

QUALITATIVE ANALYSIS (USP 683; CRN 44245)

WINTER 2012, TUESDAYS 4:00-6:30 IN NH 458

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OVERVIEW

This course is designed to introduce students to qualitative research methods, with a focus on data analysis. We begin with technical aspects of research methods, including major approaches to qualitative research such as grounded theory, ethnography, and case study. The assignments include both data collection and analysis of qualitative data.

At least half of each class should include discussion among all participants. Everyone is encouraged to express opinions, doubts, and personal experiences related to the readings and assignments. Naturally people will disagree, so be prepared to have people challenge your statements. However, the discussions should be professional and grounded in the readings from this and other classes.

LEARNING OBJECTIVES

- Understand the major philosophical and theoretical foundations supporting qualitative approaches to human inquiry
- Understand ethical considerations related to doing research with people
- Understand how to evaluate qualitative research
- Compare various traditions of qualitative research
- Understand the elements of a qualitative research proposal
- Understand how to analyze qualitative data

Required readings. See D2L for readings and links to websites

COURSE OUTLINE

DATE	TOPICS	ASSIGNMENTS
1/10	Introduction	Sisters of the Road database. You must register to access the database of interviews conducted with people who have been homeless in Portland. http://www.sistersoftheroad.org/voices/
1/17	Research design; doing sound & ethical research	Morse (2003a); Alasuutari; Mero-Jaffe; Hermanowicz; Morgan & Spanish
1/24	Data collection	Graves; Bendiner-Viani; Hoffman & Coffey

1/31	Data analysis & writing part 1	#1, Qualitative methods summary Content analysis: Hsiu-Fang & Shannon; Landorf; Carder (2002) Secondary: Hinds & Vogel
2/07	Data analysis & writing part 2	Grounded theory: Harry et al; Clarke; Carder (2008) Chenail (2012a);
2/14	Data analysis & writing part 3	Bradley; Chenail (2012b); Ollerenshaw & Creswell
2/21	Combining qualitative & quantitative research	Schumacher et al; Denzin. Guest speaker: David Morgan
2/28		#2. Sisters of the Road project (paper and poster) Dannels
3/06	Data analysis & writing part 4	Leith; Matthews et al
3/13	Research design review	Morse (2003b);
3/20	Wrap up	#3, The meaning of the critique to architecture students

NOTE: The syllabus is subject to modification based on my evaluation of your work and feedback that I receive from class participants. It might be modified to better meet your interests, but the overall expectation regarding graduate-level work will remain. If you have a documented disability or illness and require additional assistance, please inform me.

The readings and discussions in this class might seem foreign to you at first, especially if you don't have a social science background, and they might make you question not only what you know, but how you know what you know. This can be both disconcerting and exciting, so be prepared!

Assignments & evaluation for USP 683

Assignment	Percent of total grade	Due date
#1, Qualitative methods summary	20%	1/31/12
#2. Sisters of the Road project (paper and poster)	30%	2/28/12
#3, The meaning of the critique to architecture students	35%	3/20/12
#4, Class participation (attend class, discuss readings)	15%	On-going

#1, Qualitative methods summary

Write a 10-12 page paper and a 2-page summary that describes trends and issues in qualitative research as exemplified by articles published in a journal known for qualitative research or a book about qualitative research. Your paper should summarize the research design, data collection, data analysis, and presentation of findings. Suggested topics include: grounded theory, case study, phenomenology, ethnography, action research, mixed methods, historiography, focus group interviews, visual methods, content analysis, narrative analysis, discourse analysis, or community-based participatory research. You should be both descriptive and analytic about this. The final paper should provide information about the research method/design, how it was/can be used, pros and cons of the approach, and examples of how to use it. You may compare two or more research traditions (e.g., case study and ethnography) or focus on one. The full paper format should be double-spaced, 12-point font, the 2-pager is a summary that you prepare for your classmates (bring enough copies to share, format as you see fit).

#2, Sisters of the Road data analysis and poster presentations

In groups of 4-6 students, prepare a 36" x 60" (approx) poster that summarizes what you learned based on an analysis of the *Sisters of the Road* database. Each group will select a specific analytic approach (content analysis, case study, thematic, narrative, grounded theory); analyze data; and then prepare a poster that defines the analytic approach, how the analysis was conducted by the group, and summarizes what was learned. Appropriate qualitative methods references should be used. The poster will be displayed and publicly presented. Each student should independently prepare a 5-7 page(12-point font, double space) summary of the analytic approach, relevant literature, and the key findings.

#3, The meaning of the critique to architecture students

For this project, you will collect data and prepare an 8-10 page paper based on those data. The purpose of this qualitative research project is to document the critique process used in architectural education, especially the meaning of being critiqued to architecture students. You will need to interview at least one architecture student and observe at least one critique of student work. Your paper should include a detailed description of the data collection, your analytic approach, a summary of the findings, and relevant literature. More information will be provided in class.