

University of North Carolina at Charlotte

New “Graduate Course Proposal from the Department of Communication Studies”

Establishment of a Graduate Course in Communication Studies, COMM 6011 Topics in Communication Research Methods

A. Proposal Summary and Catalog Copy

1. Summary

The Communication Studies Graduate Program proposes to add a graduate level class “Topics in Communication Research” The class will be a required course in the M.A. in Communication Studies Program.

2. Proposed Catalog Copy

**COMM 6011. Topics in Communication Research Methods (3G).**

Focused and advanced instruction on a specific data analytic methodology relevant to communication studies. Sample foci may include—but are not limited to—focus groups, textual analysis, regression, interviewing, structural equation modeling, ethnographic analysis, hierarchical linear modeling. Prerequisite: COMM 6100 or permission of the instructor. (*Yearly*).

B. Justification

1. This will be a required course in the M.A. in Communication Studies program. Methodological breadth and depth constitutes a major focus within the Communication Studies program and our broader discipline. As our program becomes more competitive and an increasing number of our students are seeking placement in doctoral programs or required to use advanced methodological techniques in their jobs, greater attention to advanced research methods is needed.
2. COMM 6100 serves as a prerequisite. Graduate Standing.
3. Students earning an M.A. degree in Communication Studies should have a strong methodological foundation that helps to develop disciplinary mastery. Increasing the number of required methods courses will better prepare Communication Studies graduate students for advanced graduate work or practice in their respective fields. Additionally, requiring an advanced topics research methods course will improve their required capstone experience.
4. The proposed course will improve the scope and quality of the offerings in the Communication Studies M.A. program by providing a comprehensive curriculum with methodological breadth and depth. The course proposed

is of interest to Communication Studies students representing a range of specializations. Additionally, this curriculum change aligns our graduate program more competitively with our aspirant, as well as peer programs.

5. By increasing the number of required research methods courses, we are streamlining our curriculum to reflect accurate calibration in the Communication Studies discipline

### **C. Impact.**

1. The proposed course will regularly serve graduate students enrolled in the M.A. in Communication Studies program. It will be a required course in that curriculum.
2. The course will be offered yearly.
3. It will not affect the content or frequency of other course offerings.
4. This proposal will increase the number of required course currently offered for the M.A. in Communication Studies.
  - a. We anticipate 10-12 students to be enrolled per section.
  - b. It will have a minimal effect on the enrollment of other courses.
  - c. The course has not been taught as a topics course.
  - d. The course will be a required course for students enrolled in the M.A. in Communication Studies and an elective course for the Graduate Certificate Program in Communication Studies. Other areas of catalog copy are not affected.

### **D. Resources Required to Support Proposal**

1. Personnel
  - a. No new faculty positions are needed.
  - b. Dr. Richard Leeman, Dr. Dan Grano, Dr. Christine Davis, Dr. Clifton Scott, Dr. Heather Gallardo, Dr. Shawn D. Long, Dr. Min Jiang, Dr. Alan Freitag, and Dr. Jon Crane

2. Physical Facility.

The current facility is adequate for the proposed curriculum.

3. Equipment and Supplies.

Current equipment and supplies are adequate for the proposed curriculum.

4. Computer.

Current computer resources are adequate for the proposed curriculum.

5. Audio-Visual.

Current audio-visual resources are adequate for the proposed curriculum.

6. Other resources.

No additional resources are required.

**E. Consultation with the Library and Other Departments or Units**

1. Library Consultation

Date of Library Consultation: April 2, 2008

Holdings: Adequate

2. Consultation with other departments or units: Other departments or units are not directly affected by the proposal.

**F. Initiation and consideration of the proposal**

1. Originating Unit: Communication Studies

1. In a graduate faculty meeting on December 6, 2007 the Department of Communication Studies graduate faculty endorsed this proposal.

2. Other considering units.

1. None

3. Council on General Education

1. Not applicable.

**G. Attachments**

Appendix A: Library Consultation

Appendix B: Sample Syllabus

Appendix A



**Consultation on Library Holdings**

To: Richard Leeman, Department of Communication Studies  
From: Judith Van Noate, Humanities Librarian  
Date: April 2, 2008  
Re: COMM 6011

Date of initiation of consultation with Library Reference Personnel: February 2, 2008

Proposal No: COMM 12-10-07b

Request to add new Graduate course: COMM 6011: Topics in Communication:  
Research Methods  
Course proposal attached

**SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:**

Evaluator: Judith Van Noate Date: April 2, 2008

Check one:

- 1. Holdings are superior. \_\_\_\_\_
- 2. Holdings are adequate. XXX
- 3. Holdings are adequate only if department purchases additional holdings. \_\_\_\_\_
- 4. Holdings are inadequate. \_\_\_\_\_

Comments: This course has been taught as a topics course. Many library materials/readings (journal articles) are required for this course. The library subscribes to many, but not all of the journals mentioned in the sample syllabus. Also, content and requirements may vary depending on the requirements of the instructor who teaches the class. The library provides access to the following databases which contain relevant holdings: *Academic Search Premier, Science Direct, Blackwell, Communication and Mass Media Complete, Sage, Kluwer, Business Search Premier,*

*JSTOR, Springer, Emerald.* It also subscribes to some of the titles in print. Students will also be using required texts. Overall, the library holdings are adequate.

\_\_\_\_\_ **Judith Van Noate** \_\_\_\_\_  
Evaluator

\_\_\_\_\_ April 2, 2008 \_\_\_\_\_  
Date

## Appendix B: Sample Syllabus

### Qualitative Research Methods in Organizational Science Fall 2007

*Shawn D. Long, Ph.D.*

*5002 Colvard Bldg.*

*704-687-3900*

[sdlong@uncc.edu](mailto:sdlong@uncc.edu)

*Office Hrs: TR 5:00-6:00 and by appointment*

#### **Course Overview**

This course investigates a variety of qualitative approaches, techniques, methods and analysis in organizational research. Through the presentation of scholarly readings and immersion into one's own research project, this course is designed to explore a variety of qualitative research approaches in organizational science, taking into account issues of epistemology, methodology, and representation. This course should not be considered a one-stop comprehensive qualitative methods course. Rather, you should use the serviceable set of readings and resources for your instrumental class use, but you should also employ the resources as a means to stimulate further development in this interesting and exciting research paradigm.

#### **Required Texts**

Lindlof, T.R., & Taylor, B.C. (2002). *Qualitative Communication Research Methods* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

Coursepack in Gray's Bookstore

#### **Suggested Readings**

Bryman, A., & Emerson, R.G. (1994). *Analyzing Qualitative Data*. New York: Routledge.

Denzin, N.K., & Lincoln, Y.S. (2005). *Handbook of Qualitative Research*, 3<sup>rd</sup> Edition.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.

Lofland, J., Snow, D., Anderson, L., Lofland, L.H. (2006). *Analyzing Social Settings: A guide to qualitative observation and analysis* (4<sup>th</sup> ed.)

*\*Note: I have provided you with several weekly reading assignments. I expect you to read the required readings for the week and have a functional understanding of the*

*additional readings. The additional readings should serve as a reference point for your project and future research.*

### **Course Description**

ORGS 8206 introduces graduate students to the goals, epistemology, and methods of qualitative research in organizational settings. The emphasis in this course will be on field-study approaches grounded in cultural hermeneutics and discourse analysis, rather than textual or rhetorical analysis. These approaches are particularly well-suited for studying communication behavior in natural organizational contexts, and the meanings and interpretations people create when they communicate.

### **Course Organization**

We will address four major qualitative components in this course:

#### **Qualitative Overview/Arguments and Debates**

#### **Qualitative Approaches**

#### **Qualitative Techniques and Data Collection**

#### **Qualitative Analysis and Reporting**

##### *Qualitative Overview*

For the first few class sessions, we will discuss some basic concepts about qualitative research: the ways of knowing it privileges; the kinds of questions it can address; and its contributions to the study of organizations.

##### *Qualitative Approaches*

Next, we will cover four major approaches in the qualitative research paradigm:

- Grounded Theory
- Case Study Research
- Phenomenology
- Ethnography

Followed by an exploration and practice of four *Qualitative Data Collection Techniques*:

- Interviewing
- Focus Group Research
- Participant-Observation
- Narrative Research

Finally, the semester we will end our brief qualitative journey with close attention to *Qualitative Data Analysis and Reporting*. This will include:

- Data Reduction
- Types of Analysis
- Coding
- Drawing and Verifying conclusions
- Use of Qualitative Software

- Reporting Data

Throughout the semester, we will tackle issues of:

- Problem formulation and research design
- Researcher role negotiation, field entry, and field relations
- Data-generating methods and technologies
- Data analysis and interpretation
- Research text writing strategies

### **Evidence you took this class**

You will conduct an original field study on an organizational issue (that you choose) with some pragmatic and/or theoretical significance. Because most aspects of qualitative inquiry are best learned experientially, the field project will be a major focus of the second half of the semester.

Through presentation of scholarly readings and immersion into one's own in-depth research project, this course is designed to explore a variety of qualitative research approaches. We will also discuss some of the ethical, political, and theoretical considerations of doing qualitative research.

### **Course Goals**

At the end of this class, you should:

- Be competent in carrying out qualitative research in all of its phases
- Learn to read and evaluate different forms of published and unpublished qualitative research
- Understand a variety of interpretive and cultural approaches in studying organizations

### **Course Requirements**

Because we are covering both the philosophies and methods of interpretive research, a significant amount of reading and research is involved in this course. Class members are expected to satisfy the following requirements:

1. ***PARTICIPATION [0 points; 0% of total grade]***. In good conscience, I cannot reward you for things you should be doing anyway. I just needed to explicitly state this so you know exactly where I stand. Everyone benefits from the experiences and perspectives brought to class by other members of the class, including me. We will devote much of our collective attention to the readings, which means that you must read all of the weekly assigned readings. In addition to the readings you should:
  - Bring “discussion points” regarding specific articles and chapters to the class session.
  - Discuss the progress of field projects
  - Present your field projects in progress at the end of the term



2. ***DISCUSSION-LEADING ASSIGNMENT [40 points]***. Working in dyads, you will make a presentation to the class on issues in qualitative methodology and/or interpretive inquiry and lead the class discussion.
3. ***QUALITATIVE EXERCISES [40 point]***. During the semester, you will practice two exercises in which you will engage in participant observation and qualitative interviewing, respectively. You will also do some preliminary analysis of data.
4. ***FIELD PROJECT [120 points]***. You will undertake a field research project in the form of an ethnography, a case study, a phenomenological study, or ground-theory study, using one of the data collection techniques examined in this course. You will be responsible for selecting a topic, developing a project proposal, and producing an annotated bibliography. You should consult with me in advance before writing the proposal to insure that it is a worthwhile and feasible project.
  - Your experience with this project should tie together much of what you are studying this semester. More importantly, you will learn first hand what it means to make research decisions in and out of the field.
  - The project will demand substantial time and effort from you.
  - This must be your original research!

*Your final submission should include:*

- Research site and phenomenon of study
- Theoretical/Social Problem
- Map and narrative tour
- Fieldnotes
- Interview guides (if applicable)
- IRB protocol
- Research proposal ***{20 points}***
- Field project
- Presentation at Organizational Science Qualitative Research Summit (pending)

### **Academic Integrity:**

Students have the responsibility to know and observe the requirements of The UNCC Code of Student Academic Integrity (see UNCC catalog). This code forbids cheating, fabrication, falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonest and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

## Course Schedule *(I reserve the right to modify this schedule as needed)*

### Week 1: Welcome to Qualitative Research Methods!

### Week 2 Qualitative Overview

- Achenbaum, A.A. (2001, Winter). When good research goes bad. *Market Research*, 13(4), 13-15.
- Backett-Milburn, K. (1999). Plus ca change? Reflections on a career as a qualitative researcher. *International Journal of Social Research Methodology*, 2 (1), 69-81.
- Barnes, C. (1992). Qualitative research: Valuable or irrelevant? *Disability, Handicap & Society*, 7(2), 115-124.
- Belcher, D., Hirvela, A. (2005). Writing the qualitative dissertation: what motivates and sustains commitment to a fuzzy genre?. *Journal of English for Academic Purposes*, 4, 187-205.
- Corner, J.(1991). In search of more complete answers to research questions. *Quantitative versus qualitative research methods: Is there a way forward?.* *Journal of Advanced Nursing*, 16, 718-727.
- Denzin, N.K., & Lincoln, Y.S., (2005). The discipline and practice of qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *The handbook of qualitative research* (pp. 1-32). Thousand Oaks, CA: Sage.
- Donalek, J.G., & Soldwisch, S. (2004). An introduction to qualitative research methods. *Urologic Nursing*, 24(4), 354-356.
- Editors (2006, December). Point-Counterpoint: Research methods in management research. *Journal of Management Studies*, 43(8), 1999-1800.
- Johnson, R., & Waterfield, J. (2004). Making words count: The value of qualitative research. *Physiotherapy Research International*, 9(3), 121-131.
- Kumar, K.A. (1998). Response: 'qualitative versus quantitative' or 'qualitative and quantitative'?. *Critical Public Health*, 8 (3), 225-227.
- Malterud, K. (2001, August 11). Qualitative research: standards, challenges, and guidelines. *The Lancet*, 358, 483-598.
- Onwuegbuzie, A.J., & Leech, N.L., (2005). On becoming a pragmatic researcher: The importance of combining quantitative and qualitative research methodologies. *International Journal of Social Research Methodology*, 8(5), 375-387.
- Smith-Lewis, M.R. (?). Augumentative and alternative communication research: The value of qualitative research. *(Unknown outlet)*

Tetnowski, J.A., & Franklin, T.C. (2003, May). Qualitative research: Implications for description and assessment. *American Journal of Speech-Language Pathology*, 12, 155-164.

Tucker, M.L., Powell, K.S., Meyer, G.D. (1995, October). Qualitative research in business communication: A review and analysis. *The Journal of Business Communication*, 383-399.

### **Week 3            Qualitative Debates & Arguments**

Barbour, R.S. (2003). The newfound credibility of qualitative research? Tales of technical essentialism and co-option. *Qualitative Health Research*, 13(7), 1019-1027.

Brownstein, H.H. (1990). Surviving as a qualitative sociologist: Recollections from the diary of a state worker. *Qualitative Sociology*, 13(2), 149-167.

Creswell, J.W., Hanson, W.E., Plano-Clark, V.L. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2), 236-264.

Devers, K.J., Frankel, R.M. (2001). Getting qualitative research published. *Education for Health*, 14(1), 109-117.

Editorial (2001, November). Representing the population in qualitative research. *Western Journal of Nursing Research*, 23(7), 661-663.

Finfgeld-Connett, D. (2006). Qualitative concept development: Implications for nursing research and knowledge. *Nursing Forum*, 41 (3), 103-105.

Forrest, P. (2005, November). Universals as sense-data. *Philosophy and Phenomenological Research*, LXXI(3), 662-631.

Hall, A.L., Rist, R.C. (1999). Integrating multiple qualitative research methods (or Avoiding the precariousness of a one-legged stool). *Psychology & Marketing*, 16(4), 291-304.

Lowery, D., Evans, K.G. (2004). The iron cage of methodology: The vicious circle of means limiting ends limiting means...*Administration & Society*, 36(3), 306-327.

Mangen, S. (1999). Qualitative research methods in cross-national settings. *International Journal of Social Research Methodology*, 2 (2), 109-124.

Neale, J., Allen, D., & Coombes, L. (2005). Qualitative research methods within the addictions. *Addiction*, 100, 1584-1593.

Payne, G., & Williams, M. (2005). Generalization in qualitative research. *Sociology*, 39(2), 295-314.

Rosiek, J. (2003). A qualitative research methodology psychology can call its own: Dewey's call for qualitative experimentalism. *Educational Psychologist*, 38(3), 165-175.

Scott, D. (1990). Practice wisdom: The neglected source of practice research. *Social Work, 35* (6), 564-568.

Stein, C.H., & Mankowski, E.S. (2004). Asking, witnessing, interpreting, knowing: Conducting qualitative research in community psychology. *American Journal of Community Psychology, 33*(1/2), 21-35.

## **Week 4            Grounded Theory**

### ***Research Proposal Due***

Chiovittie, R.F. (2003). Rigour and grounded theory research. *Journal of Advanced Nursing, 44*(4), 427-435.

Corbin, J., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology, 13*(1), 3-21.

De Vreede, G., Jones, N., & Mgaya, R. J. (1999, Winter). Exploring the application and acceptance of group support systems in Africa. *Journal of Management Information Systems, 15*(3), 197-234

Eaves, Y.D. (2001). A synthesis technique for grounded theory data analysis. *Journal of Advanced Nursing, 35*(5), 654-663.

Goulding, C. (2000). Grounded theory methodology and consumer behavior, procedures, practice and pitfalls. *Advances in Consumer Research, 27*, 261-266.

Jacelon, C.S., O'Dell, K.K. (2005, February). Case and grounded theory as qualitative research methods. *Urologic Nursing, 25*(1), 49-52.

Jeon, Y.H. (2004). The application of grounded theory and symbolic interactionism. *Scandinavian Journal of Caring Science, 18*, 249-256.

Kylma, J., Vehvilainen-Julkunen, K., Lahdevirta, J. (1999). Ethical considerations in a grounded theory study on the dynamics of hope in HIV-positive adults and their significant others. *Nursing Ethics, 6*(3), 224-239.

Pace, S. (2004). A grounded theory of the flow experiences of web users. *International Journal of Human-Computer Studies, 60*, 327-363.

Pajak, E., & Blasé, J.J. (1989). The impact of teachers' personal lives on professional role enactment: A qualitative analysis. *American Educational Research Journal, 26*(2), 283-310.

Perlesz, A., Brown, R., Lindsay, J., McNair, R., deVaus, D., & Pitts, M. (2006). Family in transition: Parents, children and grandparents in lesbian families give meaning to 'doing family'. *Journal of Family Therapy, 28*, 175-199.

Richardson, R., & Kramer, E.H. (2006). Abduction as the type of inference that characterizes the development of a grounded theory. *Qualitative Research, 6*(4), 497-513.

Sousa, C.A.A., & Hendriks, P.H. (2006). The diving bell and the butterfly: The need for

grounded theory in developing a knowledge-based view of organizations. *Organizational Research Methods*, 9(3), 315-338.

Teram, E., Schachter, C.L., & Stalker, C.A. (2005). The case for integrating grounded theory and participatory action research: Empowering clients to inform professional practice. *Qualitative Health Research*, 15(8), 1129-1140.

Zappa, F.V. (2007). The contextual researcher: Celebrating 'experiential alertness' in grounded theory in prison research. *Nurse Researcher*, 14(2), 51-65.

## **Week 5 Case Study Research**

Daymon, C. (2000). Leadership and emerging cultural patterns in a new television station. *Studies in Cultures, Organizations, and Societies*, 6, 169-195.

Fruhling, A.L., & Siau, K. (2007, Summer). Assessing organizational innovation capability and its effect on e-commerce initiatives. *Journal of Computer Information Systems* (Volume unknown)

Gerring, J., & McDermott, R. (2007). An experimental template for case study research. *American Journal of Political Science*, 51(3), 688-701.

Grunbaum, N.N. (2007). Identification of ambiguity in the case study research typology: What is a unit of analysis? *Qualitative Market Research: An International Journal*, 10(1), 78-97.

Hill, L., & Kikulis, L.M. (1999). Contemplating restructuring: A case study of strategic decision making in interuniversity athletic conferences. *Journal of Sport Management*, 13, 18-44.

Ingenbleek, P., Binnekamp, M., & Goddijn, S. (2007). Setting standards for CSR: A comparative case study on criteria-formulating organizations. *Journal of Business Research*, 60, 539-548.

Kvist, J. (2007). Fuzzy set ideal type analysis. *Journal of Business Research*, 60, 474-481.

Maguire, S., & Redman, T. (2007). The role of human resource management in information systems development. *Management Decision*, 45(2), 252-264.

Pandey, A. (2007). Strategically focused training in Six Sigma way: A case study. *Journal of European Industrial Training*, 31(2), 145-162.

Payne, S., Field, D., Rolls, L., Hawker, S., & Kerr, C. (2007). Case study research methods in end-of-life care: reflections on three studies. *Journal of Advanced Nursing*, 58(3), 236-245.

Stokke, O.S. (2007). Qualitative comparative analysis, shaming, and international regime effectiveness. *Journal of Business Research*, 60, 501-511.

VanWynsberghe, R., & Khan, S. (2007). Redefining case study. *International Journal of Qualitative Methods*, 6(2), 1-10.

**Week 6            Ethnography**  
***Guest Researcher/ Field notes Workshop***

Arber, A. (2006). "Pain talk" in hospice and palliative care team meetings: An ethnography. *International Journal of Nursing Studies*, 44, 916-926.

Bathum, M.E., & Baumann, L.C. (2007). A sense of community among immigrant Latinas. *Farm Community Health*, 30(3), 167-177.

Bloustien, G. (2003). Envisioning ethnography: Exploring the meanings of the visual in research. *Social Analysis*, 47(3), 1-7.

Denzin, N.K. (1997). Lessons James Joyce teaches us. *In Interpretive Ethnography: Ethnographic Practices for the 21<sup>st</sup> Century*. Thousand Oaks, CA: Sage.

Dollar, N.J. (2002). Ethnographic practices in group communication research. In L.R. Frey (Ed.), *New Directions in Group Communication* (pp. 59-78). Thousand Oaks, CA: Sage.

Gordon, D. (1988). Writing culture, writing feminism: The poetics and politics of experimental ethnography.

Hall, T. (2000). At home with the young homeless. *International Journal of Social Research Methodology*, 3(2), 121-133.

Kim, L.S. (2003). Multiple identities in a multicultural world: A Malaysian perspective. *Journal of Language, Identity, and Education*, 2(3), 137-158.

Moore, R. (2007). Friends don't let friends listen to corporate rock: Punk as a field of cultural production. *Journal of Contemporary Ethnography*, 36(4), 438-474.

Tamale, S.R. (1996). The outsider looks in: Constructing knowledge about American collegiate racism. *Qualitative Sociology*, 19(4), 471-495.

Tedlock, B. (2000). Ethnography and ethnographic representation. In N.K. Denzin and Y.S. Lincoln (Eds.), *The handbook of qualitative research* (455-486). Thousand Oaks, CA: Sage.

Simmons, M. (2007). Insider ethnography: Tinker, tailor, researcher or spy? *Nurse Researcher*, 14(4), 7-17.

Winiacki, D.J. (2007). Subjects, subjectivity, and subjectification in call center work: The doings of doings. *Journal of Contemporary Ethnography*, 36(4), 351-377.

Yin, R.K. (1992). The case study method as a tool for doing evaluation. *Current Sociology*, 40(1), 121-137.

**Week 7            Phenomenology**  
***Guest researcher/ Facilitation Workshop***

Aquino-Russell, C.E. (2006). A phenomenological study: The lived experience of persons having a different sense of hearing. *Nursing Science Quarterly*, 19(4), 339-348.

De Witt, L., & Ploeg, J. (2006). Critical appraisal of rigour in interpretive phenomenological nursing research. *Journal of Advanced Nursing*, 55(2), 215-229.

Dowling, M. (2005). From Husserl to van Manen. A review of different phenomenological approaches. *International Journal of Nursing Studies*, 44, 131-142.

Koch, T. (2006). Establishing rigour in qualitative research: The decision trail. *Journal of Advanced Nursing*, 19, 976-986.

Lantz, J. (2002). Family development and the martial arts: A phenomenological study. *Contemporary Family Therapy*, 24(4), 565-580.

Levering, B. (2006). Epistemological issues in phenomenological research: How authoritative are people's accounts of their own perceptions? *Journal of Philosophy of Education*, 40(4), 451-462.

Shinebourne, P., & Adams, M. (2007). Q-Methodology as a phenomenological research method. *Existential Analysis*, 18(1), 103-116.

Suh, S., & Lee, M. (2006). Group work for Korean expatriate Women in the United States: An exploratory study. *The Journal for Specialists in Group Work*, 31(4), 353-369.

Walker, W. (2007). Ethical considerations in phenomenological research. *Nurse Researcher*, 14(3), 36-45.



Willen, S.S. (2007). Toward a critical phenomenology of “Illegality”: State power, criminalization, and abjectivity among undocumented migrant workers in Tel Aviv, Israel. *International Migration*, 45(3), 8-38.

Wertz, F.J. (2005). Phenomenological research methods for counseling psychology. *Journal of Counseling Psychology*, 52(2), 167-177.

## **Week 8 Interviewing**

### ***Interviewing Workshop***

Appleton, J.V. (1995). Analysing qualitative interview data: Addressing issues of validity and reliability. *Journal of Advanced Nursing*, 22, 993-997.

Banach, M. (1999). The workers’ view: Strategies and coping skills in a family preservation program. *Child and Adolescent Social Work Journal*, 16(3), 237-249.

Birch, M., & Miller, T. (2000). Inviting intimacy: The interview as therapeutic opportunity. *International Journal of Social Research Methodology*, 3(3), 189-202.

Briggs, C.L. (2007). Anthropology, interviewing, and communicability in contemporary society. *Current Anthropology*, 48(4), 551-580.

Clarke, A. (2006). Qualitative interviewing: Encountering ethical issues and challenges. *Nurse Researcher*, 13(4), 19-29.

Collins, M., Shattell, M., & Thomas, S.P. (2005). Problematic interviewee behaviors in qualitative research. *Western Journal of Nursing Research*, 27(2), 188-199.

DiCicco-Bloom, B., & Crabtree, B.F. (2006). The qualitative research interview. *Medical Education*, 40, 314-321.

Dilley, P. (2004). Interviews and the philosophy of qualitative research. *The Journal of Higher Education*, 75(1), 127-132.

Givens, L.M. (2004). Mini-disc recorders: A new approach for qualitative interviewing. I *International Journal of Qualitative Methods*, 3(2), 1-5.

Heiney, S.P., McWayne, J., & Teas, J. (2007). Being real on Holy Ground: The lived experience of Chaplains. *Journal of Psychology and Christianity*, 26(1), 26-32.

Huke, K., & Slade, P. (2006). An exploratory investigation of the experiences of partners

- living with people who have Bulimia Nervosa. *European Eating Disorders Review*, 14, 436-447.
- Jain, A., Sherman, S.N., Chamberlin, L.A., & Whitaker, R.C. (2004). Mothers misunderstand questions on a feeding questionnaire. *Appetite*, 42, 249-254.
- Lavallee, D., & Robinson, H.K. (2007). In pursuit of an identity: A qualitative exploration of retirement from women's artistic gymnastics. *Psychology of Sport and Exercise*, 8, 119-141.
- Rolls, L., & Relf, M. (2006). Bracketing interviews: Addressing methodological challenges in qualitative interviewing in bereavement and palliative care. *Mortality*, 11(3), 286-305.
- Rosenblatt, P.C. (1995). Ethics of qualitative interviewing with grieving families. *Death Studies*, 19, 139-155.
- St. John, W. (1998). Just what do we mean by community? Conceptualizations from the field. *Health and Social Care in the Community*, 6(2), 63-70.
- Sturges, J.E., & Hanrahan, K.J. (2004). Comparing telephone and face-to-face qualitative interviewing: A research note. *Qualitative Research*, 4(1), 107-118.
- Todres, L., & Galvin, K. (2005). Pursuing both breadth and depth in qualitative research: Illustrated by a study of the experience of intimate caring for a loved one with Alzheimer's disease. *International Journal of Qualitative Methods*, 4(2), 1-11.
- Warren, C.A.B., Barnes-Brus, T., Burgess, H., & Wiebold-Lippisch, L., et. al (2003). After the interview. *Qualitative Sociology*, 26(1), 93-110.

**Week 9**      **Focus Group Research**  
***Transcribing Workshop***

- Allen, L. (2004). 'Getting off' and 'going out': Young people's conceptions of (hetero) sexual relationships. *Culture, Health & Sexuality*, 6(6), 463-481.
- Barbour, R.S. (2005). Making sense of focus groups. *Medical Education*, 39, 742-750.
- Calderon, J.L., Baker, R.S., & Wolf, K.E. (2000). Focus groups: A qualitative method complementing quantitative research for studying culturally diverse groups. *Education for Health*, 13(1), 91-95.
- Dodds, C. (2006). HIV-Related stigma in England: Experiences of gay men and

- heterosexual African migrants living with HIV. *Journal of Community & Applied Social Psychology*, 16, 472-480.
- Duggleby, W. (2005). What about focus group interaction data? *Qualitative Health Research*, 15(6), 832-840.
- Field, J. (2000). Researching lifelong learning through focus groups. *Journal of Further and Higher Education*, 24(3), 323-335.
- Freeman, T. (2006). 'Best practice' in focus group research: Making sense of different views. *Journal of Advanced Nursing*, 56(5), 491-497.
- Halcomb, E.J., Gholizadeh, L., DiGiacomo, M., Phillips, J., & Davidson, P.M. (2007). Literature review: Considerations in undertaking focus group research with culturally and linguistically diverse groups. *Journal of Clinical Nursing*, 16, 1000-1011.
- Hoy, E. W. (2006). Disclosing medical errors to patients. *Ear, Nose & Throat Journal*, 85(7), 410-413.
- Huer, M.B., & Saenz, T.I. (2003). Challenges and strategies for conducting survey and focus group research with culturally diverse groups. *American Journal of Speech-Language Pathology*, 12, 209-220.
- Ivanoff, S.D., & Hultberg, J. (2006). Understanding the multiple realities of everyday life: Basic assumptions in focus-group methodology. *Scandinavian Journal of Occupational Therapy*, 13, 125-132.
- Kidd, P.S., & Parshall, M.B. (2000). Getting the focus and the group: Enhancing analytical rigor in focus group research. *Qualitative Health Research*, 10(3), 293-308.
- Lehoux, P., Poland, B., & Daudelin, G. (2006). Focus group research and "the patient's view". *Social Science and Medicine*, 63, 2091-2104.
- Morgan, D.L. (1996). Focus groups. *Annual Review of Sociology*, 22, 129-152.
- Parnis, D., Du Mont, J. (2006). Symbolic power and the institutional response to rape: Uncovering the cultural dynamics of a forensics technology. *Canadian Review of Sociology & Anthropology*, 43(1), 73-93.
- Stevenson, C.B., Duran, R.L., Barrett, K.A., & Colarulli, G.C. (2005). Fostering faculty collaboration in leaning communities: A developmental approach. *Innovative Higher Education*, 30(1), 23-36.
- Wetzel, R., & Knowlton, M. (2006). Focus group research on the implications of

adopting the Unified English Braille Code. *Journal of Visual Impairment & Blindness*, 100 (4), 203-211.

Wibeck, V., Dahlgren, M.A., & Oberg, G. (2007). Learning in focus groups: An analytical dimension for enhancing focus group research. *Qualitative Research*, 7(2), 249-267.

Winship, G., & Repper, J. (2007). Focus group research: The role of cacophony in dialogical democracy. *Group Analysis*, 40(1), 125-139.

## **Week 10      Participant Observation Research** **Guest researcher**

Adler, P.A., & Adler, P. (1989). The glorified self: The aggrandizement and the constriction of self. *Social Psychology Quarterly*, 52(4), 299-310.

Giulianotti, R. (1995). Participant observation and research into football hooliganism: Reflections on the problems of entrée and everyday risks. *Sociology of Sport Journal*, 12, 1-20.

Iacuone, D. (2005). "Real men are tough guys": Hegemonic masculinity and safety in the construction industry. *The Journal of Men's Studies*, 13(2), 247-266.

Malcolm, N.L. (2006). "Shaking it off" and "Toughing it out": Socialization to pain and injury in Girl's softball. *Journal of Contemporary Ethnography*, 35(5), 495-525.

Marcus, A. (2005). Whose tangle is it anyway? The African-American family, poverty and United States Kinship. *The Australian Journal of Anthropology*, 16(1), 47-61.

Mesler, M.A. (2001). Negotiating life for the dying: Hospice and the strategy of tactical socialization. *Death Studies*, 19, 235-255.

O'Neill, D., Morgan, M. (2001). Pragmatic post-structuralism (I): Participant observation and discourse in evaluating violence intervention. *Journal of Community & Applied Social Psychology*, 11, 263-275.

Robins, C.S. (2001). Generating revenues: Fiscal changes in public mental health care and the emergence of moral conflicts among care-givers. *Culture, Medicine, and Psychiatry*, 25, 457-466.

Scott, C., Myers, K.K. (2005). The socialization of emotion: Learning emotion management at the fire station. *Journal of Applied Communication Research*, 33(1), 67-92.

Scott, S.L., (1996). Dead Work: The construction and reconstruction of the Harlan Miners Memorial. *Qualitative Sociology*, 19(3), 365-393.

Shupe, A., Bromley, D.G..(1979). Walking a tightrope: Dilemmas of participant observation of groups in conflict. *Qualitative Sociology*, 2(3), 3-21.

Shuter, R.(1975). The promise of participant observation research. *Journal of Applied Communication Research*, 3(2), 1-7.

Snow, D.A.(1980). The disengagement process: A neglected problem in participant observation research. *Qualitative Sociology*, 3(2), 100-122.

Taylor, S.J. (1987). Observing abuse: Professional ethics and personal morality in field research. *Qualitative Sociology*, 10(3), 288-302.

## **Week 11      Narrative Research                   Guest Researcher**

Barone, T. (2007). A return to the gold standard?: Questioning the future of narrative construction as educational research. *Qualitative Inquiry*, 13(4), 454-470.

Connolly, K., & Reilly, R.C. (2007). Emergent issues when researching trauma: A confessional tale. *Qualitative Inquiry*, 13(4), 522-540.

Coulter, C., Michael, C, & Poynor, L. (2007). Storytelling as pedagogy: An unexpected outcome of narrative inquiry. *Curriculum Inquiry*, 37(2), 103-122.

Gubrium, A. (2006). "I was my momma baby. I was my daddy gal": Strategic stories of success. *Narrative Inquiry*, 16(2), 231-253.

Hendry, P.M. (2007). The future of narrative. *Qualitative Inquiry*, 13(4), 487-498.

Herman, D. (2007). Storytelling and the sciences of mind: Cognitive narratology, discursive psychology, and narratives in face-to-face interaction. *Narrative*, 15(3), 306-334.

Jacelon, C.S. (2005). Participant diaries as a source of data in research with older adults. *Qualitative Health Research*, 15(7), 991-997.

Kelly, T., & Howie, L. (2007). Working with stories in nursing research: Procedures used in narrative analysis. *International Journal of Mental Health Nursing*, 16, 136-144.

Moen, T. (2006). Reflections on the narrative research approach. *International Journal of Qualitative Methodology*, 5(4), 1-11.

Niemela, K. (2007). At the intersection of faith and life: A narrative approach to the faith of church employees. *Social Compass*, 54(2), 187-200.

Pereira, B., Andrew, G., Pednkar, S., Pai, R., Pelto, Patel, V. (2007). The explanatory models of depression in low income countries: Listening to women in India. *Journal of Affective Disorders*, 102, 209-218.

Polkinghorne, D.E. (2007). Validity issues in narrative research. *Qualitative Inquiry*, 13(4), 471-486.

Rosiek, J., Atkinson, B.(2007). The inevitability and importance of genres in narrative research on teaching practice. *Qualitative Inquiry*, 13(4), 499-521.

Smeyers, P., & Verhesschen, P. (2001). Narrative analysis as philosophical research: Bridging the gap between the empirical and the conceptual. *Qualitative Studies in Education*, 14(1), 71-84.

Watson, C. (2006). Encounters and directions in research: Pages from a simulacrum journal. *Qualitative Inquiry*, 12(5), 865-885.

**WEEK12: QUALITATIVE SOFTWARE WORKSHOP (DATA  
ENTRY/REDUCTION/ANALYSIS)**

**Miles and Huberman**

**WEEK 13: QUALITATIVE SOFTWARE WORKSHOP (DATA ANALYSIS)**

**Miles and Huberman**

**WEEK 14: INDIVIDUAL CONSULTATION**

**Miles and Huberman**

**WEEK 15: Miles and Huberman**

**WEEK 16: QUALITATIVE RESEARCH SUMMIT**