

**QUALITATIVE METHODS FOR PUBLIC AFFAIRS**  
**Public Affairs 7194**  
**Fall 2012**

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<b>Office Hours</b>	Tu & Th 11:00AM-12PM & by appointment
<b>Class Meetings</b>	Monday 1:30 -4:30 PM Page Hall 110B
<b>Class Website</b>	Carmen (Log on by using your OSU Buck ID and Password)

### **Course Description and Objectives**

This 3 credit hours course is designed to introduce students to a variety of strategies for research design, data collection, and data analysis which are empirical in nature but do not require quantification beyond the coding of data. The course has two main goals. First, to provide students with a working knowledge of various strategies employed in conducting qualitative research. To achieve this goal, we will review epistemological and theoretical foundations often employed in qualitative research. Additionally, we will use examples of different types of qualitative research designs, data collection strategies, and data analysis to gain a better understanding of these various approaches and their practical relevance. Second, to provide students with the basic skills and techniques researchers use to gather and analyze qualitative data. Furthermore, students will learn to apply these skills and techniques to design and conduct their own qualitative studies.

By the end of the semester, students should be able to:

- Possess a greater understanding of qualitative research;
- Design a qualitative study within an established tradition of inquiry;
- Conduct all phases of a qualitative study, including entry into the site or setting, data collection (e.g., interviews, observations), recording of data, data analysis, and data reporting;
- Present the results of their empirical research in a cogent and rigorous manner.

### **Readings**

#### Required:

1. Creswell, John W. 2007. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 2<sup>nd</sup> Edition. Thousand Oaks, CA: Sage Publications, Inc. (ISBN 978-1-4129-1606-6)
2. Yin, Robert K. 2011. *Qualitative Research From Start to Finish*. New York, NY: Guilford Publications, Inc. (ISBN 978-1-60623-701-4)
3. Kirk, Jerome, & Miller, Marc. 1985. *Reliability and Validity in Qualitative Research*. Thousand Oaks, CA: Sage Publications, Inc. (ISBN 0-8039-2560-3)
4. Saldana, Johnny. 2009. *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: Sage Publications, Inc. (ISBN 978-1-84787-548-8)

Recommended:

1. Yin, Robert. K. 2009. *Case Study Research: Design and Methods*. 4<sup>th</sup> Edition. Thousand Oaks: Sage Publications, Inc. (ISBN 978-1-4129-6099-1)
2. Morgan, David L. 1997. *Focus Groups as Qualitative Research*. 2<sup>nd</sup> Edition. Thousand Oaks, CA: Sage Publications, Inc. (ISBN 0-7619-0342-9)
3. Franzosi, Roberto E. 2010. *Quantitative Narrative Analysis*. Thousand Oaks, CA: Sage Publications, Inc. (ISBN 978-1-4129-2525-9)

*Additional readings are made available to students online.*

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

## Course Requirements

### ***Class Meetings***

This course will be organized as a seminar. While I will prepare remarks for each meeting, we will spend most of the class time discussing the assigned readings. Hence, you are expected to come to class prepared to critically discuss the readings and how they relate to your substantive interests. Although you may have different views or research experiences, you are expected to be open to different theories, approaches, methods, and techniques. Furthermore, even though your prior knowledge or views may be challenged in this course, you are expected to respond to others' comments in an intellectual and courteous manner and without hostility even though you may disagree. You are encouraged to ask questions whenever you do not understand something from the readings or something that has been discussed in class.

### ***Class Participation*** (10% of final grade)

Prior to each class session, students are required to post thought-provoking questions or answers to posted questions on the Discussion Board on Carmen. Questions should address key aspects of the assigned readings or anything that you find confusing, controversial, or that you would like to know how others think about it. I will monitor your participation on the Discussion Board throughout the semester. To earn the maximum points, you must post at least two good questions and provide at least two good answers to other students' questions throughout the semester. A good question is one that requires more than a "Yes" or "No" answer or that has an obvious answer. For your participation to count, you must post your questions and answers at least a day prior to the class meeting. Questions and answers posted within 24 hours prior to a class meeting do not count towards your class participation.

### ***Thought Papers*** (10% of final grade)

Students are required to write two short papers (2 pages, single-spaced) that critically examine a topic of their choice selected from the readings assigned for weeks 2 to 6, including. The topic of each paper must be different (i.e., you must choose from the readings of two different weeks) and should focus on a single aspect. For example, you may choose to focus on the feminist approach to qualitative research and how it relates to your own research. Thought papers will not be accepted after the sixth week of classes (i.e., Oct. 6<sup>th</sup>).

***Institutional Review Board (IRB) training*** (5% of final grade)

All students are required to complete the on-line IRB training before the class in which it is covered and turn in the Certificate of Completion, which will serve as proof that you completed the training. You must complete all required modules in the Social & Behavioral Research - Basic/Refresher, Basic Course. The assignment is due the fourth week of classes. Late assignments will be penalized one-half letter grade per day after the due date.

***Fieldwork Study*** (25% of final grade)

Students are required to complete a fieldwork study as part of their class requirements. You may choose one of the two options listed below.

***Option A. Observational Study***: Students must complete 10 hours of observational study at a site of their choice; e.g., public institution, non-governmental organization, for profit organization, etc. You are required to document all your observations in a journal, which you will have to submit along with a final report in which you will present your experience, analysis of the data collected, and formulate conclusions. The report must be written in APA format and include appropriate citations, if applicable. **The assignment is due by Week 11 of classes.**

***Option B. Interview Study***: Students must complete 5 hours of interviews (with audio recording and transcription) on a topic of their choice and pre-approved by me. Prior to interviewing, you must also submit a copy of your semi-structured interviewing protocol for approval. If the interviewees agree, you should audio record and transcribe the interviews. If you do not audio record and transcribe, then you will need to conduct up to 10 hours of interviews. An audio recorded and transcribed interview counts as 2 hours of a regular interview. Hence, the number of people you interview is a function of the length of the interview and whether you audio recorded and transcribed the interviews. At the end of the interviewing process, you are required to submit a report that includes your transcribed interviews or interview notes (if no audio recording was employed), your experience, analysis of data collected, and conclusions. The interview protocol should be included in an Appendix. The report must be written in APA format and include appropriate citations, if applicable. **The assignment is due by Week 11 of classes.**

***Data Analysis Study*** (20% of final grade)

For this assignment, students will be randomly assigned to teams and required to complete a data analysis of a qualitative data set provided to them by the instructor. You will be required to (1) individually develop a coding scheme of the data provided; (2) discuss the coding rubric with your team members and reach a consensus with regard to the coding rubric that should be employed in analyzing the data; (3) code the data using the coding rubric approved by the team; (4) discuss the results with the team members and solve any disagreements in the coding of the data; (5) write a report that presents the data analysis and conclusions. The report must be written in APA format and include appropriate citations, if applicable. **The assignment is due by Week 14 of classes.**

***Presentation*** (10% of final grade)

Students are required to make a Power Point class presentation on their data analysis study on Week 16 of classes, the final examination week. Each group will have assigned max. 15 minutes for the presentation including the questions and answers session following the presentation. The actual presentation should be no less than 10 min. and no longer than 12 min. The order of the presentations will be established in class through random selection. Presentations shorter or longer than the allotted time will be penalized.

**Qualitative Research Proposal** (20% of final grade)

All students are required to prepare a qualitative research proposal on a topic of their choice. You should start thinking about this assignment earlier in the semester as writing a research proposal is a complex and time-consuming process. The research proposal should include the following parts:

- (1) Introduction: include an overview of the topic/issue and key concepts or issues that this study seeks to address.
- (2) Focus of the study: the problem upon which the study focuses, the purpose of the investigation, the research question(s), the relevance of the problem to be investigated, and definitions of key terms (include citations).
- (3) Literature review: complete a brief review of the most salient works on this topic and describe how your study fits within the larger literature. The literature review should be a critical examination of existing research on your topic and not merely a summary of existing studies.
- (4) Methodology: describe the research tradition you will employ and the rationale for choosing it; the data collection methods, procedures, and instrumentations; selection of subjects (i.e., sampling), access, and setting; data analysis and procedures you intend to use and the reason you selected them; the role of the researcher (i.e., discuss your connection to this work, subjects, and/or setting); potential limitations of your research design.
- (5) Broader significance of your research study.
- (6) References.
- (7) Appendices: IRB consent form, graphic representation of your conceptual framework; instruments and/or data collection protocols (e.g., interview protocol); final research timeline.

The proposal must be written in APA format and include appropriate citations. **A first draft of the proposal including the introduction and focus of the paper is due on Week 8 of classes.** The assignment is **due December 10.** Late assignments will be penalized one-half letter grade per day.

**Grading Scale**

Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100	C+	77-79.9	E <	59.9
A-	90-92.9	C	73-76.9		
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		
B-	80-82.9	D	60-66.9		

**Attendance**

Regular attendance is expected. If you cannot attend a class session, it is your responsibility to notify the instructor beforehand and to make arrangements with a fellow student to make up work and/or obtain class notes.

**Announcements and Carmen**

The class schedule may change throughout the semester. It is the students' responsibility to regularly consult the on-line syllabus available on Carmen for any changes regarding the class readings or topics. Additionally, class announcements, discussion questions, etc. will be posted on Carmen and you should check it before each class.

## SCHEDULE OF CLASSES

### **Week 1 (Aug. 27). Introduction to Qualitative Research**

#### Readings:

- Denzin, Norman, & Lincoln, Yvonna. 2005. "Introduction: The discipline and practice of qualitative research." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (pp. 1-32). Thousand Oaks: Sage Publications, Inc.
- Yin, Robert K.. 2011. *Qualitative Research From Start to Finish* (pp. 3-24). New York, NY: Guilford Publications, Inc.
- ❖ <sup>1</sup>Freedman, David. "On Types of Scientific Inquiry: The Role of Qualitative Reasoning." (Available at <http://www.stat.berkeley.edu/~census/anomaly.pdf>).

### **Week 2 (Sep. 3). NO CLASS—Labor Day.**

### **Week 3 (Sep. 10). Epistemological and Interpretive Frameworks**

#### Readings:

- Creswell, John W. 2007. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 2<sup>nd</sup> Edition (pp. 15-34). Thousand Oaks, CA: Sage Publications, Inc.
- Egon, Guba, & Lincoln, Yvonna. 2005. "Paradigmatic Controversies, Contradictions, and Emerging Confluences." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (pp. 191-215). Thousand Oaks: Sage Publications, Inc.
- ❖ Olesen, Virginia. 2005. "Early Millennial Feminist Qualitative Research: Challenges and Contours." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (pp. 235-278). Thousand Oaks: Sage Publications, Inc.

### **Week 4 (Sep. 17). Issues to Consider in Planning a Qualitative Study**

#### Readings:

- Creswell, John W. 2007. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 2<sup>nd</sup> Edition (pp. 35-52). Thousand Oaks, CA: Sage Publications, Inc.
- Yin, Robert K.. 2011. *Qualitative Research From Start to Finish* (pp. 26-72). New York, NY: Guilford Publications, Inc.
- Sieber, Joan E. 1998. "Planning Ethically Responsible Research." In Leonard Bickman and Debra J. Rog (Eds.), *Handbook of Applied Social Research Methods* (pp. 127-156). Thousand Oaks: Sage Publications, Inc.
- ❖ Christians, Clifford G. 2005. "Ethics and Politics in Qualitative Research." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (pp. 139-164). Thousand Oaks: Sage Publications, Inc.

#### **\*IRB Assignment due.**

### **Week 5 (Sep. 24). Approaches to Qualitative Inquiry**

- Creswell, John W. 2007. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 2<sup>nd</sup> Edition (pp. 53-67 and 85-90). Thousand Oaks, CA: Sage Publications, Inc.

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<sup>1</sup> Recommended readings.

Charmaz, Kathy. "Grounded Theory in the 21<sup>st</sup> Century: Applications for Advancing Social Justice Studies." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (pp. 139-164). Thousand Oaks: Sage Publications, Inc.

Heron, John, & Reason, Peter. 1997. "A Participatory Inquiry Paradigm." *Qualitative Inquiry* 3(3), pp. 274-294.

- ❖ Monroe, Kristen. 2006. "Irene." In *The Hand of Compassion: Portraits of Moral Choice During the Holocaust*. (pp. 139-163). Princeton & Oxford: Princeton University Press.

### **Week 6 (Oct. 1<sup>st</sup>). Ethnographic and Case Study Research**

Creswell, John W. 2007. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 2<sup>nd</sup> Edition (pp. 68-84 and 91-100). Thousand Oaks, CA: Sage Publications, Inc.

Yin, Robert. K. 2009. *Case Study Research: Design and Methods*. 4<sup>th</sup> Edition (pp. 3-23). Thousand Oaks: Sage Publications, Inc.

Tedlock, Barbara. 2005. "The Observation of Participation and the Emergence of Public Ethnography." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (pp. 467-481). Thousand Oaks: Sage Publications, Inc.

**\*Last week to submit thought papers.**

### **Week 7 (Oct. 8). Designing a Qualitative Research Study**

Creswell, John W. 2007. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 2<sup>nd</sup> Edition (pp. 101-114). Thousand Oaks, CA: Sage Publications, Inc.

Yin, Robert K.. 2011. *Qualitative Research From Start to Finish* (pp. 75-108). New York, NY: Guilford Publications, Inc.

Yin, Robert. K. 2009. *Case Study Research: Design and Methods*. 4<sup>th</sup> Edition (pp. 25-60). Thousand Oaks: Sage Publications, Inc.

### **Week 8 (Oct. 15). Data Collection in the Field**

Creswell, John W. 2007. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 2<sup>nd</sup> Edition (pp. 117-145). Thousand Oaks, CA: Sage Publications, Inc.

Yin, Robert K.. 2011. *Qualitative Research From Start to Finish* (pp. 111-128 & 155-175). New York, NY: Guilford Publications, Inc.

Wood, Elisabeth. 2007. "Field Research." In C. Boix & S. Stokes (Eds), *The Oxford Handbook of Comparative Politics* (pp. 123-146).

- ❖ Barrett, Christopher B., & Cason, Jeffrey W. 1997. "The Logistics of Fieldwork," In *Overseas Research: A Practical Guide* (pp. 67-89). Baltimore: Johns Hopkins University Press.

- ❖ Emerson, Robert, Fretz, Rachel, & Shaw, Linda. 1995. "Processing Fieldnotes: Coding and Memoing." In *Writing Ethnographic Fieldnotes* (pp.142-168). Chicago: University of Chicago Press.

**\*First draft of the Qualitative Research Study due.**

### **Week 9 (Oct. 22). Conducting Interviews**

Yin, Robert K.. 2011. *Qualitative Research From Start to Finish* (pp. 129-143). New York, NY: Guilford Publications, Inc.

Herbert J. Rubin and Irene S. Rubin. 2011. *Qualitative Interviewing: The Art of Hearing Data*, 3<sup>rd</sup> Edition (pp. 1-12 & 115-148). Thousand Oaks, CA: Sage Publications, Inc

- Feldman, Martha S., Bell, Jeanine, & Berger, Michelle Tracy. 2003. "Gaining Access for Interviewing." (Chapter 7) In *Gaining Access*. New York: Altamira Press.
- McLellan, E., McQueen, K., & Neidig, J. 2003. "Beyond the Qualitative Interview: Data Preparation and Transcription." *Field Methods* 15(1), pp. 63-84.
- ❖ Morgan, David L. 1997. *Focus Groups as Qualitative Research*. 2<sup>nd</sup> Edition. Thousand Oaks, CA: Sage Publications, Inc.
  - ❖ Jowett, Madeleine, & O'Toole, Gill. 2006. "Focusing Researchers' Minds: Contrasting Experiences of Using Focus Groups in Feminist Qualitative Research." *Qualitative Research* 6 (4), pp. 453-472.

#### **Week 10 (Oct. 29). Observations and Archives**

- Yin, Robert K.. 2011. *Qualitative Research From Start to Finish* (pp. 143-154). New York, NY: Guilford Publications, Inc.
- Feldman, Martha S., Bell, Jeanine, & Berger, Michelle Tracy. 2003. "Gaining Access for Extended Observation." (Chapter 9). In *Gaining Access*. New York: Altamira Press.
- Trachtenberg, Marc. 2006. "Working with Documents." In *The Craft of International History: A Guide to Method* (pp. 140-168). Princeton, NJ: Princeton University Press. [\[Electronic copy available at Thomson Library\]](#)
- ❖ Tjora, A. 2006. "Writing Small Discoveries: An Exploration of Fresh Observers' Observations." *Qualitative Research*, 6 (4), pp. 429-451.
  - ❖ Fincham, B., Scourfield, J., & Langer, S. 2008. "The Impact of Working with Disturbing Secondary Data: Reading Suicide Files in a Coroner's Office." *Qualitative Health Research* 18(6), pp.853-862.

#### **Week 11 (Nov. 5). Data Analysis: Coding**

- Saldana, Johnny. 2009. *The Coding Manual for Qualitative Researchers* (pp. 1-21, 32-102, 108-191). Thousand Oaks, CA: Sage Publications, Inc.
- ❖ Charmaz, Kathy. 2006. "Coding in Grounded Theory." In *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis* (pp. 42-71).

**\*Fieldwork Study due.**

#### **Week 12 (Nov. 12). NO CLASS—Veterans' Day.**

#### **Week 13 (Nov. 19). Data Analysis: Disassembling, Reassembling, and Interpreting Data**

- Yin, Robert K.. 2011. *Qualitative Research From Start to Finish* (pp. 176-229). New York, NY: Guilford Publications, Inc.
- Creswell, John W. 2007. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 2<sup>nd</sup> Edition (pp. 147-176). Thousand Oaks, CA: Sage Publications, Inc.
- ❖ Yin, Robert. K. 2009. *Case Study Research: Design and Methods*. 4<sup>th</sup> Edition (pp. 127-164). Thousand Oaks: Sage Publications, Inc.

#### **Week 14 (Nov. 26). Reliability & Validity in Qualitative Research, part I**

- Kirk, Jerome, & Miller, Marc. 1985. *Reliability and Validity in Qualitative Research*. Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, John W. 2007. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 2<sup>nd</sup> Edition (pp. 201-221). Thousand Oaks, CA: Sage Publications, Inc.

- Lincoln, Yvonna, & Guba, Egon. 1985. "Establishing Trustworthiness." In *Naturalistic Inquiry* (pp. 289-331). Thousand Oaks, CA: Sage Publications, Inc.
- Seale, Clive. 1999. "Quality in Qualitative Research." *Qualitative Inquiry* 5 (4), pp. 465-478.
- ❖ Tracy, Sarah J. 2010. "Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research." *Qualitative Inquiry* 16 (10), pp. 837-851.
  - ❖ Johnson, Burke. 1997. "Examining the Validity Structure of Qualitative Research." *Education* 118 (2), pp. 282-292.

**\*Data Analysis Study due.**

**Week 15 (Dec. 3<sup>rd</sup>). Writing and Presenting a Qualitative Study**

- Yin, Robert K.. 2011. *Qualitative Research From Start to Finish* (pp. 233-278). New York, NY: Guilford Publications, Inc.
- Creswell, John W. 2007. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 2<sup>nd</sup> Edition (pp. 177-200). Thousand Oaks, CA: Sage Publications, Inc.
- Richardson, L., & St. Pierre, E. 2005. "Writing: A method of inquiry." In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research*. 3<sup>rd</sup> Edition., pp. 959-978). Thousand Oaks, CA: Sage Publications, Inc.

**Week 16 (Dec. 10). Class Presentations**

**\*Qualitative Research Study due in class.**

SAMPLE



## IMPORTANT INFORMATION

### **Academic Integrity (Academic Misconduct)**

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### **ADA Statement**

Students who have documented any learning disabilities with the Office of Disability Services are encouraged to meet with the course instructors to discuss arrangements for any approved accommodations. Please contact the Office of Disability Services at 292-3307 if you have any questions. Students requiring modified versions of written materials (large print, Braille, tape, etc.), class modifications (e.g. American Sign Language), or an alternate format for submission of written materials, please privately contact one of the instructors. Every effort will be made to work with you to accommodate your specific learning needs.