

**PSYC 5020-201 SEMINAR IN COMMUNITY SOCIAL PSYCHOLOGY
QUALITATIVE RESEARCH METHODS
Spring 2018**

Instructor	Professor Urmitapa Dutta Assistant Professor Department of Psychology
Contact Information Email Tel Office Office Hours	urmitapa_dutta@uml.edu (978) 934-2227 HSS 387 Tuesdays and Wednesdays, 1 to 2:30pm <u>Note:</u> You can schedule an appointment using the following link: You are most welcome to drop in during office hours but you may have to wait if I am meeting with other students. Scheduling an appointment holds the time for you.
Class Meeting Time	Wednesday, 3:30 to 6:20pm
Location	O'Leary 325

COURSE DESCRIPTION

This course introduces students to qualitative research in psychology and allied social sciences. Qualitative research aims to understand complex human problems in their natural settings. Its multi-method focus is geared towards building a nuanced understanding of structures, processes, and perspectives that shape both human behavior and social processes. We will survey the following broad areas in qualitative research: history and development; major approaches (e.g., narrative research, ethnography, action research); data collection strategies (e.g., interviewing, focus groups, participant observation, visual methods); analytic approaches and quality criteria; and ethical and representational issues. Particular emphasis will be on using qualitative research as a vehicle for promoting social justice and social change.

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NOTE: The UMass Lowell website is the primary location for all updates on university operations during closures. To receive e-mail or text messages about weather-related cancellations, sign up for alerts. You may also call 978-934-2121 or ext. 4-2121 for information. Cancellations will also be posted on Facebook and Twitter.

COURSE OVERVIEW AND OUTCOMES

Qualitative research is an umbrella term that encompasses diverse philosophical foundations, methods, and representational tools. What is common across these diverse approaches is a specific approach to knowledge generation and verification—namely, a commitment to understand complex human phenomena through social-cognitive constructions of reality as they are created by individuals and groups within particular ecological contexts. There are many forms of qualitative inquiry that overlap in some ways and distinguish themselves in others. This course is designed to provide a foundation in using qualitative research in service of social justice—employing it to study social problems as well as a vehicle for social change and public service.

The major sections of the course and respective outcomes are described below:

- I. **Foundations of Qualitative Inquiry:** In this introductory section, we will review the history and development of qualitative research in the social sciences with a particular focus on understanding and addressing inequality and oppression in society. Topics covered in this section include:
 - History and contemporary trends in qualitative research
 - Philosophical paradigms
 - Researcher reflexivity and voice
 - Ethics, quality, and rigor in qualitative research (we will revisit this continually through the semester)At the end of this section, you are expected to **articulate a concrete, well-laid out rationale for using a qualitative research approach.**

- II. **Qualitative Research Design:** The second section will introduce you to different approaches in qualitative research. We will cover some major approaches such as participatory action research and ethnographic approaches. Additionally, we may look at some community-based, arts-based, and/or indigenous methodologies (the specific approaches will be determined by student interests). At the end of this section, you are expected to **identify an approach (or a combination of approaches) that is best suited to your research questions/project AND offer a compelling rationale for that.**

- III. **Analytic Practices:** This is the most hands-on part of the course where we will review different data collection as well as analytic strategies to best address your research objectives/questions. In addition to reading about different methods, you will be required to apply/practice those methods both in and outside of class. We will have role plays and data analysis sessions in class. At the end of this section, you are expected to **identify and methodologically describe specific data collection and analytic strategies that are suited to your research questions AND offer a clear rationale for your decisions.**

- IV. **(Re)presenting Qualitative Research:** In this section, we will focus on how to best represent and disseminate your findings to be as impactful as possible (what constitutes impact will depend upon specific projects to some extent). We will use your in class presentations to discuss topics such as:
- Ethical issues in representation
 - Traditional dissemination approaches (e.g., research reports, journal articles, book chapters, policy statements etc.)
 - Non-traditional dissemination approaches (e.g., creative non-fiction, performance, memoir, etc.)

At the end of this section, you are expected to **demonstrate an understanding of ethical issues and quality criteria that apply to your research design AND clearly defend your methodological decisions.**

COURSE OBJECTIVES

- Understand the history and philosophical underpinning of qualitative research in social sciences.
- Identify qualitative research approaches that best suit you and your research and make informed selections of methods/strategies appropriate to the researcher, setting, participants, and research questions.
- Gain experience with gathering, analyzing, and writing up qualitative data.
- Understand ways in which your worldview and life experience affect you as a researcher; become skilled in the process of self-reflexivity in qualitative research.
- Understand quality and rigor in qualitative research.
- Understand the political and ethical implications of qualitative research, namely addressing implications for empowering research participants.
- Build knowledge and ability to respond to positivist and quantitative questions and criticisms of qualitative research methods.

TEACHING PHILOSOPHY

“The academy is not paradise . . . the classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress.” (bell hooks, 1994, 207)

My teaching of this course will be guided by a strong social justice orientation. I believe that students learn best when they engage with the topic under study and can relate it to their own lives. Consequently, I will create opportunities for you to bring in relevant experiences to class. I expect students to take some ownership over the classroom experience, holding themselves and others accountable. Therefore, success in this course entails mutual preparation, engagement, and participation. I am available to help you, but you need to want to learn it, and put effort into doing your part of the process as well. This class is meant to be somewhat flexible to adapt and adjust to what works best for each student and class. These adjustments will be made as I see necessary.

COURSE REQUIREMENTS

- 1. Attendance and Participation (20%):** This is a seminar course and class participation is fundamental to doing well in the course. Attendance is not graded but you are expected to be in class, being there on time, having prepared the assigned readings, and completed any assigned tasks. A number of classes will involve in-class activities including (but not limited to) role-plays, demonstrations, and data analysis. If you are going to be late or absent, make sure that you inform me as soon as possible. You are responsible for following up with me and with your peers to find out what you missed. For every class that you participate in class activities and contribute to the discussion, you will receive a □. Your overall class participation will be computed as follows:

No. of □ (Max. 14)	Grade
12 or above	20
10 – 11	18
8 – 9	16
6-7	14
Below 6	12

- 2. Discussion Papers (10%):** You will need to complete two discussion papers reflecting on and/or raising important concepts from the course, based on the upcoming readings. Your paper should critically assess the themes and implications in readings, not simply provide a summary or unsubstantiated opinions. The paper should also contain 2-3 discussion comments or questions. These must not have a straightforward answer or yes/no response; rather they must be constructed in a way so as to allow discussion, debate, and elaboration. A sign-up sheet will be available on the first day of class. The discussion paper must be uploaded on Blackboard **no later than 9am on the Tuesday before class**. I will read and provide comments on your papers, and we will use them for the basis of class discussion. The discussion papers must be 1.5 to 2 single-spaced typed pages. Each discussion paper is worth 5 pts and the grading criteria is as follows:
 - Coverage of key concepts/issues: 2
 - Quality of discussion comments/questions: 2
 - Quality of writing (ability to frame arguments, substantiate reflections): 1**Late submission policy:** You will lose 0.5 for late submission. No submissions will be accepted **after 3pm on Wednesday**.

- 3. Qualitative Research Proposal/Paper (60%):** The major assignment in this class is to write a research proposal for a research or community-based project, your thesis, or dissertation. Please note that ***the proposal is due in sections*** throughout the semester; ***each section will be returned to you with feedback***. The paper must be formatted using APA style (6th edition). The final grade will also depend on the extent to which you have incorporated the feedback into your final proposal. You must turn in each of the sections separately to receive credit for them. The sections are as follows:

i. **Introduction (10%):** Your Introduction (about 3-4 double spaced typed pages) should provide a clear rationale for your study (with key citations), the purpose of the study, overarching research question(s), and a rationale for using qualitative research. Draw upon existing research to build your research questions, but **do not** submit an entire literature review. State your rationale for qualitative methods clearly, simply, and nondefensively, using as many reasons as you can find for selecting a qualitative approach. Support with citations.
Submission instruction: The section must be uploaded on Blackboard by **11:59pm on Wednesday, Feb 28**. 0.2 pts will be deducted for each day you are late (including holidays and weekends). No submission will be accepted after 11:59pm on Wednesday, March 7. Your graded submission will be returned with feedback within 10 days from your submission.

ii. **Methods Section (30%):** The methods section will contain three separate components (about 6-8 double spaced typed pages):

- a) **Methodological framework:** Here you will describe:
 - The paradigm or epistemological framework underlying your research method
 - The specific research approach you have selected and why
- b) **Reflexivity and positionality:** Here you will discuss “researcher-as-instrument” or provide a self-reflexive statement:
 - You will draw from the journal entries to do this); examining researcher-researched relationships is integral to establishing rigor in qualitative research. You will use your journal notes throughout the semester write this section. Refer to **v. Appendix** for more details.
- c) **Methodological procedures/Research process:** Here you will describe:
 - The participants, method of sampling and recruiting
 - Roles and relationships
 - Data gathering proceduresAdditionally, your final proposal must also include the following:
 - Analytic plans
 - Ethical and quality considerationsGiven that these two topics will be covered in more details after you submit the methods section, I will evaluate them in the final proposal.

Given that this is a methods course, you will be assessed on your growing ability to describe your methodological procedures and defend the methodological choices. Be prepared to do briefly present/discuss the above in class. In addition to gaining some experience on how to do this, you will also receive peer feedback, which will strengthen your methods section. **Note that you can earn up to an additional 2% based on the extent to which prior feedback is incorporated into the final proposal/paper.**

Submission instruction: The section must be uploaded on Blackboard by **11:59pm on Wednesday, April 4**. 0.2 pts will be deducted for each day you are late (including holidays and weekends). No submission will be accepted after 11:59pm on Wednesday, April 11. Your graded submission will be returned with feedback within 10 days from your submission.

- iii. **Results/Findings, Dissemination Plans, and Conclusion (10%):** In these sections, you will briefly discuss what you hope to do with the findings. More details will be provided in class once projects have been identified/declared. The conclusion should typically consist of a restatement of study objectives and method along with major findings and the implications of those findings. Limitations as well as future directions must be outlined briefly. These sections should be about 2-3 pages. **These sections along with the appendix will be submitted as part of the final proposal due by 11:59pm on May 5.** 0.2 pts will be deducted for each day you are late (including holidays and weekends). **No submission will be accepted after 6pm on May 11.**
- iv. **Appendix (5%):** Over the course of the semester, you will keep a log of your self-reflective and subjective experiences. Examining researcher-researched relationships is integral to establishing rigor in qualitative research. We will look at ways of using our experiences strategically as well as dealing with blind spots, potential challenges, etc. You should plan to write in your journal at least weekly, but preferably every time you sit down to conduct activities related to your research project. As you think about the course readings and your research proposal for this course, your journal entries would include critical reflections on:
- Your social location and identity and how that shapes or influences your research
 - Your personal and professional interests in the topic
 - Your biases and assumptions
 - At a personal level, why is this topic important to you?
 - What are your thoughts and feelings about the people you are planning to study?
 - What assumptions do you make about what you will find?
 - What are your fears or concerns over doing the research?
- While you do not have to respond to every prompt in every entry, you should strive to cover the various prompts across the semester. There is no page limit for the appendix.
- v. **Overall quality of writing, technique, use of APA style (5%)**

NOTE: It is possible for students to use the major course assignment in a number of other ways:

- to write a manuscript for submission to a journal (using already existing research);
- gather and/or analyze data for a project

If you wish to pursue any of these, you must arrange to meet with me during the first 2 weeks of class to explain your projects so that we can decide what would work best for the class. In accordance with UMass Lowell’s policy of academic honesty, you are not allowed to simply repurpose work from another class or paper. We could however discuss how to frame the major assignment in a way that aids your progress toward your degree/career goals.

- 4. Class Presentations (10%):** At the end of the semester, each student will make a short presentation (10 minutes) based on their research proposal/project. This assignment will assess you on your growing ability to describe and defend your methodological choices as well as ethically (re)present your subject/findings. Do not spend more than 2-3 min on section (i) and split the remaining time between sections (ii) and (iii).
- Overview of project:** In this section, you will provide a very brief overview of your project/proposal – the key questions, research context, population/group, methodology, and findings (if applicable).
 - Reflexivity:** Here, you will draw upon your journal entries to discuss issues of positionality and reflexivity. How do you propose to engage in a critical reflexive stance vis-à-vis your research?
 - Representation, ethics, and dissemination:** What are some ethical considerations regarding representation in this project? How do you propose to disseminate the findings and why?

Extra Credit Opportunities:

- Students may present a poster at the annual Student Research and Community Engagement Symposium held in April. I will provide more support and directions for student who are interested in this. Students who opt for this will receive up to 2 extra credit points.
- Community Social Psychology blog post (Psyched for Social Justice): You may revise a discussion paper or reflexive journal entry to convert it into a blog post for publication. Students who opt for this will receive up to 1 extra credit point.

Grading Policy

Attendance and participation: 20%

Discussion papers: 10%

Research proposal: 60%

Class presentation: 10%

Grading will follow the 100% scale. (Standard math rounding applies: 88.5=89, 88.4=88 without exceptions). It is your responsibility to keep

track of your scores in Blackboard. Keep copies of all of your graded work in case any

Letter Grade	
A+	97-100
A	93-96
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	74-78
C-	70-73
F	0-69

discrepancies arise. If you notice that a score has been incorrectly entered into Blackboard, you must show me the original paper with the correct grade before finals week. If you are unable to produce the graded work, you will receive the grade that appears in Blackboard.

Re-Grading Policy: If you are dissatisfied with your grade on an exam or paper, discuss it with me. All assignment re-grades will be done for the entire test/assignment, not just the part you are dissatisfied with. The re-grade will be the final grade, even if it is lower than the original grade.

Human Subjects Training

When conducting research with human participants, it is important for you to be aware of potential ethical conflicts that can emerge, and, for you to learn current best practices for ethical research practice. Toward this aim, you will complete the [National Institute of Health's \(NIH\) Protection of Human Subjects online course](#) by the second week of class. This course will provide you with a certificate of completion and section scores. Please upload a JPEG or PDF of the certificate before the beginning of the third class (**Feb 7**). Training in Human Subjects is required every three years. If you have completed the training within the past two years, you may submit your training certificate.

Strongly recommended: I will make qualitative proposals, theses, and dissertations available for you to peruse. Although you should never use another student's work as the "model" for your own, it is very helpful to become acquainted with several good samples of qualitative work.

CLASS FORMAT

This course is a graduate seminar and it is expected that everyone will actively participate in the teaching-learning process. This requires informed contributions from all of us and, requires that you: a) will have read the relevant materials and completed the relevant assignments BEFORE the class in which they will be discussed., and b) provide feedback to me and to your peers, and c) lead/facilitate class discussions. Class will generally be composed of some combination following, depending on the day's topic:

- **Discussion:** The majority of class will consist of discussion-based learning. I will sometimes provide discussion questions to frame and move us through the readings. In addition, several class segments will be set aside specifically for student-led discussions. In order to maximize time for discussion, I may assign videos/podcasts and other web-based materials to review before coming to class.
- **Lecture/Presentation:** In some classes, I will provide a brief lecture or presentation to explain key concepts.
- **Application:** Several classes will involve some type of application (led by me or other students). This may take the form of small group work, collaborative tasks, or interactive sessions with guest speakers.

POLICIES

- 1. Classroom Environment:** It is essential that our classroom be a place where people do not feel threatened (by fear of unduly critical or judgmental responses) while expressing their thoughts. I expect all students to be respectful of the varied experiences and backgrounds presented by classroom members. You may expect the same level of respect from me.

Note that some of our discussions may evoke discomfort, as is often the nature of critical discussions that interrogate power structures and our own complicity in maintaining the status quo. We will strive to work through any issues that arise. **But** disrespect or discrimination on any basis, including but not limited to ethnicity, sex, sexual orientation, physical ability, social class, religion, or value system, will not be tolerated. While it is important for us to have open and critical class discussions, it is imperative that we do so in a way that is not disrespectful, discriminatory, or exclusionary.

Disruptive behavior (including lateness/leaving early/maintaining parallel conversations) is not acceptable and may result in the offending student(s) being excused from class. Cell phones are not allowed during class. **PLEASE make sure that your cell phones are on silent mode and kept away before the beginning of class.** You may bring your notebooks or laptops to take notes or follow readings. **However, browsing, checking emails, and social media are strictly forbidden.** It is imperative that you maintain respect and professionalism toward whoever is leading the class discussion as well as toward your peers. Students should be familiar with the Student Code of Conduct found on the UMASS Lowell website under "Conduct Code". Disruptive behavior in the classroom may be referred to the Office of Student Conduct.

- 2. Communication Policy:** E-mail is a great way to get in touch with me regarding any questions you have about the class. Please email me only at urmitapa_dutta@uml.edu. **Do not** email me through Blackboard. Please allow enough time for me to receive and respond to your e-mail. I will do my best to respond within **1-2 business days**. I expect the same from you.

If what you ask is a good question that is relevant to the rest of the class, I will frequently address your question in class instead of responding to the e-mail. Alternatively, you may ask a question that is far too detailed or complex to be answered over e-mail. In these instances, I will suggest that you meet with me during office hours.

Before sending me an e-mail, please ask yourself: Can I answer this question myself (e.g., information is available on syllabus or Blackboard). Important emails regarding the

NOTE:

- Always mention the issue/topic in the subject line when you email me.
- Whenever you upload assignments on Blackboard or email me assignments, name the file using this system:
Assignment name_your first name_last name.
- All assignments must be submitted as word documents

course will be sent to your UML email accounts. If you do not check your UML email account, you should have that email forwarded to an account you do check. **I will only send emails to UML accounts.**

3. **Policy on Late Work & Missed Exams:** Please check the assignments section for specific late policies. As a general rule, it is your responsibility to keep me informed regarding anything that may interfere with your performance in the course including meeting deadlines for assignments. I am happy to trouble shoot or brainstorm options with you so please do not wait until the last minute.
4. **Incomplete Grade:** If, because of unusual circumstances, a student is unable to meet all the requirements of the course by the end of a semester, the grade of Incomplete (INC) may be given. **Responsibility for making arrangements with an instructor to complete all outstanding coursework rests entirely with the student**, who must complete all outstanding coursework by the date listed on the Graduate Academic Calendar (www.uml.edu/Registrar/Calendars/default.aspx). Under no circumstances will a student be allowed to graduate with incomplete(s) on their transcript. If the student does not complete the missing work by the specified date and no grade change form is submitted by the instructor, the student's grade will automatically change to a grade of "F" and be computed into the GPA. Any missed final examination or other final course evaluation requires a student explanation **within 48 hours** so the instructor can file the proper course notation with the Student Records Office.
5. **Academic Integrity:** This is a friendly reminder about cheating and plagiarism—don't do it! Any student who is caught cheating on an exam, writing another student's project, or copying from another source (e.g., a website, a magazine, a published research article, another student's paper) without proper citations will be disciplined under the University's regulations for academic honesty. **Note that this includes re-using your own assignments from other courses.** All work in this class must be original and not written in part or full by your friend, roommate, tutor, etc. You are welcome to work with tutors to help you to understand concepts and to develop plans for completing assignments, and who may look over work that you have done and give you feedback, **but who may not** do any of the actual work you submit.

All assignments are individual assignments unless explicitly stated otherwise. Students who violate the academic principles of this University may receive a failing grade on the assignment, receive a failing grade in the course, or be suspended from the University.

The University's website on academic honesty is:

<https://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx>

CAMPUS RESOURCES

Dean of Students' Office / Office of Student Affairs: The primary responsibility of Student Affairs is the welfare of all students enrolled at UMass Lowell. We provide students with the resources and assistance for students to graduate as well rounded, active contributors to their communities. Please visit our website for links to the departments in the Division of Student Affairs. We are located on the 2nd floor of University Crossing.

- **Single Point of Contact:** If you are homeless or are in fear of becoming homeless, or if you are food insecure, and you want assistance, please come to the Dean of Students' Office located on the 2nd floor of University Crossing.
- **UMASS Lowell Navigators' Food Pantry:** Please visit the food pantry located in University Crossing, room 104 if you need assistance securing food; we are open Monday-Friday from 3pm-7pm. All you need is your student ID to access the food pantry; there is no charge for food, toiletries, or other resources we offer.

Wellness Center - Call 978-934-6800 to schedule an appointment with any of the Wellness Center Departments. While walk-in appointments are not available, the staff will schedule you in a timely manner. The Wellness Center is located on the 3rd floor of University Crossing.

- **Health Services:** As part of the Wellness Center, Health Services provides diagnosis and treatment of episodic illnesses such as headache, colds, sore throats, mono, nausea, vomiting, rashes, sprains, vaginitis and urinary tract infections, etc. We provide evaluation and treatment of minor injuries as well as gynecologic care, contraceptive management and counseling, diagnosis and treatment of sexually transmitted infections, health and wellness counseling, the administration of immunizations and laboratory work.
- **Health Education:** As part of the Wellness Center, Health Education & Promotion offers students a variety of resources for health information. Students may speak directly with their health care provider at the time of an appointment, or may contact one of our Health Educators for information. The health educators work collaboratively with students, faculty, staff and community organizations to provide a range of programs, materials and interactive activities covering topics such as alcohol and other drugs, stress, depression and anxiety, healthy relationships and sexual health, nutrition and disordered eating behaviors, and sleep. The HEP Department sponsors Peer-to-Peer Health Education groups: CAPE and Healthy HAWKS. Look for their programs offered throughout the year.
- **Counseling Services:** As part of the Wellness Center, Counseling Services at UMass Lowell provides mental health counseling, consultation and referrals to help students achieve personal and academic success. We also assist students in better understanding and coping with their feelings, relationships, and choices surrounding their academic success. If you visit our webpage you will find free and anonymous online screening tools that may provide you with useful information regarding your mental health.
- **Disability Services:** As part of the Wellness Center, the Disability Services staff promote diversity and inclusion at UMass Lowell by partnering with the campus community. We create equal access by removing barriers, promoting diversity, employing universal design and striving for inclusion. Visit our webpage for information, forms, and policies. Also,

Disability Services supports software for **ALL** students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website: <https://www.uml.edu/IT/Services/Software/Read-Write-Gold.aspx>. Additionally, Disability Services reviews and approves students' requests for accommodation based upon the recommendation of the student's provider.

Accommodations: University of Massachusetts Lowell is committed to serving all students without regard to disability status or religion, and in accordance with regulations and policy. Students may request accommodations based on disability or religion. Students are not required to provide specific information to their faculty members about the reasons for their requests. Please note that not all requests for accommodation can be granted. The law allows the University to consider input regarding the technical / content requirements for courses in making its determination. Accommodation requests for medical reasons should be directed to Disability Services, disability@uml.edu.

- Students with known disabilities are encouraged to register prior to the start of their first semester. Once accommodation(s) are approved, students should inform their faculty members of those accommodations as soon as possible. To protect privacy, students may prefer to speak with their faculty members privately during office hours or after class.
- If a syllabus requires that a healthcare provider's note be given to a faculty member to excuse a medical absence from a class or scheduled exam date, the healthcare provider's note does not need to indicate the nature of the medical condition.
- If you believe you may miss classes due to a disability, and are registered with Disability Services, please contact the staff to discuss your options.
- Requests for accommodation for religious reasons should be directed to Equal Opportunity and Outreach at 978-934-3565, Wannalancit Mills, Suite 301.

Veterans' Services: UMass Lowell is committed to helping our military students take full advantage of all the educational benefits available through the federal and state governments. We welcome veterans, guardsmen, reservists and all active duty military students who are enrolled in undergraduate, graduate and continuing education degrees and/or certificate programs. Students are certified for benefits by our Veterans Benefits Administrators (VBA). For complete information on the services and resources available please visit our website at: <https://www.uml.edu/student-services/Veterans/>

UMASS Lowell Police Department: The UMass Lowell Police Department is a full-service police department that operates 24 hours a day, 365 days a year, providing patrol, investigation, specialized and emergency response, as well as crime prevention and educational services. Please dial 978-934-4911 in case of emergency; for non-emergencies dial 978-934-2398. The UMLPD is located in the "B" Building of University Crossing on the 1st floor.

TENTATIVE COURSE SCHEDULE

Note that schedule and readings may change based on instructor discretion and students' expressed needs/interests.

Date	Topic, readings, tasks
I. Foundations of Qualitative Inquiry	
1. Jan 24	<p>Orientation and overview</p> <p>Before coming to class,</p> <ul style="list-style-type: none"> — Complete the course expectation survey by 11:59pm on Jan 23 (this will only take a few minutes) – sent out via email — Review the syllabus and come to class with questions (hardcopies will be distributed in class)
2. Jan 31	<p>History and contemporary trends</p> <ol style="list-style-type: none"> 1. Denzin, N.K. & Lincoln, Y. (Eds.) (2018). Introduction: The discipline and practice of qualitative research. <i>The Sage Handbook of Qualitative Research</i> (5th Ed.). (pp. 1-19) Thousand Oakes, CA: Sage Publications. 2. Creswell, J.W. & Poth, C.N. (2018). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i> (4th Ed.) Thousand Oakes, CA: Sage Publications; Ch 2 – Philosophical assumptions and interpretative frameworks.
3. Feb 7	<p>Ethics, reflexivity and voice</p> <ol style="list-style-type: none"> 1. Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. <i>International Journal of Qualitative Studies in Education</i>, 16(2), 175–196. 2. Jones, A., & Jenkins, K. (2008). Rethinking collaboration: Working the indigene-colonizer hyphen. In N. K. Denzin, Y. S. Lincoln, & L. T. Smith (Eds.), <i>Handbook of critical and indigenous methodologies</i> (pp. 471–486). Thousand Oaks, CA: Sage Publications. <p>Supplemental reading:</p> <ol style="list-style-type: none"> 1. Reyes Cruz, M., & Sonn, C. C. (2011). (De)colonizing culture in community psychology: Reflections from critical social science. <i>American Journal of Community Psychology</i>, 47(1-2), 203–14. 2. Madison, D. S. (2011). <i>Critical ethnography: Method, ethics, and performance</i> (2nd Ed.) Thousand Oaks, CA: Sage Publications. Read Ch. 6 (147-164) – Method and applications: Three case studies in ethical dilemmas. <p>Submit Human Subjects Research training certificate by this date.</p>

II. Qualitative Research Design	
4. Feb 14	<p>Basics of qualitative research design: Interviewing and field methods</p> <ol style="list-style-type: none"> Madison, D. S. (2011). <i>Critical ethnography: Method, ethics, and performance</i> (2nd Ed.) Thousand Oaks, CA: Sage Publications. Read Ch. 2 – Methods – (pp. 19-50). Bailey, C.A. (2018). <i>A guide to qualitative field research</i>. (3rd Ed.). Thousand Oaks, CA: Sage Publications. Read Ch. 9 – Fieldnotes (pp. 125-142) <p>Supplemental readings (these will be very useful for your research proposal):</p> <ol style="list-style-type: none"> Creswell, J.W. & Poth, C.N. (2018). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i> (4th Ed.) Thousand Oaks, CA: Sage Publications; Ch 6 – Introducing and focusing the study (pp. 127-146) Bailey, C.A. (2018). <i>A guide to qualitative field research</i>. (3rd Ed.). Thousand Oaks, CA: Sage Publications. Read Ch. 5 (61-72) – Paradigms, research design and introduction to methodology
5. Feb 21	<p>Participatory action research: Basic principles</p> <ol style="list-style-type: none"> Fine, M. (2006). Bearing witness: Methods for researching oppression and resistance: A textbook for critical research. <i>Social Justice Research</i>, 19(1), 83-108. Lykes, M.B. & Mallona, A. Towards transformational liberation: Participatory and action research and praxis. In Reason, P. & Bradbury, H. (Eds.) <i>Handbook of Action Research</i> (pp. 106-120). Thousand Oaks, CA: Sage Publications <p>Supplemental reading and resources:</p> <ol style="list-style-type: none"> Lykes, M. B. (2002). Silence(ing), voice(s) and gross violations of human rights: Constituting and performing subjectivities through Photo PAR. <i>Visual Studies</i>, 25(3), 238 – 254. Participatory Action Research – Tools & Resources <ul style="list-style-type: none"> — http://publicscienceproject.org — https://sites.google.com/a/bc.edu/brinton_lykes/participatory-action-research — https://pria.org/about-us-2-0
6. Feb 28	<p>Participatory action research: Challenges</p> <ol style="list-style-type: none"> Fine, M., & Torre, M. E. (2004). Re-membering exclusions: Participatory action research in public institutions. <i>Qualitative Research in Psychology</i>, 1(1), 15-37. – Read this carefully and identify various strategies used. Bradley, M. (2007). Silenced for their own protection: How the IRB marginalizes those it feigns to protect. <i>ACME</i>, 6(3), 339-349. <p>Supplemental reading:</p>

	<ol style="list-style-type: none"> 1. Arnstein, S.A. (1969) A ladder of citizen participation, <i>Journal of the American Institute of Planners</i>, 35(4), 216-224. 2. Dutta, U. & Aber, M.S. (2017). Enacted cultural critique: Examining everyday violence in Garo Hills. <i>Journal for Prevention and Intervention in the Community</i>, 45(1), 19-31. <p>Assignment: Introduction part of research proposal due. Upload on Blackboard by 11:59pm.</p>
7. Mar 7	<p>Qualitative research and digital tools</p> <ol style="list-style-type: none"> 1. Davidson, J., Paulus, T., Jackson, K. (2016). Speculating on the future of digital tools for qualitative research. <i>Qualitative Inquiry</i>, Vol. 22(7), 606–610. <p>Prior to class, review the QSR International website and youtube channel:</p> <ul style="list-style-type: none"> — https://qsrinternational.com/nvivo/who-uses-nvivo/nvivo-for-academics — https://www.youtube.com/user/QSRInternational/videos <p>NVivo as a Research Tool: Webinar in class (Location: TBA)</p>
Mar 14	Spring Break – no class
8. Mar 21	<p>Ethnographic approaches</p> <ol style="list-style-type: none"> 1. Dutta, U. (2014). Critical ethnography. In J. Mills & M. Birks (Eds.) <i>Qualitative methodologies: A practical guide</i>. (pp. 89-105). London: SAGE Publications. 2. Dutta, U. (2015). The long way home: The vicissitudes of belonging and otherness in Northeast India. <i>Qualitative Inquiry</i>, 21(2), 161–172. <p>Supplemental readings:</p> <ol style="list-style-type: none"> 1. Angel-Ajani, Asale. (2006). Expert Witness: Notes towards revisiting the politics of listening. In Sanford, Victoria & Angel-Ajani, Asale (Eds.), <i>Engaged observer: Anthropology, advocacy, and activism</i> (pp. 76–89). Rutgers University Press. 2. Duneier, M. (1999). <i>Sidewalk</i>. New York, NY: Duneier, M. (2000). <i>Sidewalk</i>. Farrar, Straus and Giroux. 3. Reyes Cruz, M. (2008). What if I just cite Graciela? Working toward decolonizing knowledge through a critical ethnography. <i>Qualitative Inquiry</i>, 14(4), 651-658.
9. Mar 28	<p>Writing a qualitative research proposal (Guest lecture by Prof. Judith Davidson, College of Education, UMass Lowell – qualitative methodologist extraordinaire)</p> <p>Reading assignment: TBD</p>

III. Analytic Practices	
10. Apr 4	<p>Introduction to analysis: A grounded theory approach</p> <ol style="list-style-type: none"> Charmaz, K. (2013). Grounded theory methods in social justice research. In Denzin, N.K. & Lincoln, Y. (Eds.) <i>Strategies of qualitative inquiry</i> (4th ed). (pp. 291-336). Thousand Oaks, CA: Sage Publications. Qin, D. & Lykes, M.B. (2006) Reweaving a fragmented self: A grounded theory of self-understanding among Chinese women students in the United States of America, <i>International Journal of Qualitative Studies in Education</i>, 19(2), 177-200 <p>Assignment: Methods section of research proposal due. Upload on Blackboard by 11:59pm.</p>
11. Apr 11	<p>Coding and analysis</p> <ol style="list-style-type: none"> Saldaña, J. (2016). The coding manual for qualitative researchers (3rd ed.). Thousand Oaks, CA: Sage. – Chapters 1 and 2 <p>Supplemental readings:</p> <ol style="list-style-type: none"> Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i>, 3(2), 77–101. Riessman, C. K. (2008). Narrative methods for the human sciences. Thousand Oaks, CA: Sage.
12. Apr 18	<p>Rigor in qualitative research</p> <ol style="list-style-type: none"> Lincoln, Y.S. (1995). Emerging criteria for quality in qualitative and interpretive research. <i>Qualitative Inquiry</i>, 1(3), 275-289. Prilleltensky, I. (2003). Understanding, resisting, and overcoming oppression: toward psychopolitical validity. <i>American Journal of Community Psychology</i>, 31(1/2), 195-201. <p>Supplemental readings (refer to these in writing your research proposal):</p> <ol style="list-style-type: none"> Morrow, S. (2005). Quality and trustworthiness in qualitative research in Counseling Psychology. <i>Journal of Counseling Psychology</i>, 52(2), 250-260.
IV. (Re)presenting Qualitative Research	
13. Apr 25	<p>The politics of evidence</p> <ol style="list-style-type: none"> Denzin, N.K. (2009). The elephant in the room: or extending the conversation about the politics of evidence. <i>Qualitative Research</i>, 9(2), 139-160. <p>Assignment: Student presentations in class (no. 1 to 6)</p>
14. May 2	<p>Wrap-up</p> <p>Assignment: Student presentations in class (no. 7 to 15)</p>
May 5	<p>Assignment: Final research proposal due. Upload on Blackboard by 11:59pm.</p>