

JHR 500: Research Methods

Fall 2009

Wednesday 6:05pm

Professor: Suzanne Vaughan

Office: FAB 151S

Office Hours: Wednesday 4:45- 5:45pm and by appointment

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Required Texts:

Tim May. *Social Research: Issues, Methods, and Process*. 3rd edition. Open University Press, 2004.

William K. Carroll., ed. *Critical Strategies for Social Research*. Canadian Scholars Press. 2004.

Charles R. Hale. *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*. University of California Press. 2008.

D. Soyini Madison. *Critical Ethnography: Method, Ethics, and Performance*. Sage Publications, 2005.

Marie Campbell and Frances Gregor. *Mapping Social Relations: A Primer in Doing Institutional Ethnography*. Garamond Press, 2002.

Additional readings will be posted on Blackboard.

Course Description:

This seminar will introduce students to methodological approaches used in social justice and human rights research with an emphasis on two qualitative methods of inquiry: critical and institutional ethnography. While this course will introduce you to practical quantitative and qualitative strategies in carrying out social research, we will begin by examining the relationship between these various research practices (methods) and their epistemological basis in the production of knowledge. We will also explore contested theoretical/methodological issues in the field contributed by feminists, critical race, queer, and postcolonial theorists in debates about power, ethics, representation, voice, and reflexivity. Finally, and most importantly, we will also focus on doing research to become familiar with key research skills including designing a research study, posing questions, interviewing, conducting observations, analyzing data, and writing up results. Although social research is an intensely practical exercise, requiring us to make concrete, detailed decisions, research practices are intimately intertwined with our theoretical frameworks and assumptions and we constantly work between these different layers. Thus, this seminar is both theoretical and practical in orientation and throughout the

semester we will engage in the ongoing tension between theory and praxis (data collection, analysis, and writing) in our class discussion of readings and your own experience in the field.

This course will use Blackboard to post announcements, assignments and links to additional readings. Students are responsible for visiting Blackboard on a weekly basis.

Course Requirements:

- 1) As a graduate seminar students are required to attend class on a regular basis and contribute actively and in an informed manner to all discussions. Each of us is responsible for attending and preparing sufficiently to ensure a successful discussion. Class discussion will center around student-led discussions focused on assigned reading materials and experiences in the field. At times, I will prepare a brief set of comments to complement these discussions.
- 2) Each student is required to participate as a team in co-leading one seminar discussion. As a graduate level seminar, your discussion, commentary, and participation are crucial for a successful and stimulating class relevant to your research interests and goals. Students-led discussions will take place in teams of two and three people. At the second class meeting I will ask you to volunteer for one of the weeks during the semester. Guidelines for preparing for facilitating these discussions are posted on Blackboard.
- 3) There will be 6 graded assignments and/or reaction papers. These assignments focus on gaining practical experience using some of the methodologies and critically analyzing the various methodological debates we will examine throughout the semester. More detailed instructions will be posted on Blackboard over the coming weeks for each assignment.
- 4) There is one final reflection paper based on your experiences in the field. This paper will constitute your final examination and is due on Wednesday, December 16.
- 5) Late assignments will be marked down by one letter grade for every week late.

Grading:

Co-leading seminar discussion	20 %
Data Gathering and Reaction Papers (6)	60 %
Final Reflection Paper	20 %

Course Schedule:

Note that additional readings may be posted on Blackboard for the week. Make sure you check the schedule for the week.

WEEK 1

August 26: **Introduction to Course and Getting Know Each Other**

WEEK 2

September 2: Meet in Class for 1st hour
Library for Workshop

Readings:

Carroll, Part 1A, Chapter 1, 3

WEEK 3

September 9: **Perspectives on Social Research:**

Readings:

May, Chapter 1

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Carroll, Chapter 4-7

Hale, Forward and Introduction

Campbell and Gregor, Chapter 1

Smith, Linda Tuhiwai . 2007 “Imperialism, History, Writing and Theory” in

Decolonizing Methodologies: Research and Indigenous People. London: Zed Books, pp. 19-41. **(BB)**

WEEK 4

September 16: **Theory and Method**

ASSIGNMENT 1 DUE

Readings:

May, Chapter 2

Madison, Chapter 1, 3

Hale, Chapter 2

Campbell and Gregor, Chapter 2

Smith, Linda Tuhiwai . 2007 “Colonizing Knowledges” in *Decolonizing Methodologies: Research and Indigenous People*. London: Zed Books, pp. 58- 77. **(BB)**

WEEK 5

September 23: **Power, Representation, Ethics and Politics in Social Research**

Readings:

May, Chapter 3

Carroll, Chapter 2, 6

Madison, Chapter 4, 5, 6

Hale, Chapter 8

Alcoff, Linda. 1991-1992. "The Problem of Speaking for Others." Available on-line at <http://www.alcoff.com/content/speaothers.html>

WEEK 6

September 30: **Designing Research and Conceptualizing Research Questions**
ASSIGNMENT 2 DUE

Readings:

Carroll, Chapter 8

Madison, Chapter 2

Campbell and Gregor, Chapter 3

Maxwell, Joseph A. 2005. "Research Questions: What Do You Want to Understand?" pp65-78 in *Qualitative Research Design: An Interactive Approach*. Thousand Oaks: Sage
(BB)

WEEK 7

October 7: **In-depth Interviewing and Focus Groups**

Readings:

May, Chapter 6

Carroll, Chapter 14

Hale, Chapter 7, 9

Madriz, Ester. 2003. "Focus Groups in Feminist Research" in *Collecting and Interpreting Qualitative Materials*, Norman Denzin and Yvonna Lincoln, eds., Thousand Oaks. Sage, pp. 363-388. **(BB)**

WEEK 8

October 14: **Conducting Observations and Writing Field Notes**
ASSIGNMENT 3 DUE

Readings:

May, Chapter 7

Madison, Chapter 8, 9

Carroll, Chapter 15

Hale, Chapter 6

John Lofland. 1971. *Analyzing Social Settings*. Belmont, California: Wadsworth. pp 99-111. **(BB)**

Emerson, Robert, Rachel Fretz, and Linda Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago. University of Chicago, Chapter 3, 4. **(BB)**

WEEK 9

October 21: **Institutional Ethnography**

Readings:

Campbell and Gregor, Chapter 3-6

Carroll, Introduction to 2B, Chapter 13

Wilson, Alex and Ellen Pence. 2006. "U.S. Legal Interventions in the Lives of Battered Women: An Indigenous Assessment" in *Institutional Ethnography As Practice*. Lanham, Rowman and Littlefield, Dorothy Smith, ed. **(BB)**

WEEK 10

ASSIGNMENT 4 DUE

October 28: **Documentary and Textual Analysis**

Readings:

May, Chapter 8

Carroll, Introduction to 2C, Chapter 16-19

Marie Campbell, "Textual Accounts, Ruling Action: The Intersection of Knowledge and Power in the Routine Conduct of Community Nursing Work" in *Studies in Cultures, Organizations, and Societies*. (7: 231-250). **(BB)**

WEEK 11

November 4: **Participatory Action Research**

Readings:

Carroll, Introduction 2D, Chapter 20-23, 25

Naples, Nancy. 2003. "Survivors Going Public: Reflections on the Limits of Participatory Research" in *Feminism and Method*. New York, Routledge **(BB)**

WEEK 12

November 11 NO CLASS Veteran's Day

WEEK 13

November 18: **Survey Research and Questionnaire Analysis**
ASSIGNMENT # 5 DUE

Readings:

May, Chapter 4, 5

Carroll, Chapter 11

Westmarland, Nicole. The Quantitative/Qualitative Debate and Feminist Research: A Subjective View of Objectivity. *Forum: Qualitative Research*. 2 (1).

<http://www.qualitative-research.net/index.php/fqs/article/view/974/2125>

Kim, Marlene. 1997. "Poor Women Survey Poor Women; Feminist Perspectives in Survey Research." *Feminist Economics*. 3(2). Pp. 99-117.

<http://ejournals.ebsco.com.ezproxy1.lib.asu.edu/direct.asp?ArticleID=2TJ5A1HCRAMQ5N9XDEXV>

WEEK 14

November 25: **Reflexivity and Autoethnography**

Readings:

Smith, Conclusion

Skeggs, Beverley. 2002. "Techniques for Telling the Reflexive Self" In *Qualitative Research in Action*, ed. Tim May. Pp. 349- 374. **(BB)**

Coffey, Amanda. 2002. "Ethnography and Self: Reflections and Representations" In *Qualitative Research in Action*, ed. Tim May. Pp. 349- 374. **(BB)**

Vidal-Ortiz, Salvador. 2004. On Being a White Person of Color: Using Autobiography to Understand Puerto Rican Racialization." *Qualitative Sociology* 27(2)pp 179-203.

<http://www.springerlink.com.ezproxy1.lib.asu.edu/content/g880153476u55101/fulltext.pdf>

WEEK 15

ASSIGNMENT 6 DUE

December 2: **Conclusions, New Questions, and Future Directions**

Readings:

Carroll, Chapter 9, 10, 24, 26, 27, Conclusion

Hale, Chapter 3, 13

December 16

Final paper due

Paper Topics:

This seminar requires the practice of social justice and human rights oriented research methods. You should select a research topic, site, and an informant in order to carry out some preliminary research and practice some of the methods you will be learning during the semester. All your assignments will draw upon these research experiences and will be the subject matter used in your papers and during class discussions. In order to choose a topic, first think about a topic that intrigues you; it should be a topic on which you will conduct interviews and observations. Second, you should consider the social spaces, and possible informants that will provide you with some initial data for this research. You will need to have regular access to these spaces in order to conduct on-going ethnographic field work and to conduct at least one in depth interview to complete assignments for this class. These assignments will be posted on Blackboard approximately two weeks before they are due. Turn in hard copies to me in class the day they are due.

Here are the topics for Assignments

Assignment # 1: Using library resources to explore a topic

Assignment # 2: Theory and Methods

Assignment # 3: Human Subjects and Certification

Assignment # 4: Interviewing

Assignment # 5: Observation

Assignment # 6: Survey Research

Final Paper: Reflecting on Theory and Praxis