

JHR-500
RESEARCH METHODS
Professor Monica J. Casper

Fall 2011

Wednesday 6:05 – 8:55 PM, CLCC-104

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Office Hours: W 4-5 PM, or by appointment

“So, I think my problem and 'our' problem is how to have simultaneously an account of radical historical contingency for all knowledge claims and knowing subjects, a critical practice for recognizing our own 'semiotic technologies' for making meanings, and a no-nonsense commitment to faithful accounts of a 'real' world, one that can be partially shared and friendly to earth-wide projects of finite freedom, adequate material abundance, modest meaning in suffering, and limited happiness.”—Donna Haraway

COURSE DESCRIPTION

This course explores a variety of qualitative research methodologies, especially field-based and ethnographic approaches. This is not a quantitative methodology class, and indeed, many of the methods we cover here are critical of positivist approaches. We will discuss particular qualitative traditions such as grounded theory, ethnography, life history, feminist research, action research, and extended case method, as well as review and use basic and advanced tools of the trade that cut across these approaches. Students will be exposed to techniques for research design, gaining entree, interviewing, observations, writing field notes, coding, memoing, analysis, interpretation, documentation, representing data, and communicating findings. The course also focuses on epistemological, ethical, and philosophical issues associated with qualitative research traditions, including human subjects/IRB issues and dilemmas raised by the “postmodern turn” in social scientific inquiry. Learning will be both text-based and hands-on through actual ethnographic experience in the field.

COURSE GOALS AND OBJECTIVES

Upon completion of this course, students should be able to:

- Identify the epistemological foundations of qualitative research.
- Identify basic differences between qualitative and quantitative methods.
- Compare and contrast a variety of different qualitative methodologies.
- Design a research project from start to finish.
- Recognize and use basic tools of the qualitative research trade.
- Analyze qualitative data in various forms.
- Critically evaluate qualitative research findings of others.
- Present qualitative research findings to diverse audiences.
- Recognize key ethical issues in qualitative research.
- Describe and use Grounded Theory, Situational Analysis, and Extended Case Method.

REQUIRED COURSE READINGS

Burawoy, Michael. 2009. *The Extended Case Method: Four Countries, Four Decades, Four Great Transformations*. Berkeley: University of California Press.

Charmaz, Kathy. 2006. *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. London: Sage.

- Clarke, Adele E. 2005. *Situational Analysis: Grounded Theory After the Postmodern Turn*. Thousand Oaks, CA: Sage.
- Denzin, Norman and Yvonna Lincoln. 2008. *Strategies of Qualitative Inquiry*. 3rd Edition. Los Angeles: Sage.
- Marshall, Paule. 1984 [1969]. *The Chosen Place, The Timeless People*. New York: Vintage Contemporaries.

- Additional required readings are posted on the course Blackboard site, under the “Course Materials” tab.

COURSE OUTLINE

Session 1	August 24	Introduction to Qualitative Research Methods
Session 2	August 31	IRB and Human Subjects Approval
Session 3	September 7	Qualitative Research Methods in Context
Session 4	September 14	Epistemologies, Paradigms, Perspectives, and Controversies
Session 5	September 21	Qualitative Research Design: Issues and Strategies
Session 6	September 28	Reciprocity, Reflexivity, Ethics, and Power
Session 7	October 5	Tools of the Trade I: Interviews, Observations, Documents, Narratives
Session 8	October 12	Tools of the Trade II: Ethnographic and Institutional Methods
Session 9	October 19	Grounded Theory I
Session 10	October 26	Grounded Theory II
Session 11	November 2	Situational Analysis I: From Social Worlds/Arenas to Situations
Session 12	November 9	Situational Analysis II: Mapping Discourses
Session 13	November 16	Constructing Evidence: A Question of “Validity”
Session 14	November 30	Representations: Writing Self, Other, and Differences

COURSE EXPECTATIONS

All students are expected to:

- Attend class each week
- Participate in discussion and exercises
- Offer feedback on each other’s work
- Spend time in the field regularly, preferably weekly
- Keep field notes and submit for comment at least three times during the semester
- Complete and turn in all memos
- Write a 4-6 page critical book review of *The Chosen Place, The Timeless People*
- Write an 8-10 page working paper on methodological issues related to your field site

COURSE ASSIGNMENTS

This course requires a series of memos and field notes about your research. All memos should be written in relation to your field site rather than in general terms. Memos should be 1-2 pages, typed, and sent to me via email as an attachment rather than in hard copy format. More detailed information about memos will be provided in class. can take many forms, and these too will be discussed in class.

GRADING AND ASSIGNMENT STANDARDS

Memo 1	Qualitative Epistemologies	4%
Memo 2	Research Design	4%
Memo 3	Ethics and Power	4%

Memo 4	Tools of the Trade	4%
Memo 5	Situational Analysis	4%
Memo 6	Evidence and Validity	4%
Memo 7	Representations	4%
Field Notes (3)		12%
IRB Proposal		20%
Critical Book Review		15%
Final Working Paper		25%
Total		100%

Grading scale:

98-100 points = A+	77-79 points = C+
93-97 points = A	70-76 points = C
90-92 points = A-	67-69 points = D+
87-89 points = B+	63-66 points = D
83-86 points = B	60-62 points = D-
80-82 points = B-	0-59 points = F

LEARNING ACCOMMODATIONS

If you need an accommodation based on the impact of a disability, please contact me to arrange an appointment as soon as possible. At the appointment, we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Disability Resource Center (<http://www.west.asu.edu/drc/>) to assist me in verifying the need for accommodation and in developing appropriate strategies. If you have not previously contacted the DRC, I encourage you to do so as early in the semester as possible.

ACADEMIC INTEGRITY AND COLLEGIALITY

Plagiarism is unacceptable and students are expected to abide by the ASU Student Code of Conduct (<http://www.asu.edu/studentaffairs/vp/safetyresources/index.htm#conduct>). You, the student, are responsible for authenticating any assignment in this course. If asked, you must be able to produce proof that the assignment you submit is actually your own work. I recommend that you engage in a verifiable working process for your assignments. Keep digital copies of all drafts of your work, write brief summaries of research materials, keep logs or journals of your work on assignments and papers, learn to save different drafts or version of assignments under different names, etc.

Regarding collegiality, I consider the classroom to be a space for collaborative learning. That is, contrary to the idea that learning happens only inside somebody’s head, learning also happens through our interactions and collective efforts. Following the tenets of critical pedagogy, I view teaching as the development of critical consciousness in my students. Teaching and learning are part of broader political struggles to create a more just and egalitarian society, beginning with the classroom. Rather than ascribing to a “top down” notion in which I talk at you, the passive recipient, I believe that all of us are responsible for creating a productive, engaged learning environment. In doing so, I encourage you to be respectful toward your co-participants in this course.

ELECTRONIC MEDIA IN CLASS

Use of your laptop during class for purposes related to note-taking and learning is entirely acceptable and encouraged—electronic note-taking saves paper. However, use of your laptop, cell phone, PDA, and/or other mobile device for purposes unrelated to this course is strongly discouraged. Facebooking, Twitting, Flickering, MySpacing, Beboing, Digging, Friendstering, Tagging, or otherwise digitally disengaging while class is in session will be cause for points lost in the class participation category. Not to mention, this kind of behavior is rude and disrespectful to your professor and fellow students.

A BRIEF FACULTY BIO

I joined ASU's New College in 2008 to direct the Division of Humanities, Arts and Cultural Studies (HArCS), a position I stepped down from in June 2011. I'm also Professor of Women and Gender Studies and Social and Behavioral Sciences. My research and teaching interests include bodies and sexuality; feminist technoscience studies; medical sociology; gender, race, and class; women's health; environmental health and justice; cultural politics of reproduction; public health aspects of security and war; disability studies; trauma studies; and bioethics—in short, the biopolitics of “life itself.” I received my B.A. in sociology from the University of Chicago in 1988 and my Ph.D. in sociology from the University of California, San Francisco in 1995. I spent a year at Stanford University as a Fellow in Biomedical Ethics and was then a member of the sociology faculty at UC Santa Cruz for seven years. In 2003, I served as Executive Director of the Intersex Society of North America in Seattle, and from 2004-2008 I directed the Women's and Gender Studies Program at Vanderbilt University in Nashville, Tennessee. I am co-author of *Missing Bodies: The Politics of Visibility* (NYU Press, 2009), author of *The Making of the Unborn Patient: A Social Anatomy of Fetal Surgery* (Rutgers University Press, 1998), editor of *Synthetic Planet: Chemical Politics and the Hazards of Modern Life* (Routledge, 2003), and co-editor of *Corpus: An Interdisciplinary Reader on Bodies and Knowledge* (Palgrave, 2011). My current research projects investigate the biopolitics of maternal/child health in the U.S. and transnationally, the HPV vaccine for cervical cancer, and permanent sterilization technologies for women.

DETAILED COURSE PLAN

Session 1	August 24	Introduction to Qualitative Research Methods
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Introductions
Administrative Business
Course Overview
Discussion of Field Sites

Read:

Preface, Chapters 1-2, Chapter 7, in *Strategies of Qualitative Inquiry*
Charmaz, 2004, “Premises, Principles, and Practices in Qualitative Research,” on BB
Ellis, 2008, “Do We Need to Know?” on BB

Due:

Post brief introduction of yourself on BB Discussion Board

Session 2	August 31	IRB and Human Subjects Approval
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Read:

Schrag, 2009, "How Talking Became Human Subjects Research," on BB
Charrow, 2007, "Protection of Human Subjects," on BB
Ellis and Earley, 2006, "Reciprocity and Constructions of Informed Consent," on BB
Dickenson, 2006, "Gender and Ethics Committees," on BB

Review:

<http://researchintegrity.asu.edu/humans>

Guest speakers:

Debra Murphy and Leticia De Los Santos, Office of Research Integrity and Assurance

Session 3	September 7	Qualitative Research Methods in Context
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Read:

Prologue, Introduction, Chapter 1 in *The Extended Case Method*
Denzin et al., 2006, "Disciplining Qualitative Research," on BB
Ellis et al., 2008, "Talking and Thinking About Qualitative Research," on BB

Due:

Field Site Selection
IRB Proposal—Draft
IRB Training—Online

Session 4	September 14	Epistemologies, Paradigms, Perspectives, and Controversies
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Read:

Chapters 5-6, 8-11 in *Strategies of Qualitative Inquiry*
Ford, 2007, "Situating Knowledges as Coalition Work," on BB
Kinchloe, 2001, "Describing the Bricolage," on BB

Due:

Memo 1
IRB Proposal—Final

Session 5	September 21	Qualitative Research Design: Issues and Strategies
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Read:

Tope et al., 2005, "The Benefits of Being There," on BB
Magilvy and Thomas, 2009, "A First Qualitative Project," on BB
Sherrod, 2006, "Using Multiple Methods in Qualitative Research Design," on BB
Maxwell, 2010, "Using Numbers in Qualitative Research," on BB

Due:
Memo 2

Session 6 September 28 Reciprocity, Reflexivity, Ethics, and Power

Read:
Casper, 1997, "Feminist Politics and Fetal Surgery," on BB
Harrison et al., 2001, "Regimes of Trustworthiness in Qualitative Research," on BB
Ellis, 2007, "Telling Secrets, Revealing Lives," on BB
Marshall, *The Chosen Place, The Timeless People*

Due:
Memo 3

Session 7 October 5 Tools of the Trade I: Interviews, Observations, Documents, Narratives
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Read:
Garg, 2006, "My Experience of Interviewing a 'Crusader Participant,'" on BB
Martínez-Salgado, 2009, "Qualitative Inquiry with Women in Poverty in Mexico City," on BB
Sollund, 2008, "Tested Neutrality," on BB
Clarke, 2006, "Qualitative Interviewing," on BB
Dilley, 2004, "Interviews and the Philosophy of Qualitative Research," on BB

Due:
Field Notes

Session 8 October 12 Tools of the Trade II: Ethnographic and Institutional Methods

Read:
Chapters 2-4, Conclusion, Epilogue in *The Extended Case Method*
Marcus, 2008, "The End(s) of Ethnography," on BB
Devault, 2006, "What Is Institutional Ethnography?" on BB
Walby, 2007, "On the Social Relations of Research," on BB

Due:
Memo 4

Session 9 October 19 Grounded Theory I

Read:
Chapters 1-4 in *Constructing Grounded Theory*

Due:
Critical Book Review

Session 10	October 26	Grounded Theory II
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Read:
Chapters 5-8 in *Constructing Grounded Theory*

Due:
Field Notes

Session 11	November 2	Situational Analysis I: From Social Worlds/Arenas to Situations
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Read:
Prologue, Chapters 1-3 in *Situational Analysis*

Due:
Field Notes

Session 12	November 9	Situational Analysis II: Mapping Discourses
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Read:
Chapters 4-7, Epilogue in *Situational Analysis*

Due:
Memo 5

Session 13	November 16	Constructing Evidence: A Question of "Validity"
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Read:
Lewis, 2009, "Redefining Qualitative Methods," on BB
Diefenbach, 2009, "Are Case Studies More Than Sophisticated Storytelling?" on BB
Morse et al., 2002, "Verification Strategies for Establishing Reliability and Validity in Qualitative Research," on BB

Due:
Memo 6

Session 14	November 30	Representations: Writing Self, Other, and Differences
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Read:
deMarrais, 2004, "Elegant Communications," on BB

Reilly, 2007, “We Knew Her...” on BB
Blodgett et al., 2011, “In Indigenous Words,” on BB
Lewis, 2011, “Storytelling as Research/Research as Storytelling,” on BB
Hicks, 2011, “Making My Narrative Mine,” on BB

Due:

Memo 7

Present:

Working Papers—Methodological Issues

Final Version of Working Papers Due: December 5, no later than 5 PM
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