EDUC 3104: INTRODUCTION TO QUALITATIVE METHODS

Spring 2024
Wednesdays, 12:00-2:50 pm
5603 Posvar Hall
Section 1360, Class #: 20567

SYLLABUS AND DESCRIPTION OF ASSIGNMENTS (DRAFT 1/8/2024)

Course Overview

The syllabus is a living document. I reserve the right to change the syllabus to meet class needs.

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Mission/vision of the School of Education:

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. **We are the School of Education at the University of Pittsburgh.**

See Pitt Education Strategic Plan

Course description:

This course introduces students to qualitative research design and methods in the social sciences from a **justice-centered, critical perspective**. In small-scale projects, students gain experience with various aspects of the research process and familiarity with the implementation of research methods characteristic of qualitative research. We explore differing assumptions about how knowledge is generated and the nature of truth claims.

Rationale:

This course serves an essential need for doctoral students to understand and apply some of the forms of research that fall under the umbrella of "qualitative research." Students gain an understanding of the basic mechanics of qualitative research, as well as an understanding of the many ways in which forms of qualitative research are fundamentally grounded in theories

of knowledge (*epistemologies*), theories of the social world (*paradigms* or *theoretical perspectives*), and traditions of practice (*methods, genres,* or *discourse communities*). We practice mostly an interpretive and critical approach that students can then adapt to various other epistemological and theoretical perspectives.

Objectives of the course:

The specific goals for this course include the following:

- To learn more about the research process and, specifically, how to use qualitative research techniques as part of this process.
- To understand different approaches to qualitative research and the epistemological and ontological assumptions associated with these approaches.
- To develop practices to support thesis and dissertation research.
- To prepare students so they may choose and explore specific methods further to conduct, with on-going guidance, a qualitative dissertation or other study.

Required texts:

Emerson, Robert M., Fetz, Rachel I., & Shaw, Linda L. (2011). *Writing ethnographic fieldnotes,* 2nd ed. Chicago, IL: University of Chicago Press. (1st ed. from 1995 also ok)

Lareau, Annette (2021). *Listening to people: A practical guide to interviewing, participant observation, data analysis, and writing it all up.* Chicago, IL: University of Chicago Press.

Saldaña, Johnny (2016). *The coding manual for qualitative researchers,* 3rd ed. Thousand Oaks, CA: Sage. (2nd ed. also ok)

Toliver, S.R. (2022). *Recovering black storytelling in qualitative research: Endarkened storywork.* London, UK: Routledge. (Fulltext available from PittCat)

Additional readings available on Canvas:

Blockett, R., Taylor, L.D., Jr., Mobley, S.D., Jr. (2022). "If you can't go to Bella Noche's…" On the onto-epistemological possibilities for qualitative researchers. In A.R. Tachine & Z. Nicolazzo, Z. (Eds.), *Weaving an otherwise, In-relations methodological practice* (pp. 44-58). Sterling, VA: Stylus.

Farmer-Hinton, R., Lewis, J.D., Patton, L.D., & Rivers, I.D. (2013). Dear Mr. Kozol…. Four African American women scholars and the re-authoring of *Savage Inequalities. Teachers College Record*, *115*(5), 1-38.

Hatch, J.A. (2002). *Doing qualitative research in education settings.* Albany, NY: State University of New York Press. [Ch 1: Deciding to do a qualitative study]

Milner IV, H.R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, *36*(7), 388-400.

Morrill, A., & Sabzalian, L. (2022). Survivance-based inquiries in and beyond the academy. In A.R. Tachine & Z. Nicolazzo, Z. (Eds.), *Weaving an otherwise, In-relations methodological practice* (pp. 29-43). Sterling, VA: Stylus.

Museus, S.D., & Wang, A.C. (2022). Refusing neoliberal logics in research design. In A.R. Tachine & Z. Nicolazzo, Z. (Eds.), *Weaving an otherwise, In-relations methodological practice* (pp. 15-28). Sterling, VA: Stylus.

Patel, L. (2015). *Decolonizing educational research: From ownership to answerability.* New York, NY: Routledge. [Ch 3: Research is relational]

Stein, S., et al. (2002). Methodologies for gesturing towards decolonial futures. In A.R. Tachine & Z. Nicolazzo, Z. (Eds.), *Weaving an otherwise, In-relations methodological practice* (pp. 141-158). Sterling, VA: Stylus.

Tuck, E., & Yang, K.W. (2014). R-words: Refusing research. In D. Paris & M.T. Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 223-248). Thousand Oaks, CA: Sage.

Required podcasts:

Roulston, K. (2022, February 10). Tricks, tips, and stories in qualitative interviewing. Hosted by A. Stich, *Qualitative Conversations* (Episode 30), podcast series sponsored by the AERA Qualitative Research SIG.

Lester, J.N., & Paulus, T. (2020, December 18). Qualitative research in a digital world. Hosted by A. Panos, *Qualitative Conversations* (Episode 20), podcast series sponsored by the AERA Qualitative Research SIG.

Additional resources:

Optional or resource readings are included in the course schedule under thematic topics by author name (see last page) and are also available on Canvas.

Course Requirements and Expectations

Pedagogy. As an instructor I am committed to an engaged pedagogy of graduate education that is focused on the educational projects of students (see Gunzenhauser & Gerstl-Pepin for an early articulation of this idea). This pedagogy is intended to be freedom-forming and anti-racist, non-sexist, non-classist, non-ableist, non-heterosexist, and non-gender-normative. Teaching in this way includes fostering an environment that is as safe and inclusive as possible. It is my intention to name and correct as best as possible any actions on my part that fall short of these commitments. If everyone in the class is likewise committed, the work should be more easily facilitated. I am also committed to making the class physically accessible to anyone wishing to participate.

Class time will be devoted to discussions of readings, class exercises, demonstrations, and mini-lectures. Students will be formed into peer-debriefing groups once students decide the topics of their research projects. At that point, the peer-debriefing groups will become the primary structure for class exercises.

Your health. Your physical and mental health is my fundamental concern. If you have symptoms, kindly stay home. If you're well enough to Zoom in, we can consider that option, but keep in mind, this is intended for health emergencies and not a reliable or suitable alternative each week. See the final guidance from Pitt at coronavirus.pitt.edu, along with links to resources. See the section below that explains what to do if you miss class.

Preparation. Meaningful engagement is essential to the success of this course – not only to your success but to the others in the class as well. Students are expected to interpret the readings, connect them to their previous knowledge and experience, and generate questions and new ideas. Students should make every effort to attend class on time and for the full duration. As explained below, grading is based upon the degree of effort and original thought that goes into the assignments.

Readings. Students will benefit from multiple readings of the material before and after class discussion. I expect students to take notes as they read, to organize their thoughts about the readings before class, and to be ready to engage ideas. Think about how you might use some of the ideas you read in the course assignments.

Writing. Students will do various assignments outside of class that will comprise a large part of their learning experience. I have the following expectations for all assignments:

- All work you do here should be original to this course.
- All work should be typed and double-spaced in 12-point font (yielding 250-275 words/page), unless otherwise noted.

- Please use APA (American Psychological Association) style, either 6th or 7th edition. Purdue OWL and apa.org are great resources for APA formatting questions. Be consistent (exception: the cover page is optional). *Be sure to include a reference section.*
- Avoid over-quoting from the course texts. These are short papers. Instead of quoting, make use of the ideas, defining them clearly and applying them to your work. Synthesize and paraphrase without plagiarizing. Use apa.org or other reputable sources if you are unsure how to synthesize and paraphrase without plagiarizing.
- I encourage you to sit down with me outside of class to work through your assignments. It is largely up to you to make the most of this opportunity.

Timelines & feedback. No one wants to fall into the trap of turning assignments in late. Plan now the time you need to devote to them, get them done the best you can, and meet the deadlines. Here's added incentive: assignments turned in more than 24 hours late will be reduced 1/3 letter grade; the reduction grows the later it is turned in, with assignments one week late reduced a full letter grade and so on. The 24-hour extension is intended for those times when you need just a little bit more time to finish, or if you run into computer problems. I will make exceptions for illness or bizarre circumstances only. Archive all your work electronically.

Getting timely feedback is very important, particularly on papers, and so I will do my best to return assignments, graded and with comments, at the next class after the assignments are due. If time permits, I will gladly review drafts of your assignments. We'll do this together in by simultaneously viewing an electronic copy together over the phone or Zoom. Email me to arrange a time.

Policy on re-writing papers. Students are welcome to re-write particular assignments for an improved grade (the new grade will be an average of the two grades) or in order to adapt the paper for a conference presentation, report, or article. Students have four weeks after receiving their graded paper to re-write for a grade. However, you can re-write each paper only once for a grade. The final paper can only be rewritten if it is turned in the first time at least two weeks ahead of the due date. You can also have me take a quick look at a draft of your paper ahead of the due date.

What to do if you miss class. As explained above, class attendance is very important, and so students should make every opportunity to attend class on time and for the full duration. Class will start on time each class session. Email me ahead of time if you will miss class for any reason (this is requested only as a courtesy I will know whether to expect you and how to plan for class; for this class, you do not need to ask permission to miss class).

For your second absence, regardless of the reason and for each subsequent absence, students will be required to write a reflection paper (400-500 words) that covers all of the readings scheduled for that day. The reflection paper should include a summary of each author's argument, a statement about the author's subjectivity, reflections on the strengths and limitations of the selection, and reflections on any available class video recorded and stored on Canvas. Writing this paper will not replace the lost opportunity for class discussion; nor is it punitive. Instead, it will enable the student to still keep up with the course and the instructor to respond to the student's understanding of the material. Please remember to do this; I will not remind you that this paper needs to be done. Successful completion of the reflection paper, due by the next class period, will contribute toward the student's participation grade. Neglecting to do so will drop your participation grade.

Assessment and Evaluation

Letter grades are assigned for class participation and assignments. Written work is graded on *demonstrated insight, completion of expectations of the assignment, coherence of organization,* and *grammar, spelling, and syntax.* Letter grades have the following meaning. Letter grades with a + and – are also used. I convert the letter grades to a 4.0 scale using the standard University of Pittsburgh values to compute a final grade. Please note that Canvas uses a grading scale that I do not. I use the standard Pitt grading scale: A+= 4.25; A=4.0, A-=3.75, B+=3.25, etc.

An "A" signifies work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will fully address all aspects of the assignment and be free of grammatical, formatting, and citation errors. It will also demonstrate original interpretation of course material. "A" level participation need not mean a large quantity of participation but should denote the student who prepares for class and consistently indicates having thought about the material.

A "B" signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of "A" work, particularly inconsistent preparation for class or written work that demonstrates less significant insight into the material or repeated grammatical, formatting, and citation errors.

A "C" for written work denotes poorly constructed, supported, or inconsistent argument; work that does not address the assignment; or work with multiple grammatical, formatting, and/or citation errors. A "C" for participation signifies a student who regularly misses class or is otherwise unprepared on multiple occasions.

A "D" signifies minimal attention to assignments or class preparation.

An "F" is assigned for undone work or any work that breaches University standards of academic integrity.

Policy on assigning an "I" or "G." Incompletes are rarely offered as an alternative to just doing the best one can with the time allotted. They are to be avoided if possible, since they delay the progress of all involved. Only verifiable extenuating circumstances, such as severe illness, will encourage me to grant a grade of I or G (see the Pitt Graduate Catalog for regulations about special grades).

Grade percentages

1. CITI training and (if needed) IRB approval ....5 %
2. Researcher positionality paragraph ....10 %
3. Proposed research summary ....15 %
4. Interview protocol ....15 %
5. Interview transcriptions ....10 %
6. Field notes ....10 %
7. Codebook ....10 %
8. Analytic memo ....25 %

University Policies and Resources

Several university policies and resources are pertinent to this course.

Inclusion, Equity, and Justice. The University of Pittsburgh prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran. The University is committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages.

As mentioned earlier, I take an "engaged pedagogy" approach to graduate education. I am committed to including the voices of marginalized and minoritized authors and persons in this class, including those of womxn and people of color, transgender people, LGBTQIA+ people, non-Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable because of your social identities and background or how they are perceived, I encourage you to let me know. If you do not feel comfortable talking with me, you can contact the Office of Diversity & Inclusion http://www.diversity.pitt.edu/

Cases of discrimination and harassment based on protected identities should be reported to the Title IX office.

Pregnant and Parenting Students' Rights and Resources. University guidelines and resources for pregnant and parenting students are posted on the OEDI website. **Please note**: Should you be adopting, fostering, or otherwise significantly shifting your dependent care demands, or should you be a student whose gender is not clearly covered by the policy and is pregnant, etc., and would like accommodations, please let me know so we can work together to establish a fair, respectful, and supportive plan.

Basic Needs. Some students are unable to afford groceries or access sufficient food to eat every day. Some students lack a safe and stable place to live. Some students experience challenges balancing school with paid work, childcare, and other family obligations. Those challenges can create considerable anxiety for students and may also affect students' performance in their courses. Resources are available in the Division of Student Affairs: The Pitt Pantry, the Care and Resource Support Team (412-624-5756 or PittCares@pitt.edu), and Health, Wellness, and Counseling Services. Furthermore, if you are comfortable doing so, please notify your instructor, department chair, and/or associate department chair who may provide access to resources.

Academic Integrity. Students in this course are expected to comply with the School of Education's Guidelines on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Departmental Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in EFOP believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the associate chair of the Department of Educational Foundations, Organizations, and Policy (Dr. Max Schuster); (3) if needed, next talking to the academic integrity officer of the school (Dr. Andrea Zito, Assistant Dean); and (4) if needed, filing a written statement of charges with the academic integrity officer.

Disability Services. If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Statement on Classroom Recording. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Class Attendance and Observance of Religious Holidays and Cultural Practices. The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. I interpret this language to apply to cultural and spiritual observances, feasts, dances, ceremonies, etc., not covered by colonial notions of religion and/or culture. Please tell me of any anticipated absences related to the guidelines.

Summary of Course Assignments

1. CITI Certification and Optional Study Approval

As soon as possible, please submit your certificate of completion for human subjects certification modules. While requirements may vary for your department, for this course, you will need to complete at least the Responsible Code of Research and the Social-Behavioral-Educational Courses. Details on the CITI training modules and access to complete them can be found here: https://www.orp.pitt.edu/training.

As noted by the University's Office of Research protection, "The purpose of this training is not only to satisfy government and University of Pittsburgh policy requirements, but to enhance research activities at all stages." Human subjects certification is required to submit any studies for IRB approval.

For this course, you also have the **option** of completing an application to the University of Pittsburgh Institutional Review Board for approval of your study, likely in the "exempt" or "expedited" categories. Use the Pitt PRO system to create a study, indicating your advisor as the mentor for the project. **While IRB approval is optional, please note publication or presentation of data collected during the course cannot happen without receiving prior IRB approval.** As we will discuss in class, it is not a disadvantage to pursue data collection in this course without IRB approval. If you pursue IRB approval, **decide which methods required for the class will be part of your approved study.**

2. Researcher Positionality Statement (500 words maximum – about two pages)

This two-page assignment requires you to synthesize the readings as well as our discussions about your epistemological stance. It asks you to engage with questions that many scholars wrestle with in their work: What is your role as researcher in relation to your research? But it asks you to do so succinctly, as might be required for a journal publication. This means a deep engagement with your position in the world and how that affects access to information, knowledge, and power. Further, this means questioning how your power and privilege influence the way your knowledge is perceived by others. Questions to consider as you are writing (you will not be answering these directly but taking these ideas into consideration as you write):

    a.   How have your identities (race/ethnicity, class, gender, sexuality, dis/ability, and any other important identity categories) and experiences informed you about the world around you?

    b.   What has brought you to your project? Can you trace when you first became interested in this subject/your research question? Why is this project important to you?

    c.   As you have already begun thinking about your project, think about your role as a researcher. How does your race/ethnicity, class, gender, sexuality, dis/ability (and any other important identity categories) affect your perspective for your project?

    d.   What power and privileges (both in terms of social and positional power) do you bring to your research project? What might you take for granted in terms of access to information, certain research methodologies, or "insider"/ "outsider" status?

As a note, this is not meant to simply be an exploration of your identities, but a connection of those identities and associated power structure with your research. Because this is a short paper but a lot to consider, you may need to draft a longer paper first and then reduce it to 500 words.

3. Proposed Research Summary (250-300 words of text, plus a short list of referenced sources)

In about one page, succinctly summarize your research project for this course. Your summary should include:

    a.   Research question(s) -What do you hope to find out? (Questions will be a subset of larger research questions and interests you have.)

    b.   Prior theoretical and/or empirical findings about this question – What has the literature said about your questions? (this will not be exhaustive!)

    c.   Data collection – Who do you plan/hope to interview? Where/what do you hope to observe?

    d.   References – Include a list of sources referenced in the paper.

Ideally, this project should be related to your broader research interests, but depending on many things (how far along you are in your program, your background in the focal area, limited time, potential issues of access, etc.) it may not be EXACTLY what you plan to do for a capstone or dissertation project.

4. Interview protocol (12-20 questions; note on the course schedule when you need to bring a draft to class and when you need to submit your revised protocol)

Skilled interviewers know how to ask questions, the "right" questions to ask, and in what order. Interview protocols support this skill development, help with relative consistency across interviews, and are a required part of IRB applications. Before conducting an interview, you will develop a protocol that will support that work, as follows:

    a.   Roughly 12-20 questions, the protocol should yield an interview lasting 45 to 60 minutes (as described below)

    b.   Include introductory language and additional support language/reminders you might need to conduct an interview.

    c.   Include both questions and prompts.

    d.   Write out all questions and prompts as full sentences.

    e.   Make all questions open-ended and non-dichotomous.

    f.   Be sure to indicate if some questions are only applicable to some roles and which questions could be dropped if short on time

    g.   Show good progression of questions (start with background/familiarity and then build from there)

5. Interview transcription (at least one 45-60 minute segment; single-spaced; note on the course schedule when you need to bring a draft to class and when you need to submit your final copy)

It is important that this be *an individual interview with an adult,* because group interviews, focus group interviews, and interviews with children have different dynamics, require specific skills, and require different informed consent processes. This assignment has the following steps:

    a.   Select two people who will be appropriate informants for the phenomenon you are studying. Do not interview a minor, a member of your family, or a close friend.

    b.   Conduct two 45 to 60 minute interviews (one with each respondent) either in-person or over digital video (Teams, Zoom, etc.) and audio-record them both. (If an interview lasts less than 45 minutes, conduct and audio-record another one with that person or someone else until you have at least 45 minutes to transcribe from one person and at least 90 minutes of total interview time).

    c.   After you have completed both interviews, transcribe the interview word for word, including your questions and anything else you say (do not hire someone to transcribe). Record "ums," "ahs," incorrect grammar, sentence fragments, etc. Indicate pauses in speech or "dead air" (we will discuss transcription and free digital options).

    d.   On both transcripts, assign pseudonyms to your interviewee, place names, and organizations. Do not use the respondent's initials as a pseudonym.

    e.   Before coming to class, read back over your transcripts and highlight key passages that you would like classmates to read.

    f.   Submit one 45-60 for instructor review.

6. Observational field notes (at least one 45-60 minute segment; single-spaced; note on the course schedule when you need to bring a draft to class and when you need to submit your final copy)

This assignment has the following steps:

a. Select a setting relevant to your research questions. It should be a setting in which you can be an observer or a participant-observer safely (in person or online). The closer the observation is to the settings in which you find your interview respondent(s), the more helpful the observational data will be for answering your research questions.

b. Conduct one 45-to 60-minute observation. The length of the observation will depend on the amount of action, the richness of the setting, and your interest in and willingness to record minute details.

c. Your goal is to create meaning. To do so, put yourself in the shoes of those you observe and concentrate on details that will enable you to recreate the scene for someone who is not there. *Remember to show not tell.*

d. Take detailed field notes as you observe and record all action by participants. Include time, temperature, weather, lighting, noise level, overheard voices, and any other physical attributes of the setting. Describe the people you observe, using concrete and descriptive language (as opposed to interpretive or evaluative language and opinions or judgment – we will talk about this distinction in class). Consider including information on body language, tone of voice, facial expression, and movement. It is difficult to avoid focusing exclusively on the spoken dialogue, but you must learn to do so. Whenever you feel your attention is centered solely on conversation, pull back and relocate your attention to the observable non-verbal context.

e. During the observation, try to be as unobtrusive as possible. Avoid speaking unless spoken to or unless necessary. Record attempts to remain solely an observer. Indicate to what degree you participated in the setting. But, if someone asks why you are there, introduce yourself and briefly explain.

f. Record your interpretation of the mood of the setting, any evidence of tone in voices, and any evidence of meaning in non-verbal communication.

g. Keep a running list of questions while you are observing that note what you do not know (e.g., Why did she greet this person differently; What is this person's role? etc.).

h. In a separate place in your field notes, note your own disposition at the time of the observation (in other words, record it but do not make your field notes all about *your* experience).

i. Type up your field notes. Use the Hatch text as a guide. As much as possible, write in complete sentences.

j. Produce names for all the people, places, and major identifiers

k. Once you have finished with your field notes, generate a list of questions that you *might* ask those you have observed (or others you would like to interview) to clarify or make fuller meaning of what you have seen. Note what additional observations you want to make to understand the setting more fully. Draw from the list of running questions you kept during your observations.

7. Codebook (note on the course schedule when you need to bring a draft to class and when you need to submit your final copy)

As you collect and format your data, you will begin reducing and analyzing it through coding. Codebooks or code lists allow you (and others if you are part of a research team) to have a consistent and evolving understanding and record of your codes. In a codebook, you will record what codes you develop from your data, what they mean, and brief but representative examples of each.

Drawing from Saldaña, your codebook should have:

a. Code name—a short, descriptive name

b. Detailed description—1-3 sentences of properties/qualities

c. Inclusion criteria—conditions that merit the code

d. Exemplar(s)—examples that best represent this code

8. Analytic Memo (750-1250 words; note on the course schedule when you need to bring a draft to class and when you need to submit your final copy)

By the end of the semester, you will have collected a few data records related to a topic of interest to you/your research. You will probably not feel comfortable writing something definitive about your topic or the data that you have collected, so think about this assignment as a "analytic memo," the exploration of some emerging meanings that are potentially relevant for potentially answering one or more of your research questions. You will also describe your analytic process and evolving understanding of how recursive analysis works. It will provide some insight also on how best to code and analyze a larger data record for a subsequent project.

The memo should have a meaningful introduction and conclusion, along with the following components:

a. **Brief description of data collection.** Describe your system for identifying what parts of the corpus of data you collected were relevant to your research questions and how you developed a dataset.

b. **Description of coding and analytic process.** Make use of all the data that you have collected for this project, making sure to represent interviews, documents, and observational data.

c. **Articulation of some preliminary insights.** Use one or more analytic statements, a single code, and/or a small set of codes to identify and explore potential knowledge claims that are suggested by your data. Explain everything you have learned about the emergent theme or themes and ground it in excerpts from interviews, documents, and observational data. Employ analytic-commentary-units as described by Emerson, Fretz, and Shaw.

d. **Connection to your research questions AND prior theory and/or empirical findings.** Make connections between your results, your stated research questions, and the research literature relevant to your study. "Speaking to the literature" can mean any number of things. This could be an interpretation of your data based on prior theory, an explanation of how your research fills a particular gap in the literature, or a comparison and contrast between your data and a prior study. Make the relation between your theme and the research literature fit what you have in your data.

e. **Future research.** Identify how you would proceed to investigate this theme further if you were to explore it more in depth in the future. You should address additional data to be collected, analysis methods to be used, and theory/literature to be consulted.

f. **Positionality.** Revisit your positionality statement. Speak to the strengths and limitations of your method, your involvement in the study, and the ways in which you have participated in the creation of meaning from the data.

DATE	GENERAL THEME	REQUIRED READING	OPTIONAL READING	ASSIGNMENTS DUE
PART ONE: SITUATING QUALITATIVE RESEARCH				
Jan 10	**Introductions & Overview**			
Jan 17	**Purposes, Principles, & Traditions of Qualitative Research**	Hatch, Ch 1 Museus & Wang Morrill & Sabzalian	Silberzahan et al. Gunzenhauser & Gerstl-Pepin	
Jan 24	**Establishing Relationships, Reciprocity, Ethics, & IRB**	Blockett, Taylor, & Mobley Patel Tuck & Yang	Alcoff Gunzenhauser Gonzales & Shotton	CITI Certifications and optional IRB application due 1/28
Jan 31	**Positionality**	Milner Toliver, Preface, Ch 1 Farmer-Hinton et al.	Foote & Bartell Grande Summerville et al. (Qual Conversations, Ep 29)	
PART TWO: DESIGN AND METHODS				
Feb 7	**Relationship between Research Questions & Study Design**	Lareau, Chs 1-3 Toliver, Ch 2	Fine	Bring to class: draft positionality statement; due 2/11
Feb 14	**Book Study**	Toliver, Chs 3-11, Comps 1-5, Author's Note		Proposed research summary due 2/18
Feb 21	**Interviewing**	Lareau, Chs 4-5 Roulston (Qual Conversations, Ep 30)	Diaz-Strong et al. Kerschbaum & Price Lester & Nusbaum	
Feb 28	**Observations**	Lareau, Ch 6 Emerson, Fretz, & Shaw, Preface, Chs 1-3	Dennis	Bring to class: draft protocol; due 3/3
Mar 6	**Field Notes**	Lareau, Ch 7 Emerson, Fretz, & Shaw, Chs 4-5	Reavis	Consider scheduling interviews or observations this week
Mar 13	**Spring Break – No Class**			
PART THREE: ANALYSIS & REPRESENTATION				
Mar 20	**Coding I** **Documents & Archival Records**	Lareau, Ch 8 Saldaña, Chs 1-3	DeCuir-Gunby et al.	Consider scheduling interviews or observations this week
Mar 27	**Coding II** **Thematic Analysis**	Emerson, Fretz, & Shaw, Chs 6-8	Silver (Qual Conversations, Ep. 26)	Bring to class: draft interview transcripts and/or draft observational field notes
Apr 3	**Analytic Memos**	Lareau, Ch 9 Saldaña, Ch 4		Bring to class: draft interview transcripts and/or draft observational field notes; both due 4/7
Apr 10	**Coding and Writing Retreat**	Lareau, Ch 10 Saldaña, Ch 6		Bring to class draft codebook and all data; codebook due 4/14
Apr 17	**Qualitative Futures** **Writing Workshop**	Stein et al. Lester & Paulus (Qual Conversations, Ep. 20)		Bring to class: draft analytic memo
Apr 24	**Wrap-Up and Celebration**			Analytic memo due 4/24