

Introduction to Qualitative Research
PSYC 513 01, Fall 2014, 3 credits
Wednesday, 12:00-2:50pm
Psychology Conference Room

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Office Hours: Use Starfish or email me to make an appointment

Course Description:

This course will serve as an introduction to qualitative research in psychology. Since qualitative research is often interdisciplinary (and psychology tends to lag behind the other social sciences), we will also draw from work in related fields, such as sociology and anthropology. This course will include a brief history of qualitative research in psychology and related fields, major theoretical issues and debates, introduction to a few different methods, and practical information such as how to locate sources. Given the wide breath of information that I plan to cover, it is very important for you to keep up with the readings and attend all class periods. We will move at a rapid pace!

One of my goals for this class is to have you begin to think about the type of research that you would like to conduct for your dissertation. In the past, I have often found that students have a much easier time choosing a topic of investigation than a research method. Sometimes the research method is an afterthought, which is problematic since our preconceptions and the ways in which we ask questions will affect the answers. The field of qualitative is diverse and lively, and you have many options. My hope is that you will be able to locate a general method that best suits your research question and general ontological and epistemological assumptions (which may change throughout the semester).

Since I believe that we learn best when actively and thoughtfully engaging with the material, this course will be discussion based, and you will be responsible for bringing your questions and impressions of the readings. If you have conducted research in the past, please share your experiences with the class and provide connections with the readings when you can. I also urge you to bring in ideas from other courses (past or present) and your clinical experiences, when relevant. The course will also include in-class activities, and there will likely be some lecture. As you go through the assigned readings, you'll notice some contradictory ideas and theory. This is intentional on my part, as I hope that reading multiple perspectives will help you refine your own.

Course goals:

By the end of this course you will (in no particular order):

- Be familiar with the major historical and current debates in the field of qualitative inquiry, and begin to develop a position on these issues.
- Be familiar with a few specific qualitative methods, and understand the important epistemological and ontological claims behind these methods.
- Be able to critically evaluate individual qualitative methods, develop a preference for one or more method(s), and be able to theoretically defend your preference.
- Begin to think about which method is most appropriate for the topic of your dissertation research. It is ok if you do not have a topic by the end of the semester, and even if you do, it is likely to change. This course will be helpful in the future when you do decide on a topic and question.

Evaluation:

- (20%) Attendance and participation: I expect you to attend each class period. If you must miss due to illness or an unavoidable conflict then you need to let me know ASAP. You will still be responsible for submitting questions (see below). While I understand that some students are more comfortable with participation than others, I expect you to contribute to each meeting.
- (20%) You will write two discussion questions for each class meeting (except for 10/22). These questions should be thoughtful and should reflect your understanding of the readings. You must turn in your questions on Blackboard by 9am on Wednesday mornings. Also, bring a hard copy for yourself so that you can actually ask your question in class.
- (10%) Interview guide and reflection: You will create an interview guide in class, conduct an interview, and write a brief reflection on the interview process.
- (20%) Choose one research method or strategy that we did not cover in class and review the relevant literature. Present it to the class during a 20-minute presentation. Here are a few suggestions: grounded theory, case study, participatory action research, conversation analysis, photo elicitation, autoethnography, arts-based inquiry. You may also choose one not on the list (there are many more!). Everyone must have a different method.
- (30%) Final paper and presentation – You will complete a presentation and a 10-12 page paper on a topic of your choice. Here are a few options:
 - Focus on a major theoretical debate, review the relevant literature, choose a position, and defend that position
 - Develop a research question and choose an appropriate method. Write a method section and a separate rationale as to why you chose this particular method.
 - If you have a different idea, meet with me to propose your project and we will discuss details.

Grading: (from the liberal arts academic policies website)

The following grading system is in effect in the Graduate School:

A	Distinguished scholarly work
A-	
B+	
B	Normal progress toward degree
B-	
C+	
C	Warning; Student subject to departmental action
F	Failure; Course must be repeated; Student subject to departmental action
I	Incomplete

Policies:

- Students are expected to be aware of and adhere to Duquesne University's policies regarding academic integrity. If you have any questions, do not hesitate to ask.
- I am happy to accommodate students with special needs, but you must contact me as soon as possible so that we can work out the details.
- Incompletes will only be granted under exceptional circumstances, and you must turn in your work in accordance with the Psychology Department's deadline.

Readings:

Camic, P.M., Rhodes, J.E., & Yardley, L. (Eds.) (2003). *Qualitative research in psychology: Expanding perspectives in methodology and design*. Washington, D.C.: American Psychological Association. (This book will be on reserve at the library if you do not want to buy it.)

Harper, D. & Thompson, A.R. (2012). *Qualitative research methods in mental health and psychotherapy: A guide for students and practitioners*. West Sussex, UK: Wiley-Blackwell.

All other readings will be available through Gumberg Library:

- You can access most sources at <http://guides.library.duq.edu/er.php?ecid=12771>. The password is **qualresearch**.
- Quite a few readings are from the 2nd edition of the *Sage Handbook of Qualitative Research*, which will be behind the counter. There is a 3rd edition, and you may also use it as a source.
- Kvale & Brinkmann's *InterViews* is also behind the counter since I want you to be able to browse the entire book.

Course Schedule:

8/27	Introductions and syllabus review Packer, M. (2011). <i>The science of qualitative research</i> . Cambridge: Cambridge University Press. (Chapter 1)
9/3	What is qualitative research and how does it fit within psychology? Wertz, F.J. (2014). Qualitative inquiry in the history of psychology. <i>Qualitative Psychology</i> , 1, 4-16. Marecek, J. (2003). Dancing through minefields: Toward a qualitative stance in psychology. (Chapter 4 in CR&Y) <i>Practical activity: How to use databases</i>
9/10	Crises and questions Denzin, N.K. (1997). <i>Interpretative ethnography: Ethnographic practices for the 21st century</i> . Thousand Oaks, CA: Sage. (Chapter 1 only) Frith, H. & Gleeson, K. (2012). Qualitative data collection: Asking the right questions. (Chapter 5 in H&T) <i>Practical activity: How to write a literature review</i> Shaw, R.L. (2012). Identifying and synthesizing qualitative literature. (Chapter 2 in H&T)
9/17	Ethics Christians, C.G. (2005). Ethics and politics in qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.). <i>The Sage handbook of qualitative research: Third edition</i> (pp. 139-164). Thousand Oaks, CA: Sage. Thompson, A.R. & Chambers, E. (2012). Ethical issues in qualitative mental health research. (Chapter 3 in H&T) <i>Practical activity: The IRB at Duquesne</i> The Office of Research at Duquesne: http://www.duq.edu/research/office-of-research/responsible-conduct-of-research
9/24	Interviews Kvale, S. & Brinkmann, S. (2009). <i>InterViews: Learning the craft of qualitative research interviewing</i> . Thousand Oaks, CA: Sage. (Carefully read chapter 7, skim other parts of the book that interest you.) Fontana, A. & Frey, J.H. (2005). The interview: From neutral stance to political involvement. In N.K. Denzin & Y.S. Lincoln (Eds.) <i>The Sage handbook of qualitative research: Third edition</i> (pp. 695-728). Thousand Oaks, CA: Sage. Wiersma, J. (1988). The press release: Symbolic communication in life history interviews <i>Journal of Personality</i> , 56(1), 205-238.

	<i>Practical activity: Create an interview guide</i>
10/1	<p>Matching method to assumptions</p> <p>Sass, L.A. (1988). Humanism, hermeneutics, and the concept of the human subject. In S.B. Messer, L.A. Sass, & R.L. Woolfolk (Eds.). <i>Hermeneutics and psychological theory: Interpretive perspectives on personality, psychotherapy, and psychopathology</i> (pp. 222-271). New Brunswick, NJ: Rutgers University Press.</p> <p>Harper, D. (2012). Choosing a qualitative research method. (Chapter 7 in H&T)</p> <p>Saukko, P. (2000). Between voice and discourse: Quilting interviews on anorexia. <i>Qualitative Inquiry</i>, 6(3), 299-317.</p> <p><i>Assignment due: Reflection on your interview</i></p>
10/8	<p>Phenomenology</p> <p>Giorgi, A.P. & Giorgi, B.M. (2003). The descriptive phenomenological method. (Chapter 13 in CR&Y).</p> <p>Larkin, M. & Thompson, A.R. (2012). Interpretative phenomenological analysis in mental health and psychotherapy research. (Chapter 8 in H&T).</p> <p>Willing, C. & Billin, A. (2012). Existentialist-informed hermeneutic phenomenology. (Chapter 9 in H&T).</p> <p><i>Guest: Dr. Eva Simms</i></p>
10/15	<p>Discourse analysis (these readings might change)</p> <p>Georgaca, E. & Avdi, E. (2012). Discourse analysis. (Chapter 11 in H&T)</p> <p>What do we mean by 'Discourse analysis'? From the editors of <i>Discourse & Society, Discourse Studies, and Discourse & Communication</i></p> <p><i>Optional readings:</i></p> <p>Chiang, S. (2010). Well I'm a lot of things, but I'm sure not a bigot': Positive self-presentation in confrontational discourse on racism. <i>Discourse & Society</i>, 21, 273-294.</p> <p>Potter, J. (2003). Discourse analysis and discursive psychology (Chapter 5 in CR&Y).</p> <p>Parker, I. (2005). <i>Qualitative psychology: Introducing radical research</i>. New York: Open University Press. (Chapter 7 only)</p> <p><i>Guest: Dr. Marco Gemignani</i></p>
10/22	Student presentations on individual methods
10/29	<p>Ethnography</p> <p>Miller, P.J., Hengst, J.A., & Wang, S. (2003). Ethnographic methods: Applications from developmental cultural psychology. (Chapter 12 in CR&Y)</p> <p>Geertz, C. (1973). <i>The interpretation of cultures</i>. New York: Basic Books. (Chapter 1 only)</p> <p>Emerson, R.M., Fretz, R.I., & Shaw, L.L. (1995). <i>Writing ethnographic fieldnotes</i>. Chicago: The University of Chicago Press. (Chapter 1 only)</p> <p><i>Guest: Dr. Elizabeth Fein</i></p>
11/5	<p>Feminist approaches</p> <p>Gilligan, C., Spencer, R., Weinberg, M.K., & Bertsch, T. (2003). On the <i>Listening Guide: A voice-centered relational model</i>. (Chapter 9 in CR&Y)</p> <p>Olesen, V. (2005). Early millennial feminist qualitative research: Challenges and contours. In N.K. Denzin and Y.L. Lincoln (Eds.) <i>The Sage handbook of qualitative research: Third edition</i> (pp. 235-278). Thousand Oaks, CA: Sage.</p> <p>Morawaski, J. (1997). The science behind feminist research methods. <i>Journal of Social Issues</i>, 53(4), 667-681.</p> <p><i>"Guest": me</i></p>

11/12	<p>Narrative approaches</p> <p>Murray, M. & Sargent, S. (2012). Narrative Psychology. (Chapter 12 in H&T)</p> <p>Josselson, R. (2004). The hermeneutics of faith and the hermeneutics of suspicion. <i>Narrative Inquiry</i>, 14(1), 1-28.</p> <p>Chase, S. E. (2005). Narrative inquiry: Multiple lenses, approaches, voices. In N.K. Denzin and Y.L. Lincoln (Eds.) <i>The Sage handbook of qualitative research: Third edition</i> (pp. 651-680). Thousand Oaks, CA: Sage.</p> <p><i>Guest: Dr. Alex Kranjec Topic: Quantitative Methods</i></p>
11/19	<p>Validity</p> <p>Cho, J. & Trent, A. (2006). Validity in qualitative research revisited. <i>Qualitative Research</i>, 6, 319-340.</p> <p>Lather, P. (1986). Issues of validity in openly ideological research: Between a rock and a soft place. <i>Interchange</i>, 17(4), 63-84.</p> <p>Gergen, K. (2014). Pursuing excellence in qualitative inquiry. <i>Qualitative Psychology</i>, 1(1), 49-60.</p> <p><i>Student presentations on final project/paper</i></p>
11/26	<p>Thanksgiving holiday - no class - take a nap!</p>
12/3	<p>Sharing your work</p> <p>Richardson, L. & St. Pierre, E.A. (2005). Writing: A method of inquiry. In N.K. Denzin and Y.L. Lincoln (Eds.) <i>The Sage handbook of qualitative research: Third edition</i> (pp. 959-978). Thousand Oaks, CA: Sage.</p> <p>Koelsch, L. (2012). The virtual patchwork quilt: A qualitative feminist research method. <i>Qualitative Inquiry</i>, 18(10), 823-829.</p> <p>Skim at least 2 completed dissertations by Duquesne graduate student (suggestions will be provided)</p> <p><i>Student presentations on final project/paper</i></p>