

Land Acknowledgement

We acknowledge that the University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbours the Seneca, Delaware, Shawnee and Wyandot nations.

Legacies

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.



Course Syllabus

SW 866 Qualitative Methods
Winter Term 2023

Mondays 1:00-4:00
Location: SSWB 1794

Instructor: Karen M. Staller, Ph.D., J.D.
Pronouns: She, her, hers

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Office Hours: By appointment; in person or via zoom

Course Description

This course is designed as an introductory doctoral seminar on the qualitative research process. We will examine the family of research strategies that fall under the rubric of qualitative inquiry (such as auto-ethnography, ethnography, narrative analysis, critical discourse analysis, visual analysis, case study, grounded theory, oral/life history, focus groups, phenomenology, symbolic interactionism, participatory action research, etc.). Course topics include: the role of qualitative research in social work and applied domains, critical examination of the ontological, epistemological and theoretical underpinnings of qualitative approaches, framing qualitative research questions, positionality and the role of the researcher, ethical and political issues unique to qualitative work, research design (we will select several for in-depth coverage), gathering and managing non-numeric empirical evidence, approaches to analysis, issues in writing up qualitative studies, finding scholarly publication and conference outlets for qualitative work and criteria for assessing the quality of qualitative studies. Student projects will include work with the three primary sources of empirical evidence in qualitative designs: interviews, observations, and documents (or other social artifacts). Throughout the term particular emphasis will be placed on meaning-making, perception, and stand-point in knowledge creation and development.

Course Objectives

1. Understand the basic features of qualitative methods of inquiry and how they differ from numerical studies including a basic understanding of epistemology, methodology, and methods.

2. Understand the basic nature of the politics of evidence, epistemological privileging, and ethical consequences.
3. Understand the differences between critical inquiry, anti-colonial, methodologies and 'traditional' (colonial) approaches to understanding the world, asking questions, and designing projects.
4. Describe several different methodological approaches to qualitative inquiry.
5. Demonstrate ability to design a rigorous qualitative project well-grounded in the methodological literature.
6. Demonstrate basic skills in gathering qualitative evidence (artifacts, observations, and interviews).
7. Demonstrate basic skills in analyzing empirical evidence (artifacts, observations and interviews).
8. Demonstrate basic skills in writing up field notes and a variety of forms of memo-ing.

A Course Under Construction or Consider this syllabus a draft! This course hadn't been taught in a while before it was resurrected in 2020. Then the pandemic struck, disrupting "normal" operations. I am extremely excited about bringing it to life again. That said, this syllabus continues to be a work-in-progress. I'm hoping that each of you will share your ideas for improving its shape, form, and content as we move through the semester. To that end, I'm asking that you bring your creativity to the course, as well as some tolerance for uncertainty. Flexibility is the name of the game! I suspect readings will be added and/or deleted according to interests and the direction of our conversations. I also expect that pacing of the course will depend on interests.

Assignments and Grading

In addition to weekly class attendance (an expectation), active participation (a community responsibility) and consumption of the required reading (welcome to graduate school) there are three basic assignments.

1. **Research Reflexivity Memo.** Due in class **January 23**. See separate assignment instructions.
2. **Methodology Memo, Presentation, and Class Handout.** Due between **February 13-March 20**. See separate handout instructions. You will select from one methodology listed in our "methodological medley" section.
3. **Major Semester Assignment.** Due: **April 24**. See separate handout with instructions. In brief, this assignment consists of a 20-25 page term paper (length

will vary based on topic) to be completed ***over the course of the semester***. Please consult with me early during the semester about your plans. You will have considerable flexibility in designing a project that best suits your educational needs.

Grading: Oh dear, this is a *qualitative methods* doctoral seminar. What kind of “evaluation” or “assessment” makes sense? Assign an “A” for points achieved between 90-99? Allocate point assessments between weighted assignments? Create a course grading rubric? Notice the epistemological assumptions embedded in this type of evaluation construction.

Another question is from whose perspective should the work be assessed? As “the expert” and “instructor” should I interpret the quality of your material? Or as “the learner” should you tell me how much you achieved (or didn’t) and why? Notice this query raises questions about whose evaluation or voice matters.

Finally, both issue above raise the question of whether grades reflect objective, constructed, or subjective “measures”. Notice, I am troubling the very essence of grading as an outcome measure and the positionality of person making that assessment. These various questions are intertwined with many epistemological, methodological and methods discussions we will have over the course of the semester. In addition, observe the epistemological privileging, in general, of a numeric grading scheme.

In the end, given the political and institutional structures of the academy, I will ultimately make a final *interpretive* decision about your course grade. I have tried to lay out the course expectations above. Those expectations are rooted in your *responsibility* to yourself and to each other as a community of scholars participating in each other’s learning experiences. In other words, if you haven’t finished the reading and/or prepared your methodology memos, that doesn’t just impact your own learning experience but it decreases the quality of discussion for all of us. That said, we all understand that unavoidable and/or unexpected circumstances in your life may arise that take priority. Flexibility and accommodation is always necessary. I only ask that if you fall significantly behind, you contact me as soon as possible so we can work out a reasonable individualized plan that accommodates your specific needs.

Required Reading and Media

- Wilson, Shawn (2008). *Research Is Ceremony: Indigenous Research Methods*. Halifax & Winnipeg: Fernwood Publishing. (We will talk about this book during our first session).
- Weekly canvas readings and videos. Articles, book chapters and videos are arranged by module. All required reading is posted on canvas.

A few notes on readings:

- We will read the entire Wilson book early in the semester. Other readings will be selective.
- Each module includes all required readings or media links.
- Each module includes some recommended reading (links or references). This is included as a starting reference for those interested in additional reading on the topic.
- *Advice from an Editor*. Several modules include “advice from an editor” reading. This is not required. However, these editorials offer practical advice on writing qualitative manuscripts for journal submissions based on a decade of experience serving as editor of *Qualitative Social Work: Research and Practice*. A complete list of these editorials is provided at the end of this syllabus.
- You will find a preliminary reading list of some “classic” references at the end of the syllabus, if you are interested in building a library.

Classroom “Space” and Course Format

Classroom Space as Cooperative Community. A computer scientist, William Wulf, is credited with defining the word “collaboratory” as a “center without walls in which the nation’s researchers can perform their research without regard to physical location, interacting with colleagues, accessing instrumentation, sharing data and computational resources, and accessing information in digital libraries.” Consider the philosophic underpinnings reflected in this definition of collaboratory, including words like ‘without regard ...to location,’ ‘instrumentation,’ ‘data,’ and ‘computation’ as well as the “laboratory” component of the word itself. What might be another word that would reflect qualitative inquiry but capture the same shared generative and cooperative sentiment but also reflecting that space, place, time and context matter? Collabrelating?

Classroom space, relationality and responsibility. I’m also influenced by the notion of indigenous “talking circles.” Although I don’t mean to misappropriate the method, I will adapt the strategy at its heart which rests in the notion of systematic and democratic turn-taking. We will start discussions with each member of the class having space to express their thoughts without interruption and in predictable order.

Together, I hope we might create a classroom space that is respectful, collaborative, innovative, inclusive of differing viewpoints, beliefs, and starting places, non-judgemental, and conducive to risk-taking, experimentation (there is that word again!?), practicing, and shared learning.

Cell phones. I will ask that you put cell phones out of sight (and silenced) during class sessions (except under unusual circumstances). As the literature continues to grow about cell phone addiction and the impact on attention span, a threat exists to developing skills associated with qualitative inquiry. In qualitative research, the “researcher” is sometimes referred to as an instrument of research process. In part, this is because all information is filtered through the researcher. Features of “data” collection such as listening attentively, framing responsive questions, astute observation, all require undivided focus and intense

concentration. This is a skill set that must be honed. Consider our class sessions—cell phone free—as a place to practice those skills.

Safety & Emergency Preparedness: In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. Please register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>. For those new to Michigan, particularly those coming from different climates, please familiarize yourself with preparation for weather events possible here such as: high winds, tornados, flooding, snow, and extreme cold.

Additional School and University policies: information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

Special Thanks. I owe thanks to the generous folks who were willing to share their syllabi and ideas with me. They include: Denise Burnette (Virginia Commonwealth University); Kelly F. Jackson and Karin Wachter (Arizona University); Martha Kuwee Kumsa with tributes to Lea Caragata, Anne Westhues and Eli Teram (Wilfrid Laurier University); Debra Nelson-Gardell (University of Alabama); Teresa Ostler (University of Illinois) and Tova Walsh (University of Wisconsin). Of course, this final version is my own concoction building on their admirable work.

Course Overview in Brief

Date/Time	Agenda	Assignments
Week 1 Jan 9	Introductions to Each Other and to the Course Plan Methodological Overview	
Jan 16 MLK Day	MLK DAY NO CLASS SESSION	
SECTION ONE EPISTEMOLOGICAL POSITIONING AND QUALITATIVE INQUIRY		
Week 2 Jan 23	Positionality, Reflexivity and Questioning	Research Reflexivity Memo Due
Week 3 Jan 30	Epistemology & The Politics of Evidence	
Week 4 Feb 6	Writing Around: Writing Up, Down, and as Inquiry Indigenous Relational Paradigm	
SECTION TWO METHODOLOGIES MEDLEY		
Week 5 Feb 13	Methodologies Explored: Phenomenology and Grounded Theory	
Week 6 Feb 20	Methodologies Explored: Ethnography and Ethnographic Variations (Autoethnography, Digital Ethnography)	
Feb 27	WINTER BREAK NO CLASS SESSION	Methodology Memo Due
Week 7 March 6	Methodologies Explored: Narrative Inquiry and Oral Histories	
Week 8 Mar 13	Methodologies Explored: Arts-Based and Participatory Methodologies	

SECTION THREE METHODS COMMON TO QUALIATIVE INQUIRY		
A. Empirical Evidence (data) Collection		
Week 9 Mar 20	Gathering Empirical Evidence: Interviews	
Week 10 Mar 27	Gathering Empirical Evidence: Observations	
Week 11 April 3	Gathering Empirical Evidence: Artifacts, Documents, and Trace Evidence	
B. Empirical Evidence (data) Analysis		
Week 12 April 10	Analysing Empirical Evidence: Coding Techniques	
Week 13 April 17	Analysing Empirical Evidence: Non-Coding Techniques	
FINISHING UP AND CIRCLING BACK		
	Submit your final research projects	April 24

Detailed Schedule of Classes

Module One Introductions to Each Other and to the Course Plan Methodological Overview

At this first gathering, we will share introductions, go over the syllabus, discuss the reading, and generally get started! Introduction to methodology and methods through a sorting example.

Required Reading

- Syllabus
- Outline in Brief
- Wilson, Shawn (2008). *Research Is Ceremony: Indigenous Research Methods*. Winnipeg, Manitoba: Fernwood Publishing. You will be reading this whole book over the coming weeks. For this week just read:
 - Table of Contents

- Chapter 1 Getting Started

**SECTION ONE
EPISTEMOLOGICAL POSITIONING AND QUALITATIVE INQUIRY**

**Module Two
Positionality, Reflexivity, and Questioning**

We will share each other's research reflexivity memos. A good deal of class will be devoted to learning from each other. Please come prepared to listen. Ultimately, we will talk about positioning oneself relative to the research endeavor. This might include such things as family background, personal experiences, political leanings, cultural or environmental influences and the like. How do your embedded world views shape your research interests and orientation? We will discuss the role of reflexivity and positionality in qualitative inquiry. Are you an insider or outsider? How might that be reflected in your work? How do you know what you know? How do you ask questions?

Assignment Due: Research Reflexivity Memo

Required Reading

- Probst, B. and Berenson, L (2014). The double arrow: How qualitative social work researchers use reflexivity. *QSW*, 13 (6).
- Gilgun, J. F. (2008). Lived experience, reflexivity, and research on perpetrators of interpersonal violence. *QSW*, 7 (2)
- Longhofer, J. and Floersch, J. (2012). The coming crisis in social work: Some thoughts on social work and science. *Research on social work practice*, 22 (5).
- Advice from an Editor
 - Staller, K.M. (2022). Confusing Questions in Qualitative Inquiry: Research, Interview, and Analysis. *Qualitative Social Work: Research and Practice*, 21 (2). <https://doi.org/10.1177/14733250221080533>

Continue reading....

- Wilson, Shawn (2008). *Research Is Ceremony: Indigenous Research Methods*.
 - Chapter 2 On the Research Journey
 - Chapter 3 Can a Ceremony include a Literature Review

Recommended for your Research Reflexivity Memo.

- Examples of reflexivity and coming to research questions (Select among them or skim):
 - Sachs, Tina K. (2019). "Prologue" and "Introduction." *Invisible Visits: Black Middle-Class Women in the American Healthcare System*. NY: Oxford University Press. Pp. ix-16.
 - Moore, K. (2016). Living liminal: Reflexive epistemological positioning at the intersection of marginalized identities. *Qualitative Social Work*
 - Staller (2006). Preface: A personal journey to some research questions.

- Reissman Catherine. (2015). “Twists and Turns: Narrating my career.” *Qualitative Social Work: Research and Practice*, 14 (1): 10-17

Module Three Epistemology & The Politics of Evidence

This session will serve several purposes. First, we will continue to discuss ways of coming to know what we “know” and believe. Epistemology comes from the Greek word episteme (knowledge) and logos (theory of knowledge). Different theories of knowledge necessarily result in different approaches to creating or generating knowledge. One way to unpack privileged ways of “knowing” in the social science community of university-trained scholars and researchers is to listen to and learn from the work of those who have been marginalized, subjugated, or otherwise traditionally excluded but have risen up to challenged dominate research paradigms. In this regard we will examine indigenous scholars’ and ‘anti-colonial’ theories of knowledge. I do not expect that many of you will use these forms of research—and would urge caution if you do so—but this discussion serves as a challenge to entrenched and embedded certainties about how to ask questions, gather information and report to others. Second, we will look at epistemic privileging. This includes epistemological unconsciousness that privileges certain forms of knowing within the academy and epistemic injustices which result in silencing certain voices. Finally, we will seek to make transparent the politics of research and evidence so you will be able to make practical and strategic decisions for your own careers.

Required Reading

- Staller, Karen M. (2013). Epistemological boot camp: The politics of science and what every qualitative researcher needs to know to survive in the academy. *Qualitative Social Work: Research and Practice*. 12 (4): 395-413.
- Reiter, Bernd (2020). Fuzzy epistemology: Decolonizing the social sciences. *Journal of Theory and Social Behavior*, 50:103-118. DOI: 10.1111/jtsb.12229
- Strega, Susan (2005). Ch. 10 “The view from the poststructural margins: Epistemology and methodology reconsidered.” In Leslie Brown & Susan Strega (Eds). *Research as resistance: Critical, indigenous, & anti-oppressive approaches*. Toronto, Canada: Women’s Press.
- Staller, K.M. (2022) Beware the Kudzu: Corporate Creep, University Consumers, and Epistemic Injustice. *Qualitative Social Work: Research and Practice*, 21 (4).

Required “Listening”

- History of Epistemology. The Philosophy Academy (10 minutes) <https://www.youtube.com/watch?v=ttxI7ISB1IY>
- Fricker, Miranda. Epistemic Equality? (40 minutes) <https://youtu.be/u8zoN6GghXk>

Continue Reading...

- Wilson, Shawn (2008). *Research Is Ceremony: Indigenous Research Methods*. Winnipeg, Manitoba: Fernwood Publishing.
 - Chapter 4 The Elements of an Indigenous Research Paradigm
 - Chapter 5 Relationality

Advice from an Editor

- Staller, K. M. (2017). Accountability Metrics, Politics, and Qualitative Inquiry: Demystifying bibliometrics. *Qualitative Social Work: Research and Practice*, 16 (4). <https://doi.org/10.1177/1473325017713881>

Recommended Resources

- Map of Philosophy (45 minutes) https://www.youtube.com/watch?v=YxBShJU_CKs
- Fricker, Miranda (2007). *Epistemic injustice: Power and the ethics of knowing*. London: Oxford University Press

Module Four Writing Around: Writing Up, Down, and as Inquiry Indigenous Relational Paradigm

Where does **writing** fit in qualitative inquiry? Is it the end product (as in “writing up” a final report)? Is it a tool for gathering evidence (as in “jotting down” field notes)? Is it a method of analysis (such as interpretive memoing)? Is writing a form of qualitative inquiry (for asking and answering questions)? We have started the course by reading Shawn Wilson’s *written report on indigenous inquiry*. Here we come full circle by considering methods and forms of “writing up” or performing qualitative reports based on a variety of methodologies. Wilson’s book serves as an exemplar of the integrated nature of this process done well.

- Laurel Richardson (2003). Ch. 22 “Writing: A method of inquiry.” In Sharlene Nagy Hesse-Biber and Patricia Leavy (Eds). *Approaches to Qualitative Research: A reader in theory and practice*. NY: Oxford University Press. pp. 473-495.
- Gilgun, J. F. (2005). “Grab” and good science: Writing up the results of qualitative research. *Qualitative Health Research*, 15(2), 256-262.
- Emerson, Fretz and Shaw (2011). Ch 1 Field notes in Ethnographic Research. *Writing Ethnographic Field Notes*.

Advice from an Editor

- Staller, K. M. (2019). *From Dissertation to Published Article: Advice from an editor*. *QSW*, 18 (6). <https://doi.org/10.1177/1473325019882791>
- Staller, K.M. and Krumer-Nevo, M. (2013). *Successful Qualitative Articles: A tentative list of cautionary advice*. *QSW*, 12 (3), 1-7. <https://doi.org/10.1177/1473325013485769>
- Piedra, Lissette (2022). The mighty abstract: An Overlooked element of peer review. *Qualitative Social Work: Research and Practice*, 21 (3). <https://doi.org/10.1177/14733250221095125>

Finish Reading...

- Wilson, Shawn (2008). *Research Is Ceremony: Indigenous Research Methods*.
 - Chapter 6 Relational Accountability
 - Chapter 7 Articulating an Indigenous Paradigm

Recommended

- Spend a little time exploring Story Corp (Stories)(Animation)(Podcasts)
<https://storycorps.org/>
- Graphic Story telling for social change (artist meets researcher)
 - <https://socialjusticebooks.org/booklists/graphic-novels/>

SECTION TWO METHODOLOGIES MEDLEY

Module Five Methodologies Explored: Phenomenology and Grounded Theory

We will examine phenomenology or returning to the *phenomena, experience, or thing* under investigation. Phenomenologists are interested in lived experiences, examining how the specific experience was perceived by the actors in the situation. It too has a long history and invokes a variety of epistemological positions relative to the basic tenets of phenomenology methodologies

We will explore Grounded Theory (GT). Ground theory is a rigorous, time-consuming, and strategic methodology used to construct low or mid- level theory. There may be no set of words associated with qualitative inquiry which are more misused. So be careful when you say you are doing GT. Be clear how you are using it: as a methodology? As a method of analysis? Like all methodologies we will discuss, a variety of epistemological positions from which to perform grounded theory—from more positivist perspectives (like Glaser and Strauss) to social constructionist positions (like Charmaz). During this class we will also discuss the use of theory more generally (what, when, where and how) and some basic forms of analytic reasoning: inductive, deductive and abductive.

Required Reading

Phenomenology

- Van Manen, M. (2017). But is it Phenomenology? *Qualitative Health Research*, 27 (6): 775-779.
- Lopez Descriptive versus interpretive Phenomenology: Their contributions to nursing knowledge
- Van Manen, Max (2014). Ch. 2 “Meaning and Method.” *Phenomenology of Practice*. New York: Routledge.

Grounded Theory

- Kathy Charmaz (2020). Developing Grounded Theory: The second generation. (Preprint).
- Corbin, J. and Strauss, A. (1990). Grounded theory research: procedures, canons, and evaluative criteria. *Qualitative Sociology*, 13, (1).
- Gibson, William and Brown, Andrew (2009). Ch. 2 “Theory, grounded theory and analysis” In *Working with Qualitative Data*. Thousand Oaks: Sage.
- Timmermans, Stefan & Tavory, Iddo (2012). “Theory construction in qualitative research: From grounded theory to abductive analysis.” *Sociological Theory*, 30 (3): 167-186.

Recommended Reading/Watching

Phenomenology

- Van Manen, Max (2014). Ch. 10 “Conditions for the Possibility of Doing Phenomenological Analysis.” *Phenomenology of Practice*. New York: Routledge
- Lester, S. (undated). An introduction to phenomenological research.
- Arpanantikul, Manee (2018). Women’s perspectives on home-based care for family members with chronic illness: An interpretative phenomenology. *Nursing Health Science*. 20: 494-501.

Grounded Theory

- A discussion with Kathy Charmaz on Grounded Theory
<https://youtu.be/D5AHmHQS6WQ>
- Charmaz: The Power and Potential of Grounded Theory
<https://youtu.be/zY1h3387txo>

Module Six Methodologies Explored: Ethnography and Ethnographic Variations (Autoethnography, Digital Ethnography)

This week we will examine ethnography and ethnographic variations such as autoethnography and digital ethnography. Ethnography focuses on the study of culture. It has a long history littered with complicated political, cultural, and social dilemmas. The net result is an exciting array of variations deviating from the initial colonizing ethnographic approaches (e.g. critical ethnography, autoethnography, digital ethnography). We will consider **emic** (viewpoint from perspectives within the social group) and **etic** (viewpoint from the perspective of the observer/outsider).

Required Reading

- Stuart, Forrest (2018). *Down out & under arrest: Policing and everyday life in skid row*. Chicago: University of Chicago Press.

- Title Page; and
- Preface; and
- Introduction; and
- Methodological Appendix: An inconvenient ethnography.
- Carsten, Janet (2018). House-lives as ethnography/biography. *Social Anthropology*, 26 (1): 103-116.
- Ellis, C. and Bochner, A. P. (2011). Autoethnography: An overview. *Historical Social Research*, 36 (4). (Also found it: *Forum: Qualitative Social Research*. 12, (1))

Required Watching

- Digital Ethnography Wesch, Michael. The Machine is Us/ing Us <https://youtu.be/6gmP4nk0EOE> (4 minutes)
- Wesch, Michael The most important things I learned from 20 years of anthropological fieldwork. <https://youtu.be/QYtdOjr3g> (16 minutes)

Recommended Reading

- Galman, Sally Campbell (2019). *Shane the Lone Ethnographer*. Rowman & Littlefield
- Dauphinee, E. (2010). The ethics of autoethnography. *Review of International Studies*. 36 (3): 799-818.
- Emerson, Fretz and Shaw (2011). Ch 7 Writing an Ethnography
- bell hooks (2004). Ch 6 “Culture to culture: Ethnography and cultural studies as critical intervention.” Sharlene Nagy Hesse-Biber and Patricia Leavy (Eds). *Approaches to Qualitative Research: A reader in theory and practice*. NY: Oxford University Press. pp. 149-158.
- Bejarano, Juárez, García, and Goldstein (2019). *Decolonizing Ethnography: Undocumented immigrants and new directions in social science*. Durham: Duke University Press.
- May, Danielle (2015). Digital ethnography: Research methods for study of online communities. In Lia Bryant (Ed.) *Critical and creative research methodologies in social work*, Abingdon, Oxfordshire: Routledge, pp. 159-173
- Wesch, Michael (YouTube page). <https://www.youtube.com/mwesch>

Module Seven

Methodologies Explored: Narrative Inquiry and Oral Histories

This week we will examine a third set of approaches to qualitative inquiry: narrative inquiry and oral histories. Like all the methodologies we are discussing there are related variants. For example, biographical, oral or life history are arguably in a similar family of methodologies to the extent that they offer the opportunity to learn from the lived experiences of individuals and place those experiences in conversation with larger political, social, and cultural discourses. Note that many of our other approaches collect individual “stories” but then collapses important differences among them in order to generalize

across interlocutors. Narratives, oral histories, and biographies are more apt to keep the individual participants “intact” and foregrounded and extended, uninterrupted, narrative is a critical component.

Required Reading

- Reissman, Catherine and Lee Quinney (2005) “Narrative in Social Work: A critical review. *Qualitative Social Work*: 4 (4), pp 391-412
- Stone, Theresa Burruel (2022). Centering place in ethnographies of “Latinx” schooling: The utility of a multi-sited place project for revealing emplaced narratives. *International Review of Qualitative Research*. 15(3): 399-425
- Labov’s narrative model: Table and exercise adapted from sample unit, Simpson, P. (2005) *Stylists*. London. Routledge.

Required Watching

- The Oral History Centre: What is Oral History? <https://youtu.be/Xk3gb9xCTFo> (4 minutes)
- No more questions. Story Corp. <https://youtu.be/xSKuOccVVKg> (4 minutes)
- Lessons from Lourdes. Story Corp <https://storycorps.org/animation/lessons-from-lourdes/> (3 minutes)

Recommended

- Spend a little time exploring Story Corp (Stories)(Animation)(Podcasts) <https://storycorps.org/>
- Columbia Center for Oral History Research <https://www.cohr.incite.columbia.edu/>

Module Eight Methodologies Explored: Arts-Based and Participatory Methodologies

This week we will examine two broad areas that include a variety of methodological approaches to qualitative inquiry. The first area includes “arts-based” approaches. It includes a variety of different methodologies such as poetic inquiry, performance studies, video and visual methodologies, and ethnodrama. The second broad area includes participatory methodologies. In general, these engage community members and invite participants into the process. These might include community-based participatory research (CBPR), photovoice or other action-based and engaged methodologies.

Required Reading

- Morriss, Lisa. *Marking Motherhood: The tattoos of mothers living apart from their children*
- Johnson, Helen F. (2022). Beyond Disciplines: Spoken word as participatory arts-based research. *International Review of Qualitative Research* 15(3): 363-380

- Burkhard, Tanja & Deiri, Youmna (2022). Reflecting on violent ruptures and loss in qualitative research: A poetic inquiry. *International Review of Qualitative Research* 15(3): 381-398
- Shaw, Ian (2021) "Circle of Light" and "This." *Qualitative Social Work*
- Shaw, Ian (2020). "Chicago Pastoral 1931." *Qualitative Social Work*

Required Watching:

- Gilliam, Delilah (2019) Untruthing. The storyteller project: Digital storytelling for Women of Color. *Liminalities: A journal of performance studies*. 15(4). <https://vimeo.com/348280477> (15 minutes)

Recommended

- Savin-Baden, M. and Wimpenny, K (2014). *A Practical guide to arts-related research*. Rotterdam: Sense Publishers.
- Levy, Patricia (2018). *Handbook of Arts-Based Research*. Guilford Press.
- Explore Liminalities: A journal of performance studies. <http://liminalities.net/>

SECTION THREE METHODS COMMON TO QUALIATIVE INQUIRY

Module Nine Gathering Empirical Evidence: Interviews

We will discuss the *first of three* methods of ***gathering (or collecting) evidence***: This section focuses on ***interviews***, in other words asking people questions. Interviews can be formal (such as structured surveys) or informal (open ended conversations). They can be of individuals (such as life history) or in groups (such as focus groups). They can involve talking with power-holders or from those whose voices are more often silenced. Interviews can be situated in locations of the researcher's choosing, the interlocutor's choosing, or happen spontaneously in the field. We will consider a variety of forms of interviews, locations for interviews, and interview questions.

Required Reading

- Staller Notelets (2020).
- Josselson, Ruthellen (2013). Ch. 8 "Learning from Bad and Difficult Interviews." In *Interviewing for Qualitative Inquiry: A relational Approach*. NY: Guilford pp. 156-174.
- Josselson, Ruthellen (2013). Ch. 9 "Do's and don'ts of interviewing." In *Interviewing for Qualitative Inquiry: A relational Approach*. NY: Guilford pp. 156-174.
- Spradley, James Asking descriptive questions.

- Natow, Rebecca S. (2019). "The use of triangulation in qualitative studies employing elite interviews." *Qualitative Research*, 1-14. DOI 10.1177/468794119830077

Advice from an Editor

- Staller, K. M. (2021). Big Enough? Sampling in Qualitative Inquiry. *Qualitative Social Work: Research and Practice*, 20 (4). <https://doi.org/10.1177/14733250211024516>

Module Ten Gathering Empirical Evidence: Observations

We will focus on the *second of three methods* of gathering empirical evidence, this time through *observations*. Participatory observation constitutes a major method for ethnographic work. However, we will consider a variety of forms and uses of observations. What can you learn from watching? How do you capture that evidence for future use? Some human activity cannot be observed directly but remains through trace evidence from which we can draw interpretations (think about footprints in the snow or red Solo party cups littered across a fraternity lawn on Sunday morning). Should I include listening as well as observing in this section? What about soundscapes? Does growing up along the banks of the Amazon River sound the same as growing up on the southside of Chicago? Does this matter in understanding human experiences?

Required Reading

- Staller Notelets (2020)
- Staller, Buch and Birdsall (2006). House of Mirrors: The messy worlds of interdisciplinary community-based research. *Reflections*
- Martin, Megan (2007). Crossing the Line: Observations from East Detroit, Michigan, USA. *Qualitative Social Work*, 6 (4)

Module Eleven Gathering Empirical Evidence: Artifacts, Documents, and Trace Evidence

We will focus on the *third of three methods* of gathering empirical evidence through documents, artifacts, and cultural products. Of course, there are material things all around us. How can we use those things to ask and answer questions about our world? For example, what about newspapers or tweets? How about high school textbooks or police arrest records? What about tributes left at the site of a tragedy? How about the lyrics of slave songs, sea shanties, labor movements, or protest movements? What can we learn from these things?

Required Reading

- Staller Notelets (2020)
- Staller (2016). Vessels of Memory and meaning: Artifacts of migration and healing. *Qualitative Social Work*, 15 (2): 153-157.
- Berlin, (2015). Cultural camouflage—a critical study of how artefacts are camouflaged and mental health policy subverted. *The international Journal of Health Planning and Management*, 30 (2).
- New York Times. Covid Grief Artifacts
- Drisko, James W. and Maschi, Tina. Ch. 1 “Introduction” in *Content Analysis*. NY: Oxford University Press. Pp. 1-20.
- Standage, Tom (2005). *A history of the world in six glasses* NY: Walker & Co Table of Contents

Recommended

- Staller, K. M. The Mystery of an 1864 Cookbook. In Corcoran, Kevin (2013). *Food for Thought: A two-year cooking guide for social work students*. Chicago: Lyceum Books. *NOTE: Please make sure to read my comments embedded as “sticky notes” in the pdf file of this reading.*

Module Twelve Analysing Empirical Evidence: Coding Techniques

Just as there are many methodologies associated with qualitative inquiry and many variations on basic methods for gathering evidence, there are also a variety of methods available for ***analyzing empirical evidence (“data analysis”)***. Methods of analysis might be associated with the selected methodology or might be more universally used across different methodologies. We start our discussion on analysis using approaches which rely on “coding.” (Too often, in my view, coding is assumed to be the only way to approach qualitative evidence so please be aware of its limitations). Note that coding is not, in and of itself, analysis. It is primarily a “data reduction” tool. We will examine various forms and philosophies of coding techniques, followed by the more important step of putting the “reduced” evidence back together again. Think of Humpty Dumpty. You are not done with your analysis simply because you produced a list of codes. So in addition to the technical step of “coding,” we will consider “thematic analysis” which is one way to put evidence back “together.’ Thematic analysis is among the commonly employed approaches which builds on coding.

Required Reading

- Staller Notelets (Data Analysis and Coding Handout)
- Saldana, Johnny (2009). Ch 1 “An introduction to codes and coding.” In *The Coding Manual for Qualitative Researchers*. Thousand Oaks: Sage
- Braun, Virginia and Clarke, Victoria (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3: 77-101.

- Gibson, William and Brown, Andrew (2009). Ch. 8 “Identifying themes, codes and hypothesis” In *Working with Qualitative Data*. Thousand Oaks: Sage.
- Wertz, Charmaz, McMullen, Josselson, Anderson, McSpadden (2011). Ch. 2 “The Establishment of Methodological Traditions.” *Five ways of doing qualitative Analysis*. New York: Guilford.

Recommended Reading

- Sandelowski, M. and Barroso, J. (2002). Finding the findings in qualitative studies. *Journal of Nursing Scholarship* 34 (3): 213-219.
- Saldana, Johnny (2009). Ch 3 “First cycle coding methods.” In *The Coding Manual for Qualitative Researchers*. Thousand Oaks: Sage
- Braun, Virginia; Clarke, Victoria, Hayfield, Nikki and Terry, Gareth. *Thematic Analysis* (Springer)
- Boyatzis, Richard *Transforming Qualitative Information: Thematic Analysis and Code Development*.
- Galman, Sally Campbell (2013). *The good, the bad, and the data: Shane the Lone Ethnographer’s basic guide to qualitative data analysis*. NY: Routledge.
- Guest, Greg S., MacQueen, Katherine, M. et.al *Applied Thematic Analysis*

Module Thirteen Analysing Empirical Evidence: Non-Coding Techniques

Finally, we will examine a family of approaches to qualitative analysis which **do not** rely primarily on coding and thematic analysis. Alternatives often incorporate a variety of creative techniques or combine approaches.

Required Watching:

- Martin Packer. “Please don’t code.” https://youtu.be/M5jSnn-fw_Y (20 minutes)

Required Reading:

- Wodak, Ruth and Meyer, Michael (Eds). (2009). Ch 1 “Critical discourse analysis: History, agenda, theory and methodology.” *Methods of Critical Discourse Studies*. 3rd Ed. Thousand Oaks: Sage.
- Wodak, Ruth and Meyer, Michael (Eds). (2009). Ch 8 “Critical Analysis of Visual and Multimodal Texts.” *Methods of Critical Discourse Studies*. 3rd Ed. Thousand Oaks: Sage.

- Norman K. Denzin (2003). Ch. 21 “The art and politics of interpretation.” In Sharlene Nagy Hesse-Biber and Patricia Leavy (Eds). *Approaches to Qualitative Research: A reader in theory and practice*. NY: Oxford University Press. pp. 447-472.
- Floersch, Jerry and Longhofer, Jeffrey (2010). Integrating thematic, grounded theory and narrative analysis: A case study of adolescent psychotropic treatment. *Qualitative Social Work*: 9 (3): 407-425.
- Advice from an Editor
 - Staller, K. M. (2015). Qualitative analysis”: The art of building bridging relationships. *QSW* 14 (2). <https://doi.org/10.1177/1473325015571210>
 - Staller, K. M. (2015). Moving beyond description in qualitative analysis: Finding applied advice. 14 (6). <https://doi.org/10.1177/1473325015612859>

Recommended Watching

- I have included an demonstration video on Atlas.ti for those interested getting a sense how computer-assisted software works. Most such software functions similarly, although the language used and software layout differ.

Some “Classic” Qualitative Methods and Methodology Books

- Maxwell, J. A. (2013). *Qualitative Research Design: An Interactive Approach* (3rd Ed).
- Creswell, J. W. & Poth C.N. (2018). *Qualitative Inquiry: Choosing among five approaches*. Thousand Oaks: Sage
- Smith, Linda Tuhiwai (2012). *Decolonizing Methodologies*. 2nd Edition. London: Zed Books Ltd.
- Brown, L. & Strega, S. (2015). *Research as resistance: Critical, indigenous, and anti-oppressive approaches*. 2nd Ed. Toronto: Canadian Scholar’s Press.
- Glaser, B., Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine Publishing Co.
- Charmaz, K. (2006). *Constructing Grounded Theory: A practical guide through qualitative analysis*. Thousand Oaks: Sage.
- Corbin, Juliet and Strauss, Anselm, *Basics of qualitative research techniques and procedures for developing grounded theory*. 3rd Ed. Thousand Oaks: Sage.
- Padgett, Deborah K. (2017). *Qualitative methods in social work research*. (3rd Edition). Thousand Oaks: Sage.
- Shaw, Ian (2016). *Social Work Science*. NY: Columbia University Press
- Denzin, N. K. & Lincoln, Y., *Handbook of Qualitative Research. (All Editions)*. Thousand Oaks: Sage
- Clandinin, D. J. (Ed). (2007). *Handbook of Narrative Inquiry. Mapping and Method*. Thousand Oaks: Sage
- Kreuger, R. Cassey, M.A. (2009). *Focus groups: A practical guide for applied research*. Thousand Oaks: Sage.
- Lofland, J. & Lofland, L. H. (1995). *Analysing Social Settings (3rd Edition)*. Belmont, CA: Wadsworth Publishing.
- Reissman, C. (2008). *Narrative in social research*. Thousand Oaks: Sage.
- Wolcott, H.F. (2009). *Writing up qualitative research*. 3rd Ed.
- Becker, H. (1986). *Writing for social scientists*. Chicago: University of Chicago Press.

Maxwell, J. A. (2013). *Qualitative Research Design: An Interactive Approach* (3rd Ed).

Stake, R. (1995). *The art of case study research*. Thousand Oaks: Sage

Yin, R. (2003). *Case study research: Design and methods*. Thousand Oaks Sage.

Van Manen, M. (2007). *Phenomenology of practice*.

Saldana, J. (2015). *The coding manual for qualitative researchers*. 3rd ed. Los Angeles: Sage

Wertz, Charmaz, McMullen, Josselson, Anderson, McSpadden (2011). *Five ways of doing qualitative Analysis*. New York: Guilford.

Emerson, Fretz, and Shaw (2011). *Writing ethnographic field notes*. 2nd Ed. Chicago: University of Chicago Press.

Galman, Sally Campbell (2013). *The good, the bad, and the data: Shane the Lone Ethnographer's basic guide to qualitative data analysis*. NY: Routledge.

Advice from an Editor (Complete List)

Staller, K.M. (2022) Beware the Kudzu: Corporate Creep, University Consumers, and Epistemic Injustice. *Qualitative Social Work: Research and Practice*, 21 (4).

Piedra, Lissette (2022). The mighty abstract: An Overlooked element of peer review. *Qualitative Social Work: Research and Practice*, 21 (3).
<https://doi.org/10.1177/14733250221095125>

Staller, K.M. (2022). Confusing Questions in Qualitative Inquiry: Research, Interview, and Analysis. *Qualitative Social Work: Research and Practice*, 21 (2).
<https://doi.org/10.1177/14733250221080533>

Staller, K. M. (2019). From Dissertation to Published Article: Advice from an editor. *Qualitative Social Work: Research and Practice*, 18 (6).
<https://doi.org/10.1177/1473325019882791>

Staller, K.M. (2015). Moving Beyond Description in Qualitative Analysis: Finding applied advice. *Qualitative Social Work: Research and Practice*, 14 (6).
<https://doi.org/10.1177/1473325015612859>

Staller, K. M. (2015). Qualitative Analysis: The art of building bridging relationships. *Qualitative Social Work: Research and Practice*, 14 (2).
<https://doi.org/10.1177/1473325015571210>

Staller, K.M. and Krumer-Nevo, M. (2013). Successful Qualitative Articles: A tentative list of cautionary advice. *Qualitative Social Work: Research and Practice*, 12 (3), 1-7.
<https://doi.org/10.1177/1473325013485769>

Staller, K. M. (2021). Big Enough? Sampling in Qualitative Inquiry. *Qualitative Social Work: Research and Practice*, 20 (4). <https://doi.org/10.1177/14733250211024516>

Staller, K. M. (2017). Accountability Metrics, Politics, and Qualitative Inquiry: Demystifying bibliometrics. *Qualitative Social Work: Research and Practice*, 16 (4).
<https://doi.org/10.1177/1473325017713881>