



**PubPol 633: Qualitative Research Methods**  
**Tuesdays, 10am-12:50pm**  
**Winter 2022**

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Office Hours: Tuesdays, 1-3pm ([sign up here](#)) and by appointment

“Not everything that can be counted counts, and not everything that counts can be counted.”

*-Albert Einstein*

Qualitative research is enormously important for public policy. Developing a rich and detailed understanding of how the world works—in its infuriating complexity—is pivotal for understanding social problems and policy implications, investigating the benefits and drawbacks of different policymaking options, and for navigating the realities of the policy process itself. But qualitative research, which includes interviews, ethnography, comparative and historical analysis, focus groups, and community-based participatory research, is not simply just a collection of “stories” or “anecdotes”. This course will help students conduct and evaluate qualitative research, focusing on the following skills:

- Understanding and evaluating different types of qualitative research
- Conducting multiple types of qualitative research
- Conducting a literature review
- Designing and developing a qualitative research project
- Presenting qualitative research findings (both orally and in written form)
- Writing a grant proposal

- Understanding the ethical challenges of conducting qualitative research

### **Course Requirements**

<i>Class participation (including in-class exercises)</i>	15%
<i>Reading Reflections</i>	15%
<i>Lit Review &amp; Tentative Research Plan</i>	10%
<i>Interview Guide/Document Analysis Plan</i>	5%
<i>Preliminary Analysis</i>	10%
<i>Revised Lit Review</i>	10%
<i>Proposed Research Design</i>	15%
<i>Presentation</i>	5%
<i>Project Summary</i>	10%
<i>Full Grant Proposal</i>	10%
<u><i>Research Proposal TOTAL:</i></u>	70%

- A. ***Class participation.*** This is an in-person, discussion-intensive course. Preparation, attendance, and active participation are mandatory and will be important parts of your final grade. Each class session will include discussions and other activities for which participation requires that you have read and digested the week's assignment. Please come to class on time; coming late is disrespectful to me and to your peers.

Your participation grade will be based on a number of factors, including: evidence of preparation for and intellectual engagement in class discussions and activities, quality and regularity of contributions to class discussion, contribution to small group discussions, and evidence of attentive listening to peers. If you anticipate that you might have trouble participating in class, please come and speak with me. I will be happy to give you strategies to increase and improve your participation.

1. In-class exercises: As appropriate, we will do in-class brainstorming exercises to help you think through the opportunities and challenges of qualitative research, with specific attention to your interests and ongoing research. Subjects will vary, but the object is to help you develop your research project through notes and brainstorming (and often explicit connection to course readings and discussion).

If you have to miss class due to COVID quarantine, please let me know and we will develop a plan.

- B. ***Reading Reflections.*** For 7 out of the 8 class periods denoted with an \*, you should submit a reading reflection of ~400 words. It is due by 8am on the morning of our class; I will read them and incorporate them into our discussion. These are not meant to be formal pieces of writing, but rather, your reflections on the readings. On most days, you will be reading a mix of pieces: some will be examples of qualitative research that are likely to be useful for public policy, while others will focus on the methods. Use the methods readings to evaluate and discuss the research piece. What kinds of empirical evidence did it use? How did the author(s) use qualitative evidence to make his or her argument? To what extent was the

qualitative evidence itself, and the way it was used, particularly compelling? In what ways was it not so compelling? Where relevant, you might also use the readings to evaluate your own evolving research project. Overall, these reading reflections are designed to help you identify and evaluate qualitative research, and to understand how qualitative evidence is used to make and develop an argument.

- C. **Grant Proposal.** The major project in the course is the development of a grant proposal in an area of interest to you, which will require you to develop a research question, conduct literature reviews, and gather and analyze preliminary qualitative data. To help you with this process, you should have a field notebook, in which you keep your class notes and required assignments as well as your field notes as you develop your project. We will discuss this more on the first day of class. I've broken down the grant proposal assignment into the following assignments to make it doable, and we will discuss them in much more detail as the class progresses:

1. Literature Review and Tentative Research Plan: Once you have developed a tentative research question, you will write a literature review of **1000 words** that analyzes the relevant research in your area of interest. The review should cover a *minimum* of 3 books or 10 articles (or a mixture of the two), and should explain: 1) how researchers have analyzed your (or related) questions before; 2) what they have learned; and 3) what we still don't know/why we need your research.

With the literature review, you will also submit a tentative research plan (**500 words**) that identifies a refined research question (informed by your literature review) and a description of the qualitative research you plan to conduct to answer this question (you will likely use a combination of methods, including both document analysis and interviews and perhaps also ethnography, or focus groups). Your plan should justify why your chosen method is the best way to answer your research question.

Remember that this is just for conducting preliminary research, so you should choose wisely (as this preliminary research will help you determine the appropriate direction for the future research you will propose later). The plan should also be detailed. Who, exactly, are you going to interview? What are you going to read and analyze? What are you going to observe? How will they help you answer your research question? Do you foresee problems with access? If so, how will you address them?

2. Interview Guide/Document Analysis Plan: The interview guide will provide you with a template for conducting semi-structured interviews. It should include the following: 1) an "objective" (what do you want to learn from the interview?); 2) an interview plan, including a sense of how long you think the interview will last (usually, they last from 30 minutes to an hour) and where you will meet; 3) a consent form; and 4) a list of interview themes or questions.

**\*\*If your interview subject declines to be interviewed, you will have to take copious notes. We'll discuss this in class.**

If you are not planning to do interviews, but instead do document/historical analysis, you will still need to submit: 1) an "objective"; 2) a document analysis plan (including where the documents are and how you will access and systematically analyze them); and 3) a list of themes you plan to identify and analyze in the data.

3. Preliminary Analysis: For this assignment, report on what you have learned through your empirical research. Provide some analysis of the data you have collected. Reflect on your analysis. Does it change (or refine) your overarching research question? At the end of the analysis, you should state your new proposed research question. The preliminary analysis should be **500 words**. At this stage, you and I will meet and we will discuss these findings and next steps.
4. Revised Lit Review: Based on your initial research and revised or expanded research questions, you should have developed a new or expanded research question. Start the lit review by stating that question. Then revise and extend your literature review or take it in a new direction accordingly. What new questions does your preliminary research findings inspire you to ask? What does the scholarly literature say about these research findings? Use the findings to deepen, broaden, and/or reorient your literature review around your revised research question, to inspire a bigger research project. The revised literature review should be rewritten to consider my comments on your first lit review, your new question, and the new sources you should find. It should be written argumentatively, to justify your choice of research question. It should be **1000-1250 words** and include at least 2 new scholarly books or 8 research articles, or some mixture of the two.
5. Proposed Research Design, including Methodology: Given what you have learned through your own research and analysis and literature review, sketch a more comprehensive qualitative research study to address your question. What is the best way to answer it (be ambitious!) using qualitative research techniques? What additional questions arose from your preliminary research, and what is the best way to answer them? What were the limitations or errors in your initial approach, and how might you address them in a bigger study? How will you carry out your research (be as detailed as possible)? What limitations do you envision, and how will you address them This should be **500 words**.
6. Project Summary: Write a summary of your analysis to date, but frame it for a broad audience of your peers. What makes this area of research important for public policy or society? How did you go about answering it (and why)? What did you find? And what questions remain? Are there any ongoing challenges you face in terms of research or analysis? And finally, what are your plans for further research? This summary should be no more than **250 words**.
7. Presentation: You will give a presentation to your peers (each student will also have 5 minutes for questions from the audience). The presentation should cover the same terrain as the project summary, but in a more detailed way (with some analysis of the preliminary data you have collected). It should also include a presentation of the data you generated through your research.
8. FULL Grant Proposal: The final grant proposal will build on all of the assignments, and will essentially be a more polished, thoughtful, and argumentative version of everything you have already submitted. It will also be one cohesive document, not to exceed 15 pages (it can be single or double-spaced, but should be no smaller than 12-point font and the margins can be no smaller than 1-inch on all sides). It should include: 1) Project Summary; 2) Project Introduction; 3) Literature Review and

Research Question; 4) Results of Preliminary Research; 5) Proposed Research Methodology; 6) Conclusion, which will include a discussion about how the research will help address an ongoing social or policy problem (or debate). The only wholly new parts of this assignment are the introduction and conclusion.

**Course policies:**

<b>Accommodations for Students with Disabilities:</b>	If you believe you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of courses may be modified to facilitate your participation and progress. As soon as you make your instructor aware of your needs, they can work with the Services for Students with Disabilities (SSD) office to help determine appropriate academic accommodations. Any information you provide will be treated as private and confidential.
<b>Student Mental Health and Wellbeing:</b>	<p>The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as the pandemic, strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact <a href="#">Counseling and Psychological Services</a> (CAPS) and/or <a href="#">University Health Service</a> (UHS). For a listing of other mental health resources available on and off campus, visit: <a href="https://uhs.umich.edu/stressresources">https://uhs.umich.edu/stressresources</a>. If you feel comfortable, you can also speak with me. (I am not a mandated reporter.)</p> <p>Kristen Carney, LMSW is an embedded counselor within the Ford School. She is available to meet with Ford School students in-person or via remote access using Zoom. You may reach her at <a href="mailto:krisca@umich.edu">krisca@umich.edu</a>. In addition, you may access other counselors and urgent services at <a href="#">Counseling and Psychological Services</a> (CAPS) and/or <a href="#">University Health Service</a> (UHS). Students may also use the Crisis Text Line (text '4UMICH' to 741741) to be connected to a trained crisis volunteer. You can find additional resources both on and off campus through the <a href="#">University Health Service</a> and through <a href="#">CAPS</a>.</p> <p>This continues to be a difficult time for all of us. If you are concerned that you may not be able to fulfill class requirements for any reason, please make an appointment to speak with me. I will do my best to help you succeed in the course while also maintaining your mental and physical health.</p>

	<p>Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Corey Sampsel (storkc@umich.edu) in the Ford School's Student Services Office. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any other resources that I may possess.</p> <p>University of Michigan does not have a formal policy on children in the classroom, but I am happy to discuss it on a case-by-case basis. In general, all exclusively breastfeeding babies are welcome in class as often as necessary. For older babies and children, I understand that unforeseen disruptions in childcare often place parents in the position of having to miss class to stay home. You are welcome to bring your child to class in order to cover gaps in class. This is not meant to be a long-term solution. We ask that all students work with us to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. In all cases when your children come to class, please sit close to one of the doors. This will allow you to step outside in case your child needs special attention. We maintain the same standards and expectations for all students. However, please contact us if you are having difficulty with school-parenting balance.</p>
<b>Ford School Public Health Protection Policy:</b>	<p>In order to participate in any in-person aspects of this course--including meeting with other students to study or work on a team project--you must follow all the public health safety measures and policies put in place by the State of Michigan, Washtenaw County, the University of Michigan, and the Ford School. Up to date information on U-M policies can be found <a href="#">here</a>. It is expected that you will protect and enhance the health of everyone in the Ford School community by staying home and following self-isolation guidelines if you are experiencing any symptoms of COVID-19, have been exposed to someone with COVID-19, or are awaiting a test result because of symptoms. If you do not have a verified COVID-19 vaccine report in the U-M vaccination report system, you are required to participate in <a href="#">weekly testing</a> if you intend to come to campus for any reason.</p>

<b>Inclusivity:</b>	<p>Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:</p> <ul style="list-style-type: none"> <li>• share their unique experiences, values and beliefs</li> <li>• be open to the views of others</li> <li>• honor the uniqueness of their colleagues</li> <li>• appreciate the opportunity that we have to learn from each other in this community</li> <li>• value one another's opinions and communicate in a respectful manner</li> <li>• keep confidential discussions that the community has of a personal (or professional) nature</li> <li>• use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community.</li> </ul>
<b>Academic Integrity:</b>	<p>The Ford School academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. We hold all members of our community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the Ford School promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty, plagiarism and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Plagiarism involves representing the words, ideas, or work of others as one's own in writing or presentations, and failing to give full and proper credit to the original source. Conduct, without regard to motive, that violates the academic integrity and ethical standards will result in serious consequences and disciplinary action.</p> <p>Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available at: <a href="http://www.rackham.umich.edu/current-students/policies/academic-policies...">http://www.rackham.umich.edu/current-students/policies/academic-policies...</a></p> <p>For <i>all</i> papers, I expect proper sourcing and citation. I do not care which method (e.g., APA, MLA, etc.) you use, so long as you are consistent through the paper. Also, when citing a source over the course of multiple sentences, cite after the first sentence. In addition, <i>do not use Wikipedia as a direct source</i>. It is anonymously produced, with un-vetted contributors from all over the world, so the information you find there should <i>never</i> be automatically trusted</p>

	as legitimate. That said, I understand that <b>Wikipedia</b> can be extremely useful to introduce you to a particular topic. My suggestion is that you use it to learn the basics about a particular subject, and then follow the links provided there (or the insights you gain) to find a more credible source.
<b>Use of Technology:</b>	<p>Students should follow instructions from their instructor as to acceptable use of technology in the classroom, including laptops, in each course. All course materials (including slides, assignments, handouts, pre-recorded lectures or recordings of class) are to be considered confidential material and are not to be shared in full or part with anyone outside of the course participants. Likewise, your own personal recording (audio or video) of your classes or office hour sessions is allowed only with the express written permission of your instructor. If you wish to post course materials or photographs/videos of classmates or your instructor to third-party sites (e.g. social media), you must first have informed consent.</p> <p><b>Without explicit permission from the instructor and in some cases your classmates, the public distribution or posting of any photos, audio/video recordings or pre-recordings from class, discussion section or office hours, even if you have permission to record, is not allowed and could be considered academic misconduct.</b></p>
<b>Response to Emails:</b>	I will do my best to respond to your emails in a timely fashion. That said, I am not likely to provide immediate responses. Allow 24 hours for a response.
<b>Late Papers:</b>	<p>You lose one full grade if it's not in the appropriate Canvas Assignments folder when the paper is due. You lose another grade every 24 hours afterwards. Canvas tells me exactly when a paper has been turned in. My advice is to give yourself a bit of wiggle-room in terms of turning it in, to make sure that the timestamp in Canvas does not show that your paper is late. <b>Remember to submit the paper in PDF form, in the Assignments folder (under the specific Assignment), and to click the SUBMIT or POST button when you turn the paper in.</b></p> <p>Having said that, I recognize that we are living in a pandemic and that things happen that could affect your ability to do the coursework. If you anticipate that you will need an extension on an assignment, please discuss it with me as early as possible. Also, please come and talk to me early in the term if you have special needs that could affect your written work.</p>



<b>Participation:</b>	<p>Active participation (not simply attendance) is an important part of this course. It gives you an opportunity to actively engage with course material and with your classmates. It is also required, in order to receive a good grade. Active participation involves: 1) coming to class; 2) making <u>valuable</u> contributions based on ongoing classroom discussion, the lectures, and readings; and 3) knowing when you've been dominating the conversation and pulling back. You should also set a goal of participating at least once per class, but don't just participate for the sake of saying something! Remember that participation also involves asking questions, either regarding the readings or discussion. We'll be discussing some sensitive topics in class, so please be respectful in your contributions and aware of the variety of perspectives on all issues. In addition, in order to active participation, I reserve the right to "cold call" students (i.e., call on students who have not raised their hand to participate). That said, in order to receive a good participation grade, you will have to both volunteer to participate <i>and</i> respond well to cold calls.</p> <p>If you anticipate that you might have trouble participating in class, please come and speak with me. I will be happy to give you strategies to increase and improve your participation.</p>
<b>Grades:</b>	<p>There are multiple assignments in the course, which means that at any given time, there are many moving parts. If you are performing poorly on the first papers please speak with me immediately, to see how you can improve your performance. The longer you wait, the more difficult it will become to improve your grade.</p>
<b>Syllabus:</b>	<p>While the syllabus is fairly stable (especially for the first few weeks), I reserve the right to make slight changes to it. I do not expect, however, the themes, assignments, or even the readings to change significantly. If I do make even a slight alteration, I will tell you at least a week in advance.</p>
<b>Office Hours:</b>	<p>I encourage you to stop by my office hours at least once. These are opportunities for you to get to know one another, in addition to getting help on assignments, going over material covered in class, talking about connections between class material and your other academic work, employment experiences, and career interests, and so on. They are generally student-directed, but I can help you formulate questions to ask based on my sense of your strengths and weaknesses.</p> <p>To sign up for my office hours, click <a href="#">here</a>. If you can't make it to my office hours, I am available by appointment.</p>

Please see the Ford School's [Academic Expectations website](#) for further information.

### **Books Recommended for Purchase**

*We'll be reading substantial sections of all of the books listed below. Except for Luker and Fujii (which are available online free from the UM library) I will scan in the sections we'll be reading and make them available on Canvas. However, you may be interested in purchasing electronic or hard copies of some of them (particularly those focused on qualitative methods: Luker, Fujii, and Weiss).*

Chigudu, Simukai (2020). *The Political Life of an Epidemic: Cholera, Crisis, and Citizenship in Zimbabwe*. Introduction and Chapter 4.

Ewing, Eve (2018). *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. Chicago: University of Chicago Press. Selections.

Harrison, Jill Lindsey (2019). *From the Inside Out: The Fight for Environmental Justice within Government Agencies*. MIT Press. Selections.

Kolb, Kenneth L. (2021). *Retail Inequality: Reframing the Food Desert Debate*. University of California Press.

Luker, Kristin (2008). [\*Salsa Dancing in the Social Sciences: Research in an Age of Info-Glut\*](#). Cambridge, MA: Harvard University Press. (available free online via the library)

Alice O'Connor (2001). *Poverty Knowledge: Social Science, Social Policy, and the Poor in Twentieth-Century US History*. Princeton, NJ: Princeton University Press.

Fujii, Lee Ann (2017). [\*Interviewing in Social Science Research: A Relational Approach\*](#). New York: Routledge.

Parthasarathy, Shobita (2017). *Patent Politics: Life Forms, Markets, and the Public Interest in the United States and Europe*. Chicago, IL: University of Chicago Press. Selections.

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

All other readings are available on Canvas.

### **Reading and Assignment Schedule**

#### **January 11: Introduction to Qualitative Research**

##### *Brainstorming Exercise In-Class*

Luker, Kristin (2008). *Salsa Dancing in the Social Sciences: Research in an Age of Info-Glut*. Cambridge, MA: Harvard University Press. Chapters 1-2.

Irwin, Neil (2017). "What if Sociologists had as much Influence as Economists?" *The New York Times*. March 17.

Gans, Herbert J. "Sociology and Journalism: A Comparative Analysis." *Contemporary Sociology*. 47.1: 3-10.

Hu, Lily (2021). "Race, Policing, and The Limits of Social Science." *Boston Review*. May 6.

Rosenberg, Becky (2009). ["How to Read an Academic Article."](#)

**\*January 18: How Is Qualitative Research Useful for Policy?\***

- Luker, Kristin (2008). *Salsa Dancing in the Social Sciences: Research in an Age of Info-Glut*. Cambridge, MA: Harvard University Press. Chapters 3-5.
- Vaughan, Diane (2005). "On the relevance of ethnography for the production of public sociology and policy." *The British Journal of Sociology* Vol. 56, Issue 3. pp. 411-416.
- +Vaughan, Diane (1990). "Autonomy, Interdependence, and Social Control: NASA and the Space Shuttle Challenger." *Administrative Science Quarterly*. Vol. 35, No. 2. pp. 225-257.
- +Pader, Ellen (2006). "Seeing with an Ethnographic Sensibility: Explorations Beneath the Surface of Public Policies." In Dvora Yanow and Peregrine Schwartz-Shea, editors, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. M.E. Sharpe, Inc.

**\*January 25: Approaching Policy Research Differently: Positivism vs Interpretivism\***

- Carminati, Lara (2018). "Generalizability in Qualitative Research: A Tale of Two Traditions." *Qualitative Health Research*. 28(13): 2094-2101.
- +Edin, Kathryn and Luke Schaefer (2015). *\$2.00 a day: living on almost nothing in America*. Boston: Houghton Mifflin Harcourt. Introduction and Chapter 2.
- +Chigudu, Simukai (2020). *The Political Life of an Epidemic: Cholera, Crisis, and Citizenship in Zimbabwe*. Introduction and Chapter 4.

**\*February 1: Designing a Qualitative Research Study\***

*Case Selection Exercise In-Class*

- Luker, Kristin (2008). *Salsa Dancing in the Social Sciences: Research in an Age of Info-Glut*. Cambridge, MA: Harvard University Press. Chapters 6-7.
- Small, Mario Luis (2009). "'How Many Cases Do I Need?: On Science and the Logic of Case Selection in Field-Based Research." *Ethnography*. 10.1: 5-38.
- +Harrison, Jill Lindsey (2019). *From the Inside Out: The Fight for Environmental Justice within Government Agencies*. MIT Press. Selections.

**February 4th, 5pm: Literature Review and Tentative Research Plan due**

**February 8: Interviewing**

*In-Class Interviewing Exercise*

- Fujii, Lee Ann (2017). *Interviewing in Social Science Research: A Relational Approach*. New York: Routledge. Chapters 2-4.
- Weiss, Robert S. (1994). *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: The Free Press. Chapters 3.

**\*February 15: Considering Ethics and Marginalized Populations\***

- Sharpe, Christina "Black Life, Annotated."
- Smith, Linda Tuhiwai (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*. New York: Zed Books. Chapters 2, 3, pp. 119-125, and 7.
- +Ewing, Eve (2018). *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. Chicago: University of Chicago Press. Selections.

**February 18th, 5pm: Interview Guide/Document Analysis Strategy due**

**\*February 22: Ethnography\***

Burrell, Jenna (2009). "The Field Site as a Network: A Strategy for Locating Ethnographic Research." *Field Methods*. 21.2: 181-199.

Wolfiger, Nicholas H. (2002). "On writing fieldnotes: collection strategies and background expectancies." *Qualitative Research*. 2.1: 85-95.

+Kolb, Kenneth L. (2021). *Retail Inequality: Reframing the Food Desert Debate*. University of California Press. Selections.

**March 1: No class, Winter Recess!**

**March 8: Interview and Document Analysis Workshop (Transcription and Coding)**

Weiss, Robert S. (1994). *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: The Free Press. Chapter 6.

Fujii, Lee Ann (2017). *Interviewing in Social Science Research: A Relational Approach*. New York: Routledge. Chapter 5.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw (2011). *Writing Ethnographic Fieldnotes*, 2<sup>nd</sup> edition. Chicago: University of Chicago Press. Chapter 6.

Recommended: Luker, Kristin (2008). *Salsa Dancing in the Social Sciences: Research in an Age of Info-Glut*. Cambridge, MA: Harvard University Press. Chapter 10.

**March 11<sup>th</sup>, 5pm: Analysis of Preliminary Results Due**

**\*\*Week of March 14<sup>th</sup>: One-on-one meetings! (No class!)**

**\*March 22: Narrative/Historical Analysis\***

Revisit pp. 187-189 in Luker.

Bowen, Glenn A. (2009). "Document Analysis as a Qualitative Research Method." *Qualitative Research Journal*. 9.2: 27-40.

+ O'Connor, Alice (2001). *Poverty Knowledge: Social Science, Social Policy, and the Poor in Twentieth-Century US History*. Princeton, NJ: Princeton University Press. Introduction, Chapter 1, 6-8, 11.

**March 25th, 5pm: Revised Literature Review due**

**\*March 29: Case Study and Comparison\***

Luker, Kristin (2008). *Salsa Dancing in the Social Sciences: Research in an Age of Info-Glut*. Cambridge, MA: Harvard University Press. Chapter 9.

+ Parthasarathy, Shobita (2017). *Patent Politics: Life Forms, Markets, and the Public Interest in the United States and Europe*. Chicago, IL: University of Chicago Press. Selections.

**April 1<sup>st</sup>, 5pm: Proposed Research Design due**

**\*April 5: Involving the Community in the Research Process\***

- +Israel, Barbara A. et al. (2010). "Community-Based Participatory Research: A Capacity-Building Approach for Policy Advocacy Aimed at Eliminating Health Disparities." *American Journal of Public Health*. 100.11: 2094-2102
- +Tsui, Emma, Milyoung Cho, and Nicholas Freudenberg (2013). "Methods for Community-Based Participatory Policy Work to Improve Food Environments in New York City." In Barbara A. Israel et al., editors, *Methods for Community-Based Participatory Research for Health*. San Francisco, CA: Jossey-Bass.
- +Cashman, Suzanne (2008). "The Power and the Promise: Working with Communities to Analyze Data, Interpret Findings, and Get to Outcomes." *Framing Health Matters* 98.8: 1407-1417.
- +Berry, Nicole S. (2013). "CBPR and Ethnography: The Perfect Union." In Barbara A. Israel et al., editors, *Methods for Community-Based Participatory Research for Health*. San Francisco, CA: Jossey-Bass.
- +Kleinman, Daniel et al (2007). "A Toolkit for Democratizing Science and Technology Policy: The Practical Mechanics of Organizing a Consensus Conference." *Bulletin of Science, Technology, and Society*. 27.2: 154-169.

***April 11th, noon: Project Summaries due (note change in usual time!)***

**April 12: Student Presentations**

**April 19: Student Presentations**

***April 28th, midnight: Grant Proposal Due!***

**Additional Resources on Qualitative Research Methods (aka, useful readings that I couldn't fit onto the syllabus but might be helpful for your individual research projects!)**

- Bull, Julie (2016). "A Two-Eyed Seeing Approach to Research Ethics Review: An Indigenous Perspective." In Will C. Van Den Hoonaard and Ann Hamilton, eds., *The Ethics Rupture: Exploring Alternatives to Formal Research Ethics Review*. Buffalo, NY: University of Toronto Press.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw (2011). *Writing Ethnographic Fieldnotes*, 2<sup>nd</sup> edition. Chicago: University of Chicago Press.
- Feldman, Martha S., Jeannine Bell, and Michele Tracy Berger, eds (2003). *Gaining Access: A Practical and Theoretical Guide for Qualitative Researchers*. New York: Altamira Press.
- Geertz, Clifford (1977). "Deep Play: Notes on the Balinese Cockfight." *The Interpretation of Cultures: Selected Essays*. New York: Basic Books.
- Golden-Biddle, Karen and Karen Locke (1993). "Appealing Work: An Investigation of How Ethnographic Texts Convince." *Organization Science*. 4.4: 595-616.
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