

APPLIED METHODS IN QUALITATIVE RESEARCH
PITZER IN ONTARIO PROGRAM
ONT 106 – SPRING, 2015

Professor: Tessa Hicks Peterson
Class: Wednesdays, 1:30 – 4:00 p.m.
Location: Ontario house
Office hours: Fridays, 9:30-11:30 a.m. & by appointment
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Inquiry is intervention. The seeds of change—that is, the things people think and talk about, the things people discover and learn, and the things that inform dialogue and inspire action—are implicit in the very first questions we ask....For the questions we ask set the stage for what we ‘find’, and what we find becomes the knowledge out of which the future is conceived, conversed about and constructed.

- Ludema, Cooperider, and Barrett, 2001

COURSE DESCRIPTION

The “Applied Methods in Qualitative Research” course is an intensive journey into the praxis of community-based, participatory research. A primary goal of this course is to construct and strengthen the bridge between academia and activism (specifically, your student research inquiries and your internships in community-based, non-profit organizations/ community organizing efforts) as well as between the study of diverse branches of qualitative inquiry and the execution of a complete community-based research project. This course requires rigorous and consistent hands-on work to conduct community-based research and in return will bring the theories and social issues you have studied at Pitzer to life. In this course we will explore, through literature and interactive experiences, the social issues that are most pertinent to the local community wherein research is taking place. We will also explore the roles, responsibilities and ethics of an action researcher and the politics and history of doing research in fractured communities. Reviewing various types of inquiry that fall under the umbrella of Qualitative Research (i.e., ethnography, participatory action, narrative) students will conduct research projects that coincide with the joint community projects identified in the ONT 104 Social and Political Change Practicum course. Project findings will be presented to your academic peers and community partners, hopefully informing community-building action and policy reforms in Ontario. The course will be taught in the spirit of community based action research; therefore, learning and action will be embedded in a cyclical process of mutual exchange. As a whole, this course will be demanding in both reading and fieldwork, but your hard work will pay off as your efforts will directly impact not only your own intellectual knowledge base and research portfolio but crucial social issues in the world around you.

COURSE OBJECTIVES

Through course readings, films, lectures, and individual and group exercises, participants will:

1. Develop a working knowledge of the theory and principles of qualitative research, focusing on community-based, participatory research methods.
2. Develop and practice qualitative interview and observation skills.
3. Expand their knowledge of diverse qualitative research strategies and methods.
4. Design and implement a community-based research project that reflects the principles and methods of participatory/community based inquiry.
5. Examine the roles, responsibilities, and ethics of an applied researcher and the politics and history of doing research in marginalized communities.
6. Understand the principal concepts of social responsibility (intercultural effectiveness, self-knowledge, community knowledge, and interpersonal competency).

ASSIGNMENTS/EXPECTATIONS

The following assignments are designed to guide your learning throughout this course:

1. Active Participation

Participation and co-learning are important concepts in community-based research, thus it is necessary that you attend and actively participate in class. You are expected to attend all class sessions. If you cannot attend a class session due to extenuating circumstances, please communicate with me prior to the missed session. More than 2 unexcused absences will result in a lowering of your class participation grade. You are also expected to read and reflect on all of the assigned readings prior to class and to develop relevant discussion questions. Each student will be required to come to each class with at least one discussion question per reading, inspired by your analysis of the readings. These questions will be used as prompts at the start of each class for our collective review of the readings. Lastly, it is our aim to create a community feeling in the class, house, and Ontario program; please work with each other in creation of and cleaning up after any meals or snacks. Please take care of this home like you would your own house (or better!) Lastly, please no lap tops or phones out during class time!

2. Written Assignments

In addition to weekly readings, you will be required to complete a number of short written assignments throughout the semester. These assignments are designed to help you develop key elements of your research project. There will be an autobiographical essay, fieldwork exercises for gathering data, a group exercise to develop and analyze themes that emerge from the data, and the preparation of an integrative memo (which will serve as a first draft of the analysis section of your research paper). It is expected that you will complete and submit assignments online to the “assignments” section of Sakai the day of the assigned class session. *Grades for written assignments will be deducted ½ point for each day they are turned in late and are due on the day they are listed on the syllabus.*

3. Interaction with the community/Field notes

The purpose of the course is to explore ways to participate with communities in the research process. Therefore, it is imperative that you interact with the community throughout the course. Throughout those interactions you will see some of the research principles come to life. Additionally, you will uncover how you see yourself working with and in the community. Field notes are a venue for you to react to and integrate your thoughts and ideas related to your experience in the community. Your field notes should include your observations at your internship site, reflections of the social issues present and summary of your research progress there, as well as reflections on your role as researcher (including critical or challenging events, questions, feelings, etc.). The format and length of your field notes is not important; the content of your notes, however, is crucial. Field notes should critically analyze course materials and experiences. Please write them after each site visit and bring them to class where they will be sporadically reviewed by the professor. There is no length requirement, but field notes should be kept regularly and crafted thoughtfully.

4. Research paper

It is important that you have an opportunity to synthesize the information gathered throughout this course; the final research paper will guide this synthesis. The 15-20 page paper (double spaced) should thoroughly describe each aspect of your study, including purpose and need for study, ethics and positionality of researcher, relationship negotiated with community, theoretical frameworks, methods and methodology, literature review, critical interpretation and analysis of data, illustration of actions and results that have emerged as a result of your research, concluding remarks, recommendations and critiques, a bibliography, and an appendix (including your raw data/field notes).

5. Final presentation

At the close of the semester you will present the findings of your fieldwork to your fellow PIO students, site supervisors, and other interested Pitzer and local community members. This presentation might be scheduled during evening hours to accommodate community members and site supervisors. Class time will be dedicated to preparation.

EVALUATION PLAN:

In-class participation & discussion questions based on reading	10%
Assignments: 4 total	32% (8% each)
Interaction with community/Field notes	13%
Final Research Paper	40%
Final Presentation	5%
<hr/> Total grade	<hr/> 100%

GRADING SCALE:

100-97 = A+; 96-93 = A; 92-90 = A-
89-87 = B+; 86-83 = B; 82-80 = B-
79-77 = B+; 76-73 = B; 72-70 = B-
69-67 = B+; 66-63 = B; 62-60 = D-
59-Below = F

ACADEMIC SUPPORT

This is a writing intensive program and I strongly encourage you to use the support services we have at Pitzer to help strengthen your writing, especially for the final paper. Located in 131 Mead Hall, just across from the fountain, the Pitzer Writing Center offers Pitzer students free individual conferences with experienced fellow writers trained to consult on assignments in any discipline at any stage of the writing process, from brainstorming ideas to polishing a final draft. Please visit the Writing Center's website for more information: <http://pitweb.pitzer.edu/writing-center> . Students from other campuses are encouraged to use their local Writing Centers, as each college has one.

To request academic accommodations due to a disability, please contact Associate Dean of Students Jill Hawthorne if you are a Pitzer student. She can be contacted via email at jill_hawthorne@pitzer.edu or at (909) 607-3553. If you attend another one of the Claremont Colleges, please contact your home college's disability officer.

COURSE CALENDAR:

The schedule (including assigned readings or due dates) below may change per the flow of research and the needs of the other courses in the Pitzer in Ontario program. Changes will be announced in class and posted on Sakai. If you miss a class, be sure to ask about missed information. **Be sure to refer to the version of the syllabus that is posted on Sakai as the most up-to-date version since changes to this handout are to be expected.**

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"If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us walk together..."

--- Lila Watson, Australian Aboriginal woman

Week	Theme/Topic	Readings Due	Assignments Due
1	<p>Welcome to Qualitative Research</p> <ul style="list-style-type: none"> • Introductions/ Concentric Circles • Overview of course syllabus, objectives, and expectations • In-class reading assignment: Emerson, Chapter 1 • Ethnographic observation activity • Reflective note-taking and debrief • In-class journaling 	<ol style="list-style-type: none"> 1. Emerson, Chapter 1 (<i>in-class reading</i>) 	
2	<p>Why We Do Research</p> <ul style="list-style-type: none"> • Review readings through prompts offered by student discussion questions • Sharing of research autobiographies • Discussion on observation and note-taking 	<ol style="list-style-type: none"> 1. Sandy & Arguelles, pp. 21-29 2. Steinberg & Kincheloe, pp. 2-19 3. Emerson, Chapter 2 	<p><u>Written Assignment #1:</u> Write a brief autobiography focusing on who you are in terms of social change. What life experiences have shaped your values? What role did race, place, culture, gender, socioeconomic status, religion, and family have in shaping those values? What are your community/ social change-based research interests? What motivates you to research these areas? What life experiences might bias your perspective about the research participants or phenomenon you want to study?</p>

3	<p>Designing a Qualitative Study</p> <ul style="list-style-type: none"> • Review readings through prompts offered by student discussion questions • Discussion: The process of designing an applied research project • Examine various orientations to qualitative research (i.e., phenomenological research, grounded theory, case study, ethnography, narrative analysis, critical and postmodern research) 	<ol style="list-style-type: none"> 1. Creswell, pgs 35-52 2. Hacker, Chapter 1 	
4	<p>Collaboration: Doing Research With, Not On or For Community</p> <ul style="list-style-type: none"> • Review readings through prompts offered by student discussion questions • Sharing of research interests • Lecture on participatory action research and applied research 	<ol style="list-style-type: none"> 1. Hacker, Chapter 2 and 3 	<p><u>Written Assignment #2:</u> Conduct an observation at your internship site (at least ½ hour of observing and note-taking per Emerson’s guidance) and then create a second document, the “post-observation log” that describes potential aspects of a research project at your site (i.e., primary contact people, potential co-participants in your study, potential research topics, etc.). In addition to submitting your post-observation log online, bring in your raw notes and post-observation notes to class.</p>

5	<p>Narrative Inquiry</p> <ul style="list-style-type: none"> • Review readings through prompts offered by student discussion questions • Lecture on narrative research • Film: “Born into Brothels” • Discussion of film, ethical issues in narrative inquiry, and role of the researcher 	<ol style="list-style-type: none"> 1. Creswell, pp. 53-57 and appendix B, pages 251-263 3. Sefa Dei & Rosenberg, pp. 89-100 4. Riessman, pp. 473-490 	<p>Complete the 2 hour “Protecting Human Research Participants” course online (on Pitzer website, search “IRB” and then find and complete the NIH training opportunity there- put your completion certificate in the dropbox of Sakai.</p>
6	<p>Methods, Methodologies, and Community Work</p> <ul style="list-style-type: none"> • Review readings/discussion questions • Explore differences and intersections of applied, action, and community-based research • In-class exercise: How to create good interview questions and tackle the IRB. • In-class reading: Janesick (pp. 71-85) & practice interviewing exercises 	<ol style="list-style-type: none"> 1. Bickman & Rog, pp. ix-xix & 69-100 2. Hacker, Chapter 4 	

7	<p>Revisiting Your Site: Connecting Theory and Practice</p> <ul style="list-style-type: none"> • Review readings • In-class exercise: Pilot interview questions with peers • Share research designs 	<ol style="list-style-type: none"> 1. hooks, pp. 59-75 2. Lather, pp. 257-277 3. Mamidipudi and Gajjala, pp. 235-244 5. Fusco, pp 204-216 	<p>Written Assignment #3: Complete new or expand old IRB application, including interview questions and consent forms. Document how this project directly relates to the wants and needs of the community. Co-create this project plan with your community partners</p>
	SPRING BREAK	NO WORK!	VISUALIZE AWESOME RESEARCH!
8	<p>Working with Community: Exploring the Role of Researcher</p> <ul style="list-style-type: none"> • Review readings/discussion questions • Explore the roles involved with entering into and working with communities and how researchers can negotiate these roles: issues of ethics, power, negotiation, reciprocity, and power • Film: “Passing Girl: Riverside” 	<ol style="list-style-type: none"> 1. Hacker, Chapter 6 2. Hesse-Biber, pg 59-89 3. Wolf, pp. 1-14 & 127-139 	<p>Prepare for in-class review: What are the most important considerations you believe a researcher should be cautious of/responsible for when entering into a community to do research? What does “ethical considerations” mean in qualitative research? Are there inherent power dynamics at play; if so, how might you handle them as a researcher?</p>

9	<p>Developing Your Research Project</p> <ul style="list-style-type: none"> • Review readings/discussion questions • Review research projects collectively and begin to design in greater detail next steps • Discuss possible challenges one might anticipate with research 	<ol style="list-style-type: none"> 1. Bowers 2. Stoecker 3. Costa Vargas, pp. 1-34 	<p>Confirm research project logistics with community partners, i.e., schedule of interviews with all interviewees</p>
10	<p>Ethnographic Research</p> <ul style="list-style-type: none"> • Review readings through prompts offered by student discussion questions • Lecture on ethnographic research • Explore issues related to ethics, the social construction of knowledge, essentialism, and positionality within research • Film: “‘N!ai, The Story of a !Kung Woman” 	<ol style="list-style-type: none"> 1. Creswell, pp. 68-72 2. Madison, pp. 1-15 3. Thomas, pp. 61-72 4. Valenzuela, pp. 3-32 5. Ochoa, pp 1-17 	<p>Conduct research! Ensure IRB is submitted and processed!</p> <p>Be prepared for individual meetings with me during our next class.</p>
11	<p>Challenges/Critiques in Research</p> <ul style="list-style-type: none"> • Review readings • In-class assignment: Write and then share your analysis regarding Smith’s discussion of the epistemology, ontology, and history of most western-based research and how you believe your project does and does not follow into some of the trends she 	<ol style="list-style-type: none"> 1. Tellez, pp. 46-70 2. Smith, pp. 85-107 	<p>Individual meetings. For this you will need a research log including the following information: estimated number of hours spent conducting ethnographic observations and field notes written, number of interviews conducted, transcribed, and analyzed; all field notes, journals, interviews and your own questions, concerns and thoughts about next steps.</p>

	addresses. Explore how you are and might negotiate the insider/outsider balance as a researcher and the risk of “otherizing” in your own project.		
12	<p>Writing Up Your Research: Coding, Analysis, Triangulation</p> <ul style="list-style-type: none"> • Lecture: How to write up your research (emphasis on coding) • Discussion: Strategies of analysis review and importance of triangulation • In-class exercise: Explore in detail each person’s project (update and next steps) - For each student project discuss following steps: purpose/objective and need for study; ethics of researcher; negotiating relationship with community; methodology and theoretical frameworks; gathering and interpreting data, any challenges. Use Bickman (p. 71) as framework for this review 	1. Emerson, pp. 142-216	<ul style="list-style-type: none"> • Conduct coding of your data
13	<p>Bringing It All Together</p> <ul style="list-style-type: none"> • Continue conducting research and discussing process/problems, etc. • Discussion: Any last minute interviews needed? How is the literature review going? How can others’ work enhance your study? How is your communication/ 	<ol style="list-style-type: none"> 1. Creswell, pp. 177-200 2. Hacker, Chapter 5 	

	<p>consultation with research participants at your site?</p> <ul style="list-style-type: none"> • In-class activity: Focused coding 		
14	<p>Leaving the Field: Politics and Policy Implications of Research</p> <ul style="list-style-type: none"> • Discussion: Coming to an end of research and writing • Lecture/Reflection: How can applied research support other kinds of socio-political activism for social change? How does your work impact the world? • Writing review: Paper's introduction, background, literature review and methods • Film: "Poto Mitan" 	<p>1. We are Everywhere, ed. Notes from Nowhere</p>	<ul style="list-style-type: none"> • Written Assignment #4: Write integrative memos (based on the analysis of your focused codes), which will be the first draft of your final paper's analysis section. Bring 2 copies of your essay to class for your peers to read.
15	<p>Writing up Findings</p> <ul style="list-style-type: none"> • Peer Review: Bring entire first draft of paper to class and work with peers on feedback, with special attention to findings, analysis, and action sections • Final lesson on citations • Paper presentation practice 	<p>Hacker, Chapter 7</p>	<ul style="list-style-type: none"> • Finish writing. Remember – final papers are due the last day of class both on Sakai and in hard copy.
16	<p>Community Research Symposium & Final Paper</p>		<ul style="list-style-type: none"> • Final presentations in conjunction with PIO classes; Final paper due

TEXTS:

The diverse selection of reading allows students to grasp various important components of qualitative research, namely the “how-to” procedures of conducting a complete research project, and a general understanding of the diverse epistemologies, ontologies and methodologies that are used in executing qualitative research, in addition to examples of complete research. All readings are required.

Book (available for purchase or rental through Amazon):

Hacker, K. (2013). Community-based Participatory Research. Thousand Oaks: Sage.

The course readings are posted on Sakai under the “Resources” section.

Steinberg S.R. & Kincheloe, J.L. (1998). Students as Researchers: Creating Classrooms That Matter. London: Falmer Press. ***PAGES 2-19***

Creswell, J.W.(2012) Qualitative Inquiry & Research Design: Choosing Among Five Approaches. Thousand Oaks: Sage. ***PAGES 35-52***

Hicks, T. (2007). A Review of Qualitative Research Approaches. Unpublished essay.

Wolf, M. (1992). A Thrice Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility. Stanford: Stanford University Press. ***PAGES 1-14 and 127-139***

Sandy, M. & Arguelles, L. (2005) “Fusing Horizons Through Conversations: A Grassroots Think-Tank Approach to Applied Research,” in Scholarship in Action: Applied Research and Community Change, (Ed.) Linda Silka. Washington, DC: US Department of Housing and Urban Development ***PAGES 21-28***

Costa Vargas, J.H. (2006). Catching Hell in the City of Angels: Life and Meanings of Blackness in South Central Los Angeles. ***PAGES 1-34***

Creswell, J.W. Qualitative Inquiry & Research Design: Choosing Among Five Approaches. Thousand Oaks: Sage. ***PAGES 53-57***

Sefa Dei, G.J., Hall, B.L., & Rosenberg, D.G. (Eds.), Indigenous Knowledges in Global Contexts: Multiple Readings of Our World. ***PAGES 89-101***

Riessman, C.K. (2005). Exporting Ethics: A Narrative About Narrative Research in South India. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*, 9(4). ***PAGES 473-490***

Bickman, L. & Rog, D.J. (Eds.) (1998). Handbook of Applied Social Research Methods. Thousand Oaks: Sage Publications, Inc. ***PAGES ix-xix and 69-100***

hooks, b. (1994). Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge. *PAGES 59-75*

Lather, P. (1986). Research as Praxis. *Harvard Educational Review*, 56(3). *PAGES 257-277*

Mamidipudi, A. & Gajjala, R. (2008). Juxtaposing Handloom Weaving and Modernity: Building Theory Through Praxis. *Development in Practice*, 18(2). *PAGES 235-244*

Fusco, Coco: "The Other History Of Intercultural Performance." in Jones, A., Ed. (2003) The Feminism and Visual Cultural Reader. London: Routledge. *Page 204-216*

Bowers, C.A. & Apffel-Marglin, F., Eds. (2005) Rethinking Freire: Globalization and the Environmental Crisis. Mahwah: Lawrence Erlbaum Associates. *101-132*

Creswell, J.W. Qualitative Inquiry & Research Design: Choosing Among Five Approaches. Thousand Oaks: Sage. *PAGES 68-72*

Madison, D.S. (2005). Critical Ethnography: Method, Ethics, and Performance. Thousand Oaks: Sage Publications, Inc. *PAGES 1-15*

Thomas, J. (1993). Qualitative Research Methods: Doing Critical Ethnography. Thousand Oaks: Sage. *PAGES 61-72*

Valenzuela, A. (1999). Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring. New York: State University of New York Press. *PAGES 3-32*

Ochoa, G.L. (2004) Becoming Neighbors in a Mexican American Community: Power, Conflict, and Solidarity. Austin: University of Texas Press. *PAGES 1-17*

Tellez, M. (2005). Doing Research at the Borderlands: Notes from a Chicana Feminist Ethnographer. *Chicana/Latina Studies: The Journal of Mujeres Activas En Letras Y Cambio Social*, 4(2). *PAGES 46-70*

Smith, L.T. (2005). On Tricky Ground: Researching the Native in the Age of Uncertainty. In N.K. Denzin & Y.S. Lincoln (Eds.), The Sage Handbook of Qualitative Research. Thousand Oaks: Sage Publications. *PAGES 85-107*

Emerson, R.M., Fretz, R.I. & Shaw, L. (1995). Writing Ethnographic Fieldnotes. Chicago: University of Chicago. pp. 142-216

Creswell, J.W. Qualitative Inquiry & Research Design: Choosing Among Five Approaches. Thousand Oaks: Sage. *PAGES 177-200*

We are Everywhere, eds. Notes from Nowhere.

FILMS:

“Passing Girl, Riverside,” by Kwame Braun, 1998.

“Born into Brothels,” by Ross Kauffman and Zana Briski, 2003.

“N!ai, The Story of a !Kung Woman,” by John Marshall, 1980.

“Poto Mitan: Haitian Woman, Pillars of the Global Economy,” by Renée Bergan and Mark Schuller, 2009

“Couple in a Cage: A Gautinaui Odyssey” by Coco Fusco and Paula Heredia, 1993.