By 5 pm, please email your final project proposal to Dr. Majic, who will post them on Blackboard for everyone to read.

May 11  Final Class
Final project presentations
Read and be prepared to comment on your classmates’ research proposals (posted on BB on May 6).
NOTE: class may run past 6:15 pm tonight!

May 15  Final, revised draft of proposal due to Dr Majic by 5 pm