

SYA6315 - Introduction to Qualitative Research Methods

Fall 2023

Class: Wednesday 3:00-6:00 p.m. in 2336 Turlington Hall

Instructor

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Course Content

This course is primarily an introduction to qualitative research methods. We will begin by briefly discussing the goal, purpose, ethic, and logic of social research, comparing quantitative and qualitative approaches. The remainder of the course is reserved for the study of qualitative research. We will discuss and practice qualitative data collection, writing fieldnotes, qualitative interviewing, and the analysis of qualitative data. At the end of the course, you should be confident enough to initiate and conduct your own qualitative research project.

Required Books

- Emerson, Robert M. 2001. *Contemporary Field Research. Perspectives and Formulations*. 2nd Ed. Prospects Heights, IL: Waveland.

Either

- Esterberg, Kristin G. 2002. *Qualitative Methods in Social Research*. Boston, MA: McGraw-Hill.

or

- Warren, Carol A. B. and Tracy Xavia Karner. 2015. *Discovering Qualitative Methods: Ethnography, Interviews, Documents, and Images*. 3rd Edition. New York: Oxford University Press.

Optional but Highly Recommended Books for Further Reading

- Churchill, Scott D. 2021. *Essentials of Existential Phenomenological Research*. Washington, DC: American Psychological Association.
- Elliott, Robert and Ladislav Timulak. 2021. *Essentials of Descriptive-Interpretive Qualitative Research: A Generic Approach*. Washington, DC: American Psychological Association.
- Fine, Michelle and María Elena Torre. 2021. *Essentials of Critical Participatory Action Research*. Washington, DC: American Psychological Association.
- Josselson, Ruthellen and Phillip L. Hammack. 2021. *Essentials of Narrative Analysis*. Washington, DC: American Psychological Association.

- Levitt, Heidi M. 2021. *Essentials of Critical-Constructivist Grounded Theory Research*. Washington, DC: American Psychological Association.
- Poulos, Christopher N. 2021. *Essentials of Autoethnography*. Washington, DC: American Psychological Association.
- Smith, Jonathan A. and Isabella E. Nizza. 2021. *Essentials of Interpretative Phenomenological Analysis*. Washington, DC: American Psychological Association.
- Stapley, Emily, Sally O'Keeffe and Nick Midgley. 2021. *Essentials of Ideal-Type Analysis: A Qualitative Approach to Constructing Typologies*. Washington, DC: American Psychological Association.
- Terry, Gareth and Nikki Hayfield. 2021. *Essentials of Thematic Analysis*. Washington, DC: American Psychological Association.

Requirements

IRB Training: To do qualitative interviewing, you first need to complete the required IRB training. Instructions for the training can be found here: <http://irb.ufl.edu/irb02/required-training-for-irb-02.html>.

Readings and Class Participation: An interaction between students and instructor will be the basis of most classes. Hence, it is absolutely essential that you read the assigned material in advance so that you are able to participate in class discussions.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

For each class, starting **after** our first meeting, you will prepare one or more questions based on the assigned readings and write down possible answers to those questions or issues that should be considered when attempting to answer those questions. Questions and answers should contain a heading that identifies the reading(s) that inspired the question(s). Each set of questions and answers is worth **1 point if you write at least 300 words of original text** (excluding headings and quotations) for a total of 10% of your final grade. You will have 12 opportunities to submit a Q&A entry, but you only need to submit 10 entries.

Q & A entries for each class are to be submitted via e-Learning in Canvas after the file has been saved **as a Word document (*.doc or *.docx)**. **The deadline for submission is noon each Wednesday** if readings are assigned (except for the first day of class), so that I have time to compile a list of questions for discussion before class.

To submit your MS Word file in e-Learning, go to the University of Florida e-Learning Support Services home page at <http://elearning.ufl.edu> (bookmark this page). To sign into e-Learning in Canvas, click on the **“Log in to e-Learning”** link using your assigned Gatorlink username and password. If you do not have a Gatorlink ID or if you cannot remember your Gatorlink login information, go to the Gatorlink website at <http://gatorlink.ufl.edu> or to the CIRCA Help Desk in the Hub (phone: 392-HELP) for assistance.

After you have successfully logged into e-Learning, click on our class folder. **For further assistance please contact e-Learning Support Services at (352) 392-4357 or email: learning-support@ufl.edu**

To submit a Q & A entry via e-Learning, navigate to our course and click on **Assignments** in the menubar. Assignments can be displayed in the order they are due or by type. Do the following to submit a Q & A entry:

Step 1: Click the Q & A entry you want to submit.

Step 2: Click on the “Start Assignment” link.

Step 3: To upload your file, click the **Choose File** button. Browse for a file to upload.

Step 4: Check “This assignment submission is my own, original work”

Step 5: Click **Submit Assignment** when you are done. After you have submitted your work, you will see information in the Sidebar about your submission. If you choose, you may resubmit another version of your assignment using the **Re-submit Assignment** link.

To view your grades in e-Learning, click on **Grades** in the menubar.

Attendance: Attendance of class is required because non-attendance by several students at a time will destroy the dynamic of the class. Students who miss all or part of a class session must e-mail an excuse for their absence. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation.

Use of Electronic Devices: I request that you do NOT use any electronic devices, such as a laptop or cell phone, which might distract you during class. Even if you use a laptop for note-taking, the temptation will be too strong to go on the internet and leave the classroom mentally.

Term Paper: There is one group term paper that is due on **December 6th** during regular class time. The term paper will consist of qualitative fieldwork, qualitative interviews, and the examination of one or more social groups. If you like to use the term paper as the basis of your thesis, you will need to get my permission and individual instructions to write an individual term paper. Detailed instructions for the group term paper can be found in the course packet.

Cheating: I define copying parts or all of an author’s or another student’s work, allowing another student to copy parts or all of your work, or simply duplicating parts or all of your fieldnotes, interview notes, interviews, analysis, or critique as cheating.

WARNING: Students who are caught cheating in this way will fail the class immediately! If cheating occurs within a research group, all members of the group will be held accountable.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Exams: There are no exams in this course. 😊

Three Tips for Staying Awake in Class (and make class more interesting to you):

(1) Ask questions. (2) If you feel yourself falling asleep, ask provocative questions. Challenge your professor. (3) Read the assigned material before class to do (1) and (2).

Grading

<u>Requirement</u>	<u>% of Final Grade</u>
Q & A for class discussions	10%
Statement of intent	1%
IRB training	1%
IRB approval	2%
Qualitative research assignments	46%
Group Term paper	30%
Group Presentation	10%

I will not grade on a curve, i.e. your grade will depend on your absolute performance, not your performance compared to other students.

The points that you will earn can be translated into letter-grades as follows:

92.5 - 100.0 = A	72.5 - <77.5 = C
90.0 - <92.5 = A-	70.0 - <72.5 = C-
87.5 - <90.0 = B+	67.5 - <70.0 = D+
82.5 - <87.5 = B	62.5 - <67.5 = D
80.0 - <82.5 = B-	60.0 - <62.5 = D-
77.5 - <80.0 = C+	<60.0 = E

For information on current UF grading policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Student Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UF Policies

Accommodations for Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Software Use: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy: There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. For more information see <https://sccr.dso.ufl.edu/policies/code-change-faq/>

Tentative Class Schedule		
Date	Topic	Readings
08/23	What is social research?	<i>Esterberg</i> : pp.1-12 or <i>Warren&Karner</i> : pp. 1-6; <i>e-Learning Module (optional)</i> : Jordan & Zanna, 1999
08/30	Qualitative vs. quantitative research	<i>Emerson</i> : Ch. 13; <i>e-Learning Module</i> : Shrum & Kilburn, 1996;
09/06	Getting started: Collecting qualitative data	<i>Esterberg</i> : Ch. 2 & 4 or <i>Warren & Karner</i> : Ch.3&5; <i>Emerson</i> : Ch. 5 & pp.131-134; <i>e-Learning Module</i> : Collecting qualitative observational data; Example of fieldnotes
09/13	The process of social research: Ethics and objectivity	<i>Emerson</i> : pp. 134-149, Ch. 12, pp. 295-306, Ch. 17; <i>Esterberg</i> : Ch. 3 or <i>Warren&Karner</i> : Ch. 2; <i>e-Learning Module</i> : The Science Wars; Belmont Report; Researcher Responsibilities; Examples of IRB submission; <i>Optional</i> : The Doubt Makers; Retracted Scientific Studies; US Apologizes for Syphilis Tests in Guatemala
09/20	Qualitative interviewing	<i>Esterberg</i> : Ch. 5 or <i>Warren&Karner</i> : Ch. 6 & 7; <i>e-Learning Module</i> : Qualitative interviewing; Example of interview and interview notes
09/27	General characteristics of qualitative research	<i>Emerson</i> : pp. vii-x, Introduction, pp. 113-116 & 123-131, Ch. 11; <i>Warren&Karner</i> : pp.8-26 & Ch. 4; <i>e-Learning Module</i> : Workshop on scientific foundations of qualitative research
10/04	Theory in qualitative research	<i>Emerson</i> : pp. 27-53, Ch. 1-4 & 16; <i>Esterberg</i> : pp.12-22 or <i>Warren&Karner</i> : pp.6-8; <i>e-Learning Module</i> : Prasad, 2019; Roet & Goedgeluck, 2007; Koro-Ljungberg, 2008
10/11	Analysis of qualitative data	<i>Esterberg</i> : Ch. 8 & 9 or <i>Warren&Karner</i> : Ch. 9; <i>Emerson</i> : pp. 281-295, Ch. 14, 15, & 18; <i>e-Learning Module</i> : Becker, 1999; Smith, 1999
10/18	Practicing qualitative data analysis: The example of Objective Hermeneutics	<i>e-Learning Module</i> : Methods of Objective Hermeneutics; Titscher et al., 2000; Mann & Renaux, 2021
10/25	The praxis of qualitative field research: Issues of race/ethnicity, gender, and age	<i>Emerson</i> : pp. 116-123, Ch. 6-10
11/01	Different types of qualitative research	<i>Esterberg</i> : Ch. 6 & 7 or <i>Warren&Karner</i> : Ch. 8; <i>e-Learning Module</i> : Choose 2 articles from <i>Behavior trace studies</i> : Cole, 1991; <i>Material Artifacts</i> : Walters, 1997; <i>Documents and Records</i> : Montini, 1996; <i>Media Accounts</i> : Berns, 1999; <i>Electronic Texts</i> : Kendall, 2000; <i>Action Research</i> : Dickson, 2000
11/08	No class!	Work on your papers.
11/15	General issues and problems of qualitative research. Presenting and publishing qualitative research	<i>Esterberg</i> : Ch. 10 or <i>Warren&Karner</i> : Ch. 10; <i>Emerson</i> : pp. 306-315; <i>e-Learning Module</i> : Gordon & Whelan-Berry, 2005; <i>Optional</i> : Ardel, 2005
11/22	THANKSGIVING Week: No class!	Work on your papers and presentations.
11/29	Discussion of published qualitative research	<i>e-Learning Module</i> : Few, 2005; Francis, 2000; Lindsey et al., 2006; Pagis, 2010; Arnett, 2000; Ungar, 2000; Roet & Goedgeluck, 2007; Koro-Ljungberg, 2008
12/06	Presentations of research findings	

Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), [or http://www.police.ufl.edu/](http://www.police.ufl.edu/).

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. If you need help with writing, you can visit the [University Writing Center \(https://writing.ufl.edu/faculty/getting-help-for-your-students/\)](https://writing.ufl.edu/faculty/getting-help-for-your-students/) in 302 Tigert Hall. Help with brainstorming, formatting, and writing papers is provided. <https://writing.ufl.edu/writing-studio/>.

Student Complaint Procedure: <https://www.sfa.ufl.edu/written-student-complaints/>