Course Content: This doctoral seminar is designed as an introductory survey course on a variety of qualitative methods of inquiry. The course will entertain questions about the politics of scientific inquiry and the implications for doctoral study and beyond. It will also introduce students to basic skills utilized by qualitative researchers.

The course will begin by exploring the epistemological assumptions associated with qualitative forms of inquiry and situating the diversity of qualitative methodologies and methods within this framework. More specifically, we will examine methodological families such as analytic induction and grounded theory; narrative approaches (such as oral and life histories, narrative analysis and biographies); ethnographies (such as traditional, auto-ethnographic, applied, critical, public, and performance); ethnomethodology and critical discourse analysis; interpretivism (including symbolic interaction and phenomenology); and critical inquiry (such as action research, CBPR, photovoice). Students will be introduced to the art and science of drafting research proposals including articulating research questions, situating studies, collecting empirical evidence (via interviews, observations, and documents); utilizing various methods of analysis (e.g. analytic induction, grounded theory, thematic, interpretative, content or conversational analysis) as well as writing up reports for publication. Course topics will include: positionality and the role of the researcher, ethical issues unique to qualitative work, collecting and managing non-numeric empirical evidence, approaches to analysis, assessing rigor and quality, using computer assisted software, as well as finding publication and conference outlets for qualitative work.

Course Objectives:
1. Identify, apply, and critique the epistemological, methodological, and theoretical assumptions underlying various qualitative modes of inquiry.

2. Describe and critique a variety of different qualitative methodologies and distinguish methods from methodology. Critically analyze their similarities and differences.

3. Critically analyze research articles and books based on the strengths and weakness of the qualitative design.

4. Describe and develop basic skills in designing a qualitative research study including articulating a research question, utilizing or developing theory, selecting a research site, developing a sampling strategy, developing data collection and analysis plans within a particular methodological framework.

5. Describe qualitative data (empirical evidence) collection techniques including interviewing, observation, document collection, fieldnotes, etc and develop basic skills.

6. Describe a variety of data (empirical evidence) methods of analysis such as thematic analysis, grounded theory, analytical induction, mapping, narrative analysis, etc and develop basic skills.

7. Describe various strategies for writing up a qualitative research reports and develop basic skills.

**Required Textbooks**


**Recommended Textbooks (See also reading list):**


**Course Assignments and Due Dates.**

**SCHEDULE OF CLASSES**

Class 1 – Jan 7
Introduction to Qualitative Methods and Course Overview
Reading:


Class 2 – Jan 14
The “Vertical” Hierarchy:
Making sense of the mess of methods

Reading:

- Crotty – Chapter 1
- Pascale – Chapters 1-2
- Grbich – Chapter 1

Some Controversies to Consider:
• Wade, Nicholas (2010, Dec 13). Anthropology group tries to soothe tempers after dropping the word 'science'. *New York Times*.


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**Class 3 – Jan 21**  
Research Design and Research Process: An overview

**Reading:**


- Grbich – Chapter 2

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**Class 4 – Jan 28**  
Methodology Cluster 1:  
Analytic Induction and Grounded Theory

**Reading:**
• Pascale – Chapter 3
• (Optional: Crotty Chapters 2-3)
• Grbich – Chapter 5

Class 5 – Feb 4
Methodology Cluster 2: Narratives, Biographies, Oral and Life Histories

Reading:
• Grbich – Chapter 9

Class 6 - Feb 11
Methodology Cluster 3:
Ethnographies

Reading:
• Grbich – Chapters 3-4

Class 7 – Feb 18
Methodology Cluster 4:
Ethnomethodology and Critical Discourse Analysis (CDA)

Reading:
• Pascale – Chapter 5
• Grbich – Chapter 10-11

Class 8 – Feb 25
Methodology Cluster 5:
Interpretivism (Symbolic Interactionism, Phenomenology)

Reading:
• Crotty – Chapter 4-5
• Pascale – Chapter 4
• Grbich – Chapter 6, 12-13


WINTER BREAK

Class 9 – Mar 11
Methodology Cluster 6: Critical Inquiry and Action-based Research

Reading:

- Crotty – Chapter 6-7 (8 optional)
- Grbich – Chapter 7

Class 10 – Mar 18
Methods and Skills 1: Collecting and Transcribing Empirical Evidence
Reading:

- Spradley, J. P. (1979). Interviewing an informant (55-68); Asking descriptive questions (78-91); Asking structural questions (120-131); Asking contrast questions (155-172). The ethnographic interview. New York: Harcourt Brace Jovanovich.

(Transcription)


Class 11 – Mar 25
Methods and Skills 2:
Analyzing Qualitative Evidence

- Grbich – Revisit previous chapters and Chapter 17

Class 12 – Apr 1
Methods and Skills 3:
Writing Up Qualitative Reports

Reading (more added later):
- Grbich – Chapters 14-16

Class 13 – Apr 8
Methods and Skills 4:
Ethics and Rigor

Reading:
- Pascale – Chapter 6
- Revisit: *The Sneaky Kid*

Class 14 – Apr 15
Closing Notes – Politics and Power:
Qualitative Inquiry and the Academy revisited

Reading: