Professor: Dr. Joseph Trainor, PhD
Office Hours: By appointment please schedule at www.calendly.com/jtrainor/advising
Office: The Disaster Research Center, 166 Graham Hall
Telephone: 302-831-4203
Email: jtrainor@udel.edu
Class Time: Tues/Thurs 11-12:15am
Location: Graham Hall 185

Course Description
This course provides a basic overview of Qualitative Research Methods. We will cover the logic and processes associated with rigorous and scientific qualitative data collection and analysis. This is a methodology course and as with all methods courses you should expect a rigorous experience. You will work hard, but I hope you will learn a great deal too.

Objectives
Upon completion of this course, you should:
- Have a basic understanding of the difference between interpretive and positivistic research.
- Understand the benefits and limits of qualitative research approaches.
- Better understand the limits of quantification.
- Understand several common qualitative data collection methods.
- Understand the basics of qualitative data analysis.
- Know how to develop a qualitative research proposal.

Classroom Philosophy
It is my opinion that graduate classes, such as this one, are not “taught”, as much as they are facilitated by the professor. In that spirit, it is extremely important that you be prepared for classes. Most classes will begin with some summary statements, “big” questions, or lecture, but we will use the majority of the time to discuss what you have read. You need to read all of the material and be ready to discuss it each week. The quality of your experience in this class will be directly related to the level of effort you put into preparing. In other words, you should have read and processed the assigned material prior to class on the date which it is listed in the schedule below.

The Intellectual Argument
The intellectual argument is based on facts and principles not just on emotional assertions. Use of stereotypes and engaging in humor at the expense of others does not constitute intellectual argument. Intellectual argument does not have room for intimidation or abuse of authority. We should conduct discussions in a way that encourages the fullest possible participation. Remember your perspective is a “claim” or argument not a pure fact. The same is true of evidence you may choose to present. Be prepared to cite sources of your information. We are together not because we all agree but because we can learn from each other. As such, discussion should be conducted in the spirit of mutual education with the utmost respect for and civility towards each other and our differing viewpoints. We should be willing to question any and all positions but should also
know that we will all be mistaken from time to time in our views and arguments, and we should respect opposing views even if we believe they are incorrect.

**Faculty Statement on Disclosures of Instances of Sexual Misconduct**

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university’s Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy—I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24 hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support advocate.

**Texts**

In order to get the most from class lectures, discussions, and activities, you need to be prepared. The reading expectations are challenging but reasonable and I expect that you will come to class ready to participate. In other words, you should have read and processed the assigned material prior to class on the date which it is listed in the schedule below. In addition to a number of readings that can be found on the Saki Site, the following is the required text for this class:


**Course Policies**

Please refer to the student handbook for the university’s general academic policies. Cheating or plagiarism in any form will automatically lead to a failure in this course. See the university policy on Academic Honesty for further details.

- The last day to drop/add this course without financial penalty is **February 20th**.
- The last day to withdraw from this course without academic penalty is **April 10th**.

**Attendance**

Class absences will adversely affect your grades. Simply put, students that attend class almost always do better than those that do not. Class will start promptly each day please make every attempt to be on time.
Graded Activities

The following list contains the items you will be graded on for this course. All assignments are designed to give you an opportunity to apply the concepts learned in the classroom. I will provide detailed descriptions of each assignment on the SAKAI site. Assignments will not be accepted if more than two class periods late. All late assignments will be assessed a ten point penalty.

- Research Question and Literature Review (25 points)
- Field Notes and Reflection (25 Points)
- Interview Guide and Reflection (25 Points)
- Methods Plan (25 Points)
- Analysis Plan (25 Points)
- Full Proposal Draft (125 Points)
  - Conceptualization and Literature Review (25 points)
  - Method (25 points)
  - Data Collection Tool (25 points)
  - Analysis Approach (25 points)
  - Reflection(25)
- Forum Posts (100 Points)
- Class Participation (25 points)
  - I expect that you will actively contribute every class during both group assignments and broader class discussions.

You can determine your grade by dividing the total number of points you have by the total of number of points you could have earned. I do not round. The grade distribution will be based upon the following scale:

| 95-100 = A | 80-83 = B- | 67-69 = D+ |
| 90-94 = A- | 77-79 = C+ | 63-66 = D |
| 87-89 = B+ | 73-76 = C | 60-64 = D- |
| 83-86 = B | 70-73 = C- | ≤59 = F |

Additional Resources Available to You

**Sakai Site** The site will serve as a central point for the storage and distribution of course related materials. Readings that are not in the required text will be digitized and placed into folders on this site. To login go to: [https://sakai.udel.edu/portal](https://sakai.udel.edu/portal)

We will have an introduction to the collection in the beginning of class. You should make every effort to become familiar with this resource.

Important Dates

- February 7th - First Day of Class
- March 7th - Research Question and Literature Review
- March 21st - Field Notes and Reflection
- March 25th - April 4th Spring Break
- April 4th - Interview Guide and Reflections
- April 20th - Methods Plan
- May 6th - Analysis Plan
- May 16th - Last Day of Class
- May 16th - Final Proposals Due
Tentative Schedule and Reading Assignments

Session One- (February 7th) Course Introduction

Session Two (February 9th) Conceptualizing a Question and Crafting a Literature Review
  - Literature Review Assignment Introduction
  - Hart (1998)- Chapter 3, 5, 7

Session Three (February 14th) Intro to Qualitative Methods
  - Berg- Chapter 1-Introduction
  - Patton- Chapter 1
  - Soafer (1999)- “Qualitative Methods: What are they and Why Use Them”

Session Four (February 16th) The “Philosophy” of Qualitative Work
  - Patton Chapter 2 & 3
  - Lincoln, Lynham, and Guba (2011) p. 97-120 “Paradigmatic Controversies, Contradictions, and Emerging Confluences, Revisited”
  - Wertz et al. Chapter 3 “Contemporary Movement Methodological Pluralism and challenges”

Session Five (February 21st) When to do Qualitative Evaluation
  - Patton Chapter 4
  - Friends (2009)- “Using Qualitative Data in Program Evaluation”
  - Greene (1994)- “Qualitative Program Evaluation”
  - Fisted (1981)- (For your reference only)

Session Six (February 23rd) Components of a Qualitative Design
  - Berg Chapter 2- Qualitative Design
  - Patton- Chapter 5
  - Merriam- Chapter 10- Writing Qualitative Research Reports

Session Seven (February 28th) Ethics and Qualitative Inquiry
  - Creswell- Chapter 3- “Qualitative Design”
  - Berg- Chapter 3- Ethics
  - Shaw (2003)- “Ethics in Qualitative Research and Evaluation”

Session Eight (March 2nd) Workday: Research Questions and Literature Review
  - Field Work Assignment Introduction

Session Nine (March 7th) Ethnography, Field Work, and Observation
  - Literature Review and Research Question Due
  - Berg- Chapter 6- “Ethnography”
  - Patton- 6-Fieldwork and Observational Strategies
• Adler and Adler- “Observational Techniques”
• Angrosino and Rosenberg (2011)-“Observations on Observations”
• Ponterotto (2006) Thick Description

Session Ten (March 9th) Action Research
• Berg-Chapter 7-Action Research
• Melrose (2001)- “Maximizing the Rigor of Action Research”
• Susman and Evered (1978)

Session Eleven (March 14th) Interviews
• Berg-Chapter 4
• Patton-Chapter 7
• Rubin and Rubin (Chapters 5)
• Rubin and Rubin (Chapters 6)

Session Twelve (March 16th) Workday: Doing Fieldwork
• Interview Assignment Introduction

Session Thirteen (March 21st) Focus Groups
• Field Notes and Reflection Due
• Berg- Chapter 5
• Morgan (1996) “Focus Groups”
• Fontana and Frey (2000) “From Structured Questions to Negotiated Text”
• Hermanowicz (2002) ”The Great Interview”

Session Fourteen Workday (March 23rd): Interview Guides and Interview Skills
• Methods Plan Introduction

Spring Break-No Class (March 24th-April 3rd)

Session Fifteen (April 4th) Archival and Visual Data
• Berg Chapter 8
• Hodder (1994) “The Interpretation of Documents”
• Prosser (2011) “Visual Methodology”

Session Sixteen (April 6th) Case Studies
• Interview Guide and Reflection Due
• Berg- Chapter 10
• Yin (2009)- Chapter 1 & 2

Session Seventeen (April 11th) -Grounded Theory
• Glauser and Strauss Ch 4 &5
Session Eighteen (April 13th) Intro to Analysis
- Patton- Chapter 8

Session Nineteen (April 18th) Workday: Methods Plan
- Analysis Plan Introduction

Session Twenty (April 20th) Approaching Qualitative Data Analysis
- Methods Plan Due
- Ryan and Bernard (2000)
- Hsieh and Shannon (2005)

Session Twenty-One (April 25th) Coding
- Saldana- Chapters 1 & 2

Session Twenty-Two (April 27th) Data Quality
- Patton Chapter 9
- Drisko (1997) “Strengthening Qualitative Studies and Reports”

Session Twenty-Three (May 2nd) Workday: Analysis
- Revision Expectations

Session Twenty-Four (May 4th) Introduction to Atlas ti
- Analysis Plan Due

Session Twenty-Five (May 9th) Writing Up Results
- Berg- Chapter 12
- Rubin and Rubin (1995) Chapter 12

Session Twenty-Six (May 11th) Work Day: Final Write up

Session Twenty-Seven (May 16th) Coding Exercise
- Revised Qualitative Proposal Due