

**Advanced Qualitative Methods: 34:833:628 Tuesdays, 9:50 - 12:30, Civic Square Building, Rm 112**  
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**Fall Office Hours: Tuesdays and Thursdays 1:30– 3:30**

This course is designed to familiarize doctoral and advanced master's students with the more commonly used qualitative research methods. The course will prepare them to utilize these methods in their own research, or to evaluate the qualitative work that others have done.

## **Course Requirements**

### Class Participation

Because this is a seminar, active and informed participation in class discussions is critical and will count for 35% of the overall course grade. It is difficult to participate if you're not in class, so participation will include attendance. Each class participant will be allowed one excused absence. Any additional absences, with the exception of those caused by emergencies, will result in a 5-point reduction off the total grade. Anyone who knows in advance that s/he will miss class must let the professor know as soon as possible.

### Assignments

In addition to regular participation in seminar discussions, course participants will be required to fulfill weekly assignments. These will not be returned with individual grades and comments, but will be read carefully by me in preparation for that week's class and will count for 40% of your overall grade. Unless indicated otherwise, the assignment listed below a given week's heading must be uploaded to the course Sakai site by noon on the Monday before that class. Any work turned-in later than that will not be accepted.

### Research Design

Class participants will be required to design and present to the class a research project that utilizes qualitative research methods. The research design will count for 25% of the overall course grade. More information about what the preliminary research proposals should include is available under the assignments tab, in the Sakai course folder [<https://sakai.rutgers.edu>]. **Preliminary research proposals should be uploaded to Sakai by noon on Sunday, October 31<sup>st</sup>. Final written research proposals should be uploaded to Sakai by noon on Sunday, November 28<sup>th</sup> for distribution to the class, in advance of the presentations on November 30<sup>th</sup> and December 7<sup>th</sup>.** They should include a firmed up version of all the areas covered in the preliminary research proposal, and a literature review.

### Readings

In addition to the following books (which can be purchased on-line from Amazon or Barnes and Nobles and which also are on reserve at Alexander), a number of readings will be available on the Sakai course folder [<https://sakai.rutgers.edu>]. Your Rutgers e-mail user name and password should give you access.

- *Designing Qualitative Research*. Fourth Edition (2006) by: Catherine Marshall and Gretchen B. Rossman Sage Publications [The 5<sup>th</sup> edition is available and would be fine to purchase if you wish to do so, but it is more expensive than the 4<sup>th</sup>, which does the job just as well].
- *Focus Groups as Qualitative Research. Second Edition* (1996) by: David L. Morgan Sage Publications
- *Qualitative Interviewing: The Art of Hearing Data*. Second Edition (2004) by: Herbert J. Rubin & Irene S. Rubin Sage Publications
- *Basics of Qualitative Research*, Third Edition (2008) by Anselm Strauss and Juliet Corbin Sage Publications

<p>The Rutgers University policy on academic integrity and plagiarism is available at: <a href="http://academicintegrity.rutgers.edu/integrity.shtml#l">http://academicintegrity.rutgers.edu/integrity.shtml#l</a></p>
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**Week 1 (September 7): Introduction and course overview**

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**Week 2 (September 14): Understanding qualitative methods/Designing qualitative studies**

- Chapters 1, 2, 3 and 4 of Marshall and Rossman, (2006). *Designing Qualitative Research*
- Chapters 2, 3 and 4 of Rubin & Rubin, (1995). *Qualitative Interviewing: The Art of Hearing Data*

**Research design assignment**

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**Week 3 (September 21): Data collection – Individual interviewing**

- Chapters 1, 5, 6, 7, 8 and 9 of Rubin & Rubin, (1995). *Qualitative Interviewing: The Art of Hearing Data*

**Interviewing assignment 1 for interviews to be conducted in class**

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**Week 4 (September 28): Data collection – Individual interviewing continued**

**Class runs from 9:30 to 12:40**

Examples:

- Judy C. Davison and Donna Y. Ford, (2001). Perceptions of Attention Deficit Hyperactivity Disorder in One African American Community. *The Journal of Negro Education*, 70 (4), 264-274.
- Lucy Bailey, (2001). Gender Shows: First-Time Mothers and Embodied Selves. *Gender and Society*, 15 (1), February, 110-129.
- Sheri B. Kirshenbaum et al., (2004). Throwing the Dice: Pregnancy Decision-Making Among HIV-Positive Women in Four U.S. Cities. *Perspectives on Sexual and Reproductive Health*, 36 (3), May-June, 106-113.

**Interviewing assignment 2 – to be distributed and conducted in class**

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**Week 5 (October 5): Data collection – Group interviewing**

David L. Morgan, (1997). *Focus Groups as Qualitative Research*. Sage Publications.

- Benjamin F. Crabtree, et al. (1993). Selecting individual or group interviews. Pp. 137-149. In David L. Morgan (1993). *Successful Focus Groups: Advancing the State of the Art*
- Richard Zeller. (1993). Focus group research on sensitive topics: Setting the agenda without setting the agenda. Pp. 167-183. In David L. Morgan (1993). *Successful Focus Groups: Advancing the State of the Art*.

**Focus group assignment**

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**Week 6 (October 12): Data collection -- Group interviewing continued**

Examples:

- Shively (1992). Cowboys and Indians: Perceptions of Western films among American Indians and Anglos. *American Sociological Review*, 57:725-734.
- Kline, Kline and Oken (1992). Minority women and sexual choice in the age of AIDS. *Social Science Medicine*. 34:447-57.

**Week 7 (October 19): Data collection -- Material culture, Use of images, Personal experience, Biographical and Historical methods**

- Norman K. Denzin & Yvonna S. Lincoln (Eds). (1988). *Collecting and Interpreting Qualitative Materials*
  - Chapter 4: Ian Hodder, The Interpretation of Documents and Material Culture
  - Chapter 5: Douglas Harper, On the Authority of the Image
  - Chapter 6: D. Jean Clandinin and F. Michael Conneily, Personal Experience Methods
- Norman K. Denzin & Yvonna S. Lincoln (Eds), (1998), *Strategies of Qualitative Inquiry*
  - Chapter 8: Louis M. Smith, Biographical Method
  - Chapter 9: Gaye Tuchman, Historical Social Science
- John W. Creswell, (1997). *Qualitative Inquiry and Research Design: Choosing among Five Traditions*, pp. 47-51.

**Examples:**

- Ellen D. S. Lopez, Eugenia Eng, Elizabeth Randall-David and Naomi Robinson, (2005). Quality-of-Life Concerns of African American Breast Cancer Survivors Within Rural North Carolina: Blending the Techniques of Photovoice and Grounded Theory. *Qualitative Health Research*, 15 (1), pp. 99-115.
- Michael V. Angrosino, On the Bus with Vonnie Lee, in John W. Creswell, (1997). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*, Sage Publications, Appendix B
- Paul C. Luken and Suzanne Vaughan, (2005), "...be a genuine homemaker in your own home": Gender and Familial Relations in State Housing Practices, 1917–1922, *Social Forces*, 83(4), pp. 1603-1626.

**Data collection assignment**

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**Week 8 (October 26): Observation, Participant observation and Ethnography**

- Chapter 5 in Stephen L. Schensul, Jean J. Schensul and Margaret D. LeCompte, (1999). *Essential Ethnographic Methods*, Alta Mira Press. (pp. 91-120)
- Chapters 1,2,3, and 4 of Kathleen M Dewalt and Billie R. Dewalt (2002), *Participant Observation: A Guide for Fieldworkers*. Alta Mira Press. (pp. 1-82)
- Chapters 1, 2, 3 and 5 of David M. Fetterman, *Ethnography: Step by Step*, third edition (2009). Sage Publications. (pp. 1-67 and 93-112)

**Examples:**

- Katherine S. Newman, (1999), *No Shame in my Game*, Russell Sage Foundation. Chapter 1.
- Katherine S. Newman, (2001), *Hard Times on 125<sup>th</sup> Street: Harlem's Poor Confront Welfare Reform*, *American Anthropologist*, 103, No. 3, 762-778.
- Tanya M. Luhrmann, (2004), *Metakinesis: How God Becomes Intimate in Contemporary U.S. Christianity*, *American Anthropologist*, New Series, Vol. 106, No. 3, 518-528.

**Observation, Participant Observation and Ethnography assignment**

**Guest Speaker – Professor Jan Kubik**

Jan Kubik is an Associate Professor of Political Science at Rutgers and a recurring Visiting Professor of Sociology, at the Centre for Social Studies at the Polish Academy of Sciences, Warsaw. His work is focused mostly on postcommunist transformations in Eastern Europe and revolves around the relationship between culture and politics and contentious politics. He also is a student of social movements and protest politics. His second area of interest is political anthropology and its relationship with comparative politics. Recently, most of his work has concentrated on regime transitions and processes of democratization. Professor Kubik earned his Ph.D. in anthropology from Columbia University.

**A copy of your preliminary research proposal should be uploaded to Sakai by noon on Sunday, October 31st.**

## Week 9 (November 2): Discussion of preliminary research proposals

This class will run from 9 to 12:40

- Review Chapter 2 and read Chapters 6 and 7 of Marshall and Rossman, (2006). *Designing Qualitative Research*
- Chapter 12 of Rubin & Rubin, (1995). *Qualitative Interviewing: The Art of Hearing Data*

## Week 10 (November 9): Case study

- John W. Creswell, (1997). *Qualitative Inquiry and Research Design: Choosing among Five Traditions*, pp. 61-64.
- R. E. Stake (1998). *Case Studies*, in N.K. Denzin and Y. S. Lincoln (Eds.), *Strategies of Qualitative Inquiry*. Chapter 4. Thousand Oaks, CA: Sage.
- R. E. Stake (1995). *The Art of Case Study Research*, Chapter 7: Triangulation
- K. M. Eisenhardt (1989). *Building Theories from Case Study Research*. *Academy of Management Review*, 14 (4).

### Examples:

- Julia Sass Rubin & Gregory Stankiewicz (2001). *The Los Angeles Community Development Bank: The Possible Pitfalls of Public-Private Partnerships*, *Journal of Urban Affairs*, 23 (2), 133-153.
- David P. Varady, Jeffrey A. Raffel and Stephanie Sweeney (2005). *Attracting Middle-Income Families in the HOPE VI Public Housing Revitalization Program*, *Journal of Urban Affairs*, 27 (2), 149-64.
- Heather Smith and William Graves (2005). *Gentrification as Corporate Growth Strategy: The Strange Case of Charlotte, North Carolina and the Bank of America*, *Journal of Urban Affairs*, 27 (4), 403-18

A more detailed discussion of case studies can be found in: Robert K. Yin, (2002). *Case Study Research: Design and Methods*, Third edition, Sage Publications and Robert E. Stake (1995), *The Art of Case Study Research*, Sage Publications.

## Case study assignment

### Guest Speaker – Professor Karen O’Neill

Karen O’Neill is an associate professor in the Human Ecology Department at Rutgers, specializing in contention, inequality, and state power in the U.S. In her book, *Rivers by Design* (Duke University Press), she shows that while infrastructure projects may appear to be imposed by the central state, campaigns for projects were often initiated by elites in the outlying regions. In the two regions that first demanded flood control aid--the Mississippi and Sacramento valleys--white elites sought environmental controls to ensure an agricultural workforce of new immigrants or former slaves. Professor O’Neill has also researched and written about risk preparedness and response, perceptions of genetically modified food, the social experience of space and place, international conservation, resource planning, and experts and government legitimacy.

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## Week 11 (November 16): Grounded theory

- John W. Creswell, (1997). *Qualitative Inquiry and Research Design: Choosing among Five Traditions*, pp. 55-58. **[Read the John Creswell overview of grounded theory that is available in the course file, before reading the Strauss and Corbin book].**
- Anselm Strauss and Juliet Corbin, (2008). *Basics of Qualitative Research*. Third edition, Sage Publications. (Chapters 3 to 12, pp. 45 to 274, plus Q and A in Chapter 15).

### Examples:

- Miriam R. Hill and Volker Thomas, (2000). Strategies for Racial Identity Development: Narratives of Black and White Women in Interracial Partner Relationships. *Family Relations*, 49 (2), April, 193-200.
- Connie J. G. Gersick, Jean M. Bartunek and Jane E. Dutton, (2000). Learning from Academia: The Importance of Relationships in Professional Life. *The Academy of Management Journal*, 43(6), December, 1026-1044.
- William Marsiglio, Sally Hutchinson and Mark Cohan, (2000). Envisioning Fatherhood: A Social Psychological Perspective on Young Men Without Kids. *Family Relations*, 49 (2), April, 133-142.

### Grounded theory assignment

For more on how grounded theory evolved and its context, see Anselm Strauss and Juliet Corbin, (1998). *Grounded Theory Methodology: An Overview*. In Norman K. Denzin & Yvonna S. Lincoln (Eds) (1998). *Strategies of Qualitative Inquiry*. Chapter 7 – available in the Sakai course readings.

## Week 12 (November 23): Phenomenology and Action research

- Norman K. Denzin & Yvonna S. Lincoln (Eds), (1998), *Strategies of Qualitative Inquiry*, James A. Holstein & Jaber F. Gubrium, *Phenomenology, Ethnomethodology and Interpretive Practice*, Chapter 6, **pp. 137-150 only.**
- John W. Creswell, (1997). *Qualitative Inquiry and Research Design: Choosing among Five Traditions*, A Phenomenology Study, pp. 51-55.
- Yoland Wadsworth (1998), *What is Participatory Action Research?* *Action Research International*, paper 2.
- Norman K. Denzin & Yvonna S. Lincoln (Eds), (1998), *Strategies of Qualitative Inquiry*, Peter Reason, *Three Approaches to Participative Inquiry*. Chapter 10.

### Examples:

- Mitzi Davis, Yvonne Dias-Bowie, Katherine Greenberg, Gary Klukken, Howard R. Pollio, Sandra P. Thomas, and Charles L. Thompson (2004). "A Fly in the Buttermilk": Descriptions of University Life by Successful Black Undergraduate Students at a Predominately White Southeastern University. *The Journal of Higher Education*, 75 (4), pp. 420-445.
- Erualdo Romero Gonzalez, Raul P. Lejano, Guadalupe Vidales, Ross F. Conner, Yuki Kidokoro, Bahram Fazeli and Robert Cabrales (2007). *Participatory Action Research for Environmental Health: Encountering Freire in the Urban Barrio*, (2007). *Journal of Urban Affairs*, 29(1), pp. 77-100.
- Caitlin Cahill (2004). *Defying Gravity? Raising Consciousness Through Collective Research*, *Children's Geographies*, 2 (2), pp. 273-286.

### Explanation and presentation assignment

**A copy of your final research proposal should be uploaded to Sakai by noon on Sun. 11/28**

## Week 13 (November 30): Research Proposal Presentation and Discussion

Class will run from 9:30 to 12:40

## Week 14 (December 7): Research Proposal Presentation and Discussion

Class will run from 9:30 to 12:40

