DPLS 723 Qualitative Research Theory & Design

Fall 2011 3 Credits
Last revisions June 21, 2011. This is the near final version of the syllabus. The syllabus will remain a work in process and is subject to change. Changes in the June 16 revision include include making Crotty's *The Foundations of Social Research* a Required Text. Specific reading from Somekh and Lewin were identified. The required materials from Somekh and Lewin are included as Blackboard Course Documents but most students will find the entire book useful. Information on the use of Blackboard, Groups for the Mini RAP activity, and the Optional use of a Blackboard Blog are now included. Blackboard is now available. Link to Blackboard.

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Class days: Sept 9, 23, 30; Oct 14; Nov 4, 18; Dec 2 (No class on October 28, see below) 6:00-10:00 pm,
Room TBA
email: beebe@gonzaga.edu
Office hours: Fridays 3:30 to 5:30. Call for appointment at other times

Sessions and Assignments
Session 1: Sept 9
Session 2: Sept 23
Session 3: Sept 30
Session 4: Oct 14
**NO Face to Face Class: Oct 28**
Session 5: Nov 4
Session 6: Nov 18
Session 7: Dec 2

**COURSE DESCRIPTION**

**COURSE OBJECTIVES**
This course is designed to provide opportunities for developing specific qualitative research skills while gaining familiarity with theories, issues, and problems in qualitative research. The course examines the relationships between the theories and the purpose of qualitative inquiry. There is considerable focus on practicing selected research skills and the analysis and write-up of the results from these activities.

By the end of the course the student will be able to:
- Explain the difference between qualitative and quantitative research and identify how they complement each other and identify when one might be more appropriate than another.
- Identify and compare different approaches to qualitative research.
• Identify and compare different paradigms and interpretative frameworks of qualitative research.
• Demonstrate skills for interviewing and conducting a "Mini-RAP".
• Demonstrate skills in preparing field notes and research logs.
• Demonstrate skills in interpreting qualitative data.
• Demonstrate skills in writing up qualitative research in clear, easy to understand prose.
• Identify ethical issues related to the use of qualitative methods.
• Demonstrate skills in designing a qualitative study.

LEARNING ACTIVITIES
While achievement of the objectives identified above is primarily the responsibility of the student, several different learning activities have been designed to facilitate this process. Reading, having the opportunity to think about the reading by having to write about what has been read, and then applying the content of the reading to specific activities should help students develop the expertise needed to do qualitative research. Written assignments and research activities are designed to provide opportunities to experiment with the application of concepts. Reading assignments are especially long at the beginning of the course in order to allow students to spend more time at the end of the course on three written assignments, the Mini-RAP report (can be group prepared), the evaluation, and the design. Participation as part of a group in data collection, analysis, and writing up results should make the mastery of skills easier. Sharing written assignments on Blackboard with classmates before class and class interaction in both small and large groups is designed to help students learn from the experiences of each other. Students who have laptop computers may want to bring them for group activities.

BLACKBOARD
Blackboard is course management software designed to facilitate communication among members of the learning community involved in this course. Access to Blackboard is on the web at http://learn.gonzaga.edu. You will need a login and password. These should be the same as what you use to access your Gonzaga email. If you have trouble logging into Blackboard, please contact Computer Support Services at 313 5550. For Blackboard assignments, when you are asked to identify main points, you should use your own words with short quotes where appropriate. You should always identify the page number.

GROUPS
The Mini RAP activity is based on groups. Everyone will need to be a member of a team. The GROUP function of Blackboard is designed to allow members of the teams to organize their work and share materials. For detailed information about Groups see the help information at: http://help.blackboard.com/student/Content/_student/student_tools_discussion_board.htm

BLOGS (OPTIONAL)
We will be experimenting with the use of Blogs, one of the new features of Blackboard 9. Blogs are a journal and a place to reflect on issues. At least initially, I will be introducing blog topics and asking folks to comment but this may change. For detailed information and help about using blogs see the help information at: http://help.blackboard.com/student/Content/_student/student_tools_blogs.htm

OPTIONAL CENTERING ACTIVITIES
Either as individuals or as groups, you are invited to sign up to provide a short, not to exceed 7 to 10 minute centering activity. Centering activities are presented at the beginning of class and after the break. In the past centering activities have included reading, chants, music, games, and art. This is an opportunity to stretch your imagination while providing a change of pace as we begin class. Please indicate on BlackBoard when you would like to lead a centering activity. Please note this is optional.

WEB BASED SYLLABUS
It will make it easier to return to the course syllabus and the Discussion Board for the class if you add it to your "bookmarks" or "favorites." Expect this syllabus to change over the course of the term. Major changes will be listed in the Announcements on Blackboard. The date at the top of the page indicates the date on which the syllabus was last changed. Depending on the Internet browser you use and how you have configured it (and in most cases the default setting), when you return to the syllabus, you may not see changes that have been made. Your computer saves a copy of the page and when you return to it, it brings up what was saved. To ensure that you are getting the most recent copy off the server you need to click on "reload."

Email and the Web
Before the first class session students are expected to have access to email, the Web, and Blackboard. Email and Web access is available on campus. Email is also available from your home or place of work if you have a computer and an internet connection. You will need to either regularly check the email address that is listed in Blackboard (usually the Gonzaga email account) or set up this account to automatically forward your mail to an address you usually check.

REQUIRED TEXTS
(Please turn in a photo copy of your receipt for this book (new copy) and I will donate my royalty from the sale of the book (about $1.00) to the doctoral program diversity fund.

OPTIONAL TEXTS/REFERENCES

Student Membership in the Society for Applied Anthropology (SfAA)
The Society for Applied Anthropology (SfAA) promotes the investigation of the principles of human behavior. SfAA represents the interests of professionals in a wide range of work settings
including academia, business, law, education, health and medicine, public and government, etc. who use qualitative research in their work. Student membership is $30.00. Members receive Human Organization, Practicing Anthropology, the SfAA Newsletter as well as other benefits. Enroll on-line at: https://www.sfaa.net/membership/memform.html

QUALRS-L
Students are strongly encouraged to at least experiment with a subscription to the listserver QUALRS-L. QUALRS-L is an electronic discussion group for those interested in using qualitative research. The scope and nature of qualitative research is one of the ongoing debates sometimes addressed by users of this list. The label "qualitative research" applies to inquiry that depends on elaborated accounts of what we see, hear, taste, touch, smell, and experience. It has roots in cultural anthropology, field sociology, and the professional fields. Qualitative research includes field research, case study research, ethnography, document and content analysis, interview and observational research, community study, and life history and biographical studies. Other names sometimes used as synonyms for qualitative research are interpretive, naturalistic, phenomenological, and descriptive. Qualitative research is associated with such theories as symbolic interactionism, constructivism, and ethnomethodology. Qualitative researchers have a lot of fun and this sustains them through the aggravation, frustration, uncertainty, and sheer slipperiness of most of the approaches to inquiry considered qualitative.

To subscribe to QUALRS-L, click on the following link http://listserv.uga.edu/cgi-bin/wa?SUBED1=qualrs-l&A=1 and follow the directions. This is a very active list and I suggest selecting the digest option so that you will not receive more than one email a day.

ASSESSMENT AND GRADING
Everyone who completes all the assignments and actively participates can expect an A. Students who do not complete all the assignments can expect an Incomplete (I) until the assignments are done. Please note that after the new next term begins, even when the grade has been changed the I will remain as part of the grade on your transcript, for example the I will become an IC. Problems getting the books and problems with technology are understandable. Assignments, however, should still be done as soon as possible even if delayed. Timely completion of written assignments is critical, both for the individual and the other members of the class. Late submission of two or more written assignments (excluding the advanced assignment) or even one assignment that involve other students can reduce your grade by a half letter (for example A to A-). It is important to keep up. Taking longer than 30 days following the last class session to complete all assignments will reduce your grade by a full letter (for example A- to B-). Written assignments asking for comments on the work of others will not be "graded" or commented upon by the instructor. They are designed to facilitate mastery of the material covered in the course. You may receive an email from me that will not be posted to Blackboard. Assignments where you can expect written comments from the instructor include the evaluation, the Mini-RAP report, and your research design.

Required assignments in addition to the weekly reading assignments and posts to Blackboard
1. Transcript of 5-minute practice interview.
2. Participation on a Mini-RAP, two interviews, transcripts of interviews, analysis including coding, identification of conclusions, draft of some of the results, Mini-RAP report (note Mini-RAP data collection must be done as a group, written assignment based on the data that is collected can be done as a group project or individually).
3. Evaluation of research done by someone else.
4. Design of qualitative research on topic of interest to the student.
5. Lead discussion on one of the approaches (as long as all approaches are covered by one person, group presentations are encouraged). Post choice to Blackboard before session 3.
6. Lead discussion on one of the Paradigms or Interpretive Frameworks. Post choice to Blackboard.

Sessions and Assignments
Reading and written assignments are to be completed prior to the class. There are assignments for the first class session.

Session 1: Sept 9, Overview of Course, Introduction to Qualitative Research, Research Process, and Research Design, and Developing Interviewing Skills.
- Bring a Tape Recorder to Class
- Print and bring to class a copy of the draft Doctoral Program informed consent form. We will fill it in during class. Draft Letter of Informed Consent on Doctoral letterhead and ready to be completed.

Reading Assignment. To be read prior to session 1
- Introduction to social research and the research process. Esterberg, pp.1-5, 25-39
- Introduction to the Research Process, Methods, Methodology, Theoretical Perspective, Epistemology, Crotty p. 216, 1-17. See power point for suggested key points from Crotty. (Blackboard power point document).
- Introduction to Research in the social sciences, Somekh et al. (Blackboard Document).
- OPTIONAL What makes it qualitative? (Blackboard power point).
- OPTIONAL Research as relationships, Ceglowski (Blackboard Document)
- Characteristics of Qualitative Research and Use, Creswell pp. middle 36- middle 41
- Data Collection, Getting the Insider's Perspective Beebe pp. 17-32
- Qualitative Interviewing, Seidman, Chapters 1, 2, 6, 7, and 8 with special attention to 6 and 7; Beebe, pp. 35-47, 54-57; Esterberg, skim for points not covered in Seidman, pp. 84-99 and 102-106.
- Reservations about interviewing from a post-modernist perspective (see Chapter 9 of Crotty for an introduction to post-modernism).
- A postmodernist critique of research interviewing, Scheurich (Blackboard Document).
- Silent listening: Deconstructive practices in discourse-based research, Mazzei (Blackboard Course Document).
- Overview of Rapid Assessment Process, Beebe pp. xv-16, 165-166.

Written assignment DUE BEFORE THE CLASS
a. Identify at least one important point from EACH reading by Crotty, Creswell, Esterberg, Creswell, and Beebe (Insider's perspective), you would not want your classmates to miss.
You may want to summarize the points in your own words and use short quotes when the wording is special or unique. Please identify the pages where the material is found. Follow this with one to three sentences of a subjective response to each of the sets of reading, do you like these readings, do they seem relevant, are they a waste of your time, etc. Should not exceed 300 words.

b. Identify a research topic you think would require a qualitative study. Why would this topic require a qualitative study using Creswell criteria? Should not exceed 150 words.

c. For Seidman and the other interview materials, write two to four sentences that you will want to keep in mind as you do an interview. Identify the source including the page number. Should not exceed 100 words.

d. For the critique of interviewing, identify the main point of Scheurich and Mazzei and provide a response. Should not exceed 100 words.

Post a, b, and c on the Discussion Board by 5:00 PM the day before the class.

If you are not able to post to the Discussion Board prior to class, bring a hard copy to class and a memory stick with your assignment saved as a .rtf file and we will help you post your assignment before or after class. Please make sure you can log into Blackboard prior to class (call Computer Support Services 313-5550 if you are having a problem).

Use of Michael Crotty’s The Foundations of Social Research in the course. Michael Crotty's *The Foundations of Social Research: Meaning and Perspective in the Research Process* is a very important source for understanding both the importance and the options related to theoretical perspective, also called paradigms, conceptual framework, interpretive frameworks, etc. I found Crotty to be difficult to read at times, had to look up words I have forgotten (or maybe never knew), and questioned the need to be introduced to so many different authors. The differences between approaches are often very subtle and the same words are used to describe different concepts while in other places the same concept is described with different words. DO NOT GET LOST IN THE DETAILS. Read for the big picture. Use online resources for name and definitions as necessary. Begin by reading the last page of the book, p. 216. Note that we are not covering the following material even though it is important. You may want to read this material on your own, especially if you end up doing research that is based on these concepts. (a) Positivism, Chapter 2, (b) Hermeneutics, Chapter 5, (c) The Institute for Social Research and Adorno, end of Chapter 6, (d) Habermas, beginning of Chapter 7. Check out Power Point presentation by Lindsay R. Calhoun and posted to Scribd.com and (also available as Blackboard Course Documents.) She knows we are using her power point presentations in this class and would welcome comments and suggestions for improving them. I have created two Forums on Blackboard, one for ideas/concepts and the other for names. Use of these forums is OPTIONAL but they may be useful in keeping concepts and names straight.

Class activities:

A. Overview of class and expectations. Introduction to syllabus, blackboard, groups, and the optional blog.

B. Introduction to Qualitative Research.


C. Introduction to "Emic and Etic."

D. Discussion of materials in Creswell (2007) with a special focus on when it is appropriate to use qualitative research and approaches.

E. Discussion of materials in Crotty with a focus on the research process.

F. Discussion on qualitative interviewing and introduction to informed consent.

G. Practice interviewing. Work in groups with a video recorder for each group. Each person will (a) conduct a five minute interview and (b) be interviewed. The topic is the criteria or categories the person used for deciding to enroll in the Doctoral Program in Leadership Studies at Gonzaga. You are expected to make a recording of the interview you conduct. Pay attention to Mason 62-83 and Beebe 35-47. Your transcript of the interview along with notes you take during the interview are your field notes. MAKE SURE YOU HAVE A SIGNED INFORMED CONSENT FORM!! Informed consent form can be downloaded from the Doctoral Web Site (Current students, IRB). Review of the videos of the interviews and identification of lessons that can be learned.

H. Discussion of the limitations of interviewing and reflection on the practice interview.

I. Introduction to Rapid Assessment Process and Mini-RAP.

Session 2: Sept 23, Approaches, Paradigms, More on Data Collection, Literature Review, and Rapid Assessment Process.

Video assignment

- Prior to class, watch the 1950 Japanese movie Rashomon directed by Akira Kurosawa. DVD is on three-hour reserve in Foley. Can be borrowed overnight if within three hours of library closing. DVD is on reserve for this class under the name of the instructor. Used copies are available online for about $20.00. Check out at least one of the many web sites about Rashomon. One that I found interesting [http://www.allwatchers.com/Topics/Info_10188.asp?BSID=0]. Rashomon can be found for free as several sites on the internet. For example http://www.moviesfoundonline.com/rashomon.php. There is a Trailer for the movie at http://www.clicker.com/web/trailer-addict/ashmon-Trailer-533801/.

Reading assignment-To be read prior to the session 2

- Beginning the Research, Esterberg, pp. 25-40.
- Focusing the Study, Creswell, pp. 101-114.
- Data, Sources, Methods, Creswell, pp. 117-142.
- Working with Literatures, Kalmer & Thomson (Blackboard Course Document).
- Approaches, Creswell, pp. 6-10,
- Paradigms, Esterberg, pp. 5-22, Bettis & Gregson (see below).
- Rapid Assessment, Beebe pp. 17-128
- OPTIONAL Published example of a RAP. Bulldozers, land, and the bottom. McDonald (Blackboard Course Document).
Written assignment

a. Two or three sentences that identify possible implications of Rashommon for qualitative research. Not to exceed 100 words.

b. Prepare a log based on your field notes (transcript of the interview, your observations of what you saw and your notes and reflections) of the interview you conducted in session 1. POST TO THE Discussion Board as an attachment and bring a hard copy to class. Ensure that you have identified the person you have interviewed with a pseudonym. The hard copy you bring to class should be double spaced, with VERY wide margins on both sides. Optional line numbers.

c. What do you understand by the difference between approaches and paradigms? Does this distinction make sense to you? What do you think the implications are of identifying approaches and paradigms as part of the design? Not to exceed 300 words.

d. Identify the one or two main points for each chapter, 2 through 6, of Beebe and follow with one to three sentences of a subjective response for the book. Not to exceed 300 words.

Responses to a, c, and d should be posted to Blackboard by 5:00 PM two days before the class. REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class. Response should be posted by 5:00 pm the day of the class.

Class Activities

A. More on Qualitative Research.
   1. Discussion of the implications of Rashommon for qualitative research.

B. Qualitative Data.
   2. Discussion of lessons learned about interviewing.
   3. Member checking. Small group discussion about accuracy of interviews.

C. Discussion of the role of a literature review in qualitative research.

D. Different Approaches and Paradigms (Interpretive Frameworks)
   4. Discussion on why the approach and paradigm make a difference.

E. Rapid Assessment and Mini-RAP.
   5. Rapid Assessment (RAP06) power-point presentation. (Blackboard Document).
   6. Discussion on RAP as an approach and the use of the Mini-RAP for learning about qualitative research.

F. Organize teams for the Mini-RAP activity (see Beebe, 2001). There must be at least two people on the RAP team, but a team of three or four will work better. (If it is impossible to do this activity with someone else from the class, please see the instructor for an alternative). At a minimum, this activity will involve visiting a site, interviewing someone for at least 15 minutes, breaking to discuss and review the results and reformulate questions, and returning to the site or a similar site for another interview. Activity should be scheduled to ensure that transcripts are transcribed for at least the first interview before the next session.

G. Consideration of approaches and paradigms for the Mini-RAP activity.

H. Review of who will lead discussions on different qualitative approaches and paradigms.
Expectation: As part of your discussion you are encouraged to supplement Creswell and Crotty. Identify and use additional references, web sites, Power Point Presentation, handouts, etc. These should be posted to Blackboard Discussion. Discussion should focus on what makes the different approaches and paradigms unique and where they might be most appropriate. Choices for presentations on approaches and paradigms should have been posted to blackboard prior to Session 3. Note: The presentations begin in session 3.

Session 3: Sept 30, Observation and Documents, Analysis, Reaching Conclusions, Narrative, Phenomenology, Constructionism, Interpretivism

Reading assignment to be read before session 3.

- Making sense of data, Esterberg, Chapter 8 pp. 151-196.
- Analysis: Creswell, Data Analysis and Representation, pp. 147-176, Miles and Huberman, Drawing and Verifying Conclusions, pp. 245-277, Blackboard Document
- Creswell, pp. 53-62.
- Crotty, pp. 42-65, 66-86 (power-point Chapter 3, power point Chapter 4) (ALSO Blackboard documents).
- Esterberg, Narrative Analysis Chapter 9, pp. 181-196. Note most of this applies to all approaches to qualitative and not just what Creswell has identified as Narrative Inquiry.

Written assignment
Post to Blackboard information about your RAP team including team members and topic. You can use this forum to organize your team effort.

a. Identify 6 or 7 key points from Miles and Huberman on data analysis and provide a sentence or two subjective response.

b. In what ways is Creswell's approach to analysis different from Miles and Huberman?

c. In what ways is Esterberg’s approach different from Miles and Huberman?

d. Given your own interests, what approach might you use?

e. A short paragraph that describes the difference between Narrative and Phenomenology approaches.

f. A short paragraph that describes the difference between constructionism and Interpretivism.

Responses to a, b, c, d, e, and f should not exceed 100 words each and should be posted to Blackboard by 5:00 PM two days before the class. REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class

Class Activities
Data collection, observations, documents, sampling. What is data when talking about qualitative research. Why I do not like the use of the term sample when talking about qualitative research.

A. Coding.
   1. Discussion of coding and analysis based on Esterberg. Beebe, pp. 66-67 and Miles and Huberman followed by small group work on coding the Mini-RAP interviews.

B. Data analysis
2. General discussion on qualitative data analysis based on Creswell, Esterberg, and Miles and Huberman.
C. Discussion and comparison of narrative and phenomenology (student led). Special attention to conditions where each would be appropriate.
D. Discussion and comparison of constructionism and interpretivism (student led). Special attention to conditions where each would be appropriate.
E. Consideration of extent to which concepts of narrative, phenomenology, constructionism, and interpretivism apply to the Mini-RAP.

Session 4: October 14, Writing Up Results, Ethnography, Case Study, Critical Theory (Marxist heritage)

Reading assignment to be read before session 4.
- Writing up qualitative research;
- Esterberg, Chapter 10, pp. 199-217.
- Wolcott, Chapter 2, pp. 12-48, Blackboard Document.
- Creswell, Writing a Qualitative Study, pp. 177-198.
- Creswell, pp. 68-76.
- Crotty, pp. 112-bottom 125 (power point Chapter 6) (ALSO Blackboard document).
- Parker & Roberts Critical Race Theory (Blackboard Course Document).

Written assignment
Mini-RAP RAP teams should have completed both interviews and transcripts for both interviews and have started the coding. Include memo with your thinking while making sure your thoughts are clearly identified. Begin analysis. Use as many of the tactics for generating meaning identified in Beebe (2001) or Miles and Huberman as you can.

a. Identify two or three main points from Wolcott and follow with one or two sentences of a subjective response.
b. Identify three to five main points of Creswell concerning writing and follow with one or two sentences of a subjective response.
c. Identify some of the main points of Esterberg concerning writing, especially making writing vivid, and follow with one or two sentences of a subjective response.
d. A short paragraph that describes the difference between ethnography and case study approaches.
e. A short paragraph that describes Marxist critical paradigm.

Responses to a, b, c, d, and e should not exceed 100 words each and should be posted to Blackboard by 5:00 PM two days before the class. REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class.

Class Activities
A. Writing up results
   2. Discussion of Wolcott, Creswell, and Esterberg with attention to differences in writing based on approaches.
3. Use of long and short quotes from participants.  
B. Discussion and comparison of ethnography and case study (student led). Special attention to conditions where each would be appropriate.  
C. Discussion on critical Marxist paradigm.  
D. Discussion on Critical Race Theory  
E. Presentation on Gugo ethnographic research by James Beebe.  

NO Face to face class October 28 (I will be in London attending the International Leadership Association) Opportunity for teams to work on Mini-RAP.  

Session 5: Nov 4, Evaluating qualitative research, Grounded Theory, Participatory/Action Research, Policy Research, Critical inquiry (Habermas, Freire)  
Reading Assignment, to be done before session 5.  
- Creswell, Standards of Validation and Evaluation pp. 201-220.  
- JAPA Guidelines, Blackboard document.  
- Tips for evaluating qualitative research, adapted from Cobb and Hagemaster.  
  http://www.gslis.utexas.edu/~marylynn/qreval.html  
- Creswell, Summary of Approaches, pp. 76-81.  
- Action Research: Action Research, Esterberg, Chapter 7 pp. 135-149; Creswell, pp. 21-2; Beebe, comparison RAP with PAR Rapid Assessment Process (RAP) and Participatory Action Research (PAR): Complementary Approaches with Similar Methodologies but Different Implications for Leadership.  
- Policy Research: Researching Policy, Blackmore & Lauder (Blackboard Course Document).  
- Crotty, pp. 139- middle 147 (power point Chapter 7) (ALSO Blackboard Document).  

Written assignment  
Mini-RAP Transcripts, coding, and initial analysis must be completed.  
  a. Based on the different reading, what do you think are the most important criteria for evaluating the soundness of a qualitative study. Remember to identify sources and use page numbers for the different ideas you think are important. Not to exceed 200 words.  
  b. A short paragraph that describes Grounded Theory. Not to exceed 100 words.  
  c. A short paragraph on what you view as the most important differences in the approaches and the one you think might be most relevant to your interests. Not to exceed 100 words.  
  d. Rationale for including or not including action/participatory research in this course. Not to exceed 100 words.  
  e. A short paragraph that describes critical inquiry, especially Habermas and Freire. Not to exceed 100 words.
Responses to a, b, c, should be posted to Blackboard by 5:00 PM two days before the class. REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class.

Class activities
A. Discussion on what constitutes quality when talking about qualitative research.
B. Discussion of Grounded Theory (student led).
C. Review of approaches. Discussion of application to Mini-RAP.
D. Discussion and comparison of Critical Inquiry (student led). Special attention to conditions where it would be appropriate.
E. Discussion on Action Research and Policy Research led by James Beebe

Session 6: Nov. 18, Ethics, Informed Consent, Designing Qualitative Studies, Feminism, Post-Structuralism, and Postmodernism
Reading assignment to be read before session 3
Miles and Huberman, Ethics, pp. 288-297, Blackboard Document.
• Esterberg, Chapter 3, pp. 43-55.
• SfAA Code of ethics; Beebe Rapid Assessment, p. 143
• AAA Codes of ethics [http://www.aaanet.org/committees/ethics/ethcode.htm]
• Gonzaga University, IRB policies http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Academic-Vice-President/Institutional-Review-Board/default.asp
• See Doctoral Program Draft Letter of Informed Consent on Doctoral letterhead and ready to be completed, http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Professional-Studies/PhD-Studies/Downloads-Forms/IRBConsentFormDocLetterhead.doc
• Crotty, pp. 160-213, 214-216 (Repeat of page 216 from Session 1). (power point Chapter 8, power point Chapter 9) (ALSO Blackboard documents)
• Post Structuralism: From Structuralism to Post Structuralism Miller, Whalley, Stronach (Blackboard Course Document).
• Feminism?Post-Structuralism, Davies & Gannon (Blackboard Course Document).

Web-based assignment on research on human subject. To be completed before class.
Human Participant Protections Education for Research Teams from NIH Office of Extramural Research, revised as of March 1, 2008. This free, web-based course presents information about the rights and welfare of human participants in research. The two-hour tutorial is designed for those involved in conducting research involving human participants. It satisfies the NIH human subjects training requirement for obtaining Federal Funds. You will have the option of printing a certificate of completion from your computer upon completing the course. http://phrp.nihtraining.com/users/login.php A copy of your certificate of completion is required to enroll in Proposal Seminar. You may want to ask Marnie to place a copy of the certificate in your file.
Written assignment
Mini-RAP Continue with the analysis and complete at least 3 but not more than 5 pages of the results section of the RAP report. Make use of short and long quotes as appropriate. Post to Blackboard by 5 PM two days before the class and bring a hard copy to class. REPLY to at least one posting by 5:00 the day of the class. This report should be academic without sounding scholarly. Bring two copies of these four pages to class. Post to Blackboard as an attachment. Post by 5:00 p, two days before class.

Possible Ethical Issues One paragraph on what you see as a possible ethical issue in your own research or in research you know about. Do NOT post. Bring sufficient hard copies for everyone in the class.

Evaluation Review of the Case Study, Campus Response to a Student Gunman by Kelly Asmussen and John Creswell, pp. 337-353 of Creswell, Qualitative Inquiry and Research Design. Should use the Guidelines for Review Article, based on JAPA Guidelines, but should not exceed 500 words. Both the article and the guidelines can be found in Blackboard Course Documents. Post to the Discussion Board by 5:00 p, two days before class. Bring to class one copy of the assignment. Should be included in the text of your message. A formatted copy can also be attached to your message.

a. In your opinion, what are the two most important ethical issues you are likely to face in your own research and why?

Responses should not exceed 150 words each and should be posted to Blackboard by 5:00 PM two days before the class. REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of ethics of qualitative research by 5:00 on the day of the class.

Class Activities
A. Reports on Evaluation Reviews of the Asmussen and Creswell article.
B. Ethics.
   a. Discussion of ethics in qualitative research.
   b. Consideration of ethical issues raised by students in the class.
C. Informed Consent.
D. Discussion of Feminist and Postmodernism (student led).
E. Working in groups, RAP teams edit the work of another RAP team.
F. Each RAP team identifies and presents on the relevance of approaches and paradigms to the Mini-RAP.
G. Discussion of design of qualitative studies.

Session 7: Dec 2, Mini-RAP and Design Reports
Reading Assignment: Decolonizing methodologies, Research and indigenous peoples Introduction, Smith (Blackboard Course Document).

Written Assignment to be completed before session 7.
Mini-RAP Draft final Mini-RAP report, include a RAP sheet. 5-10 pages.

a. Revised, almost final, draft of your 5 - 10 page paper on the RAP activity. Bring to class two copies of the assignment. The Mini-RAP report should identify the approach and paradigm used, possibly without a deliberate choice on your part. Address the issues of what approach and paradigm you might use if you were redoing this study and how these choices might influence the study. Note: Rapid Assessment is NOT an approach!

b. Research design. Between 3 -5 pages based on the Table 2.1 Marshal and Rossman p. 25 (Blackboard document). (For Literature review identify the types of literature you might use. It is not required to address data analysis procedures and trustworthiness). Rationale for the use of qualitative research for the topic and specific attention to the choice of one or more approaches and paradigm should be included. Post to Blackboard as an attachment by 5:00 PM the day before the class.

Class Activities
Class will be at my house. We will combine class with a potluck meal. Address 1249 S. Wall St., Cliff-Park section of Spokane. House is at the corner of 13th Ave. and Wall St. Go south on Monroe to 14th Ave. (light), turn left, go one block to Wall St., turn left. House is on the right, metal gates, hedge, gray with cream trim. If you need transportation, please contact the instructor.

Equipment for Power-Point Presentations will be available.

CLASS ACTIVITIES
A. Class presentations by groups or individuals on RAP reports.
B. Individual presentation on proposed research design.
C. Discussion on the politics of research and decolonizing research.
D. Class discussion on the relevance, or lack thereof, of the assigned materials and activities.