

GOLDSMITHS/ QUEEN MARY
UNIVERSITY OF LONDON

ESRC Doctoral Training Centre

CORE QUALITATIVE RESEARCH METHODS

Course Guide 2011-2012

Core Qualitative Research Methods

INTRODUCTION

This course provides an inter-disciplinary introduction to qualitative traditions of social research. It aims to give you an understanding of some of the main forms of qualitative research, offer you opportunities to develop the necessary skills for conducting qualitative research, and help you in reading and assessing research publications. The course is also designed to offer you opportunities to discuss your own research, and exchange ideas with students from a range of disciplines.

GRADUATE RESEARCH COMMUNITY

The course is designed as an introduction for those with little or no previous experience of this methodology. *Core Qualitative Research Methods* is open to all MPhil/PhD students within the Goldsmiths/ Queen Mary Doctoral Training Centre it is compulsory for students holding a 1 plus 3 PhD Studentship. Students from other disciplines are very welcome to attend providing space is available.

COURSE AIMS

Students will learn:

- the core qualitative methods investigation
- an appreciation of the analytic procedures involved in qualitative research
- new directions in qualitative methods including on-line, digital and multi-media techniques
- about the ethical dimensions of qualitative research practice how to design a piece of qualitative research

COURSE OUTLINE

The course aims to provide graduate research students with skills and tools that are relevant and useful to their PhD research. We will explore the general nature of qualitative research but with a view to its application to the specific issues of each individual student's areas of interest. The course focuses on the main methods that qualitative researchers employ in their work and with general strategies for qualitative data analysis. It also examines issues that emerge when reading about and assessing qualitative research, the ethical considerations involved in the conduct of qualitative research and the development of a qualitative methodology and writing a qualitative research proposal.

The course also aims to develop an inter-disciplinary discussion across the field of the social sciences. Our ambition here is to develop an inter-disciplinary conversation that also pushes us to think harder and innovate new kinds of qualitative research devices.

The sessions will consist of a lecture followed by a discussion and structured workshop activity. Our aim is to use the course to offer participants an opportunity to connect the qualitative techniques discussed with the development of their own research skills. In this sense we want the course to both provide students with core qualitative research skills and to expand their research imaginations.

Session 1 (03.10.11) The Qualitative Research Imagination Today (Les Back & Anna Traianou, Goldsmiths)

Session 2 (10.10.11) Beyond the 'Science of the Interview'? (Les Back & Anna Traianou, Goldsmiths)

Session 3 (17.10.11) Ethnography and Community: Beyond Words and Figures (Les Back & Anna Traianou, Goldsmiths)

Session 4 (24.10.11) Thinking Space and Place (Jon May, Queen Mary & Les Back, Goldsmiths)

Session 5. (31.11.11) Introduction to Qualitative Data Analysis (Anna Traianou & Les Back, Goldsmiths)

Reading Week (07.11.11)

Session 6 (14.11.11) Reviewing and Assessing Qualitative research (Anna Traianou & Les Back, Goldsmiths)

Session 7 (21.11.11) Discourse Analysis (Colleen Cotter, Queen Mary & Les Back, Goldsmiths)

Session 8 (28.11.11) Ethics in Qualitative Research (Anna Traianou and Les Back, Goldsmiths)

Session 9 (05.12.11) Researching On-Line (Carrie Paechter & Anna Traianou, Goldsmiths)

Session 10 (12.12.11) Writing a Research Proposal and Course Evaluation (Les Back & Anna Traianou, Goldsmiths)

TIMES AND PLACE OF MEETINGS

Duration

30 hours: 10 sessions of 3 hours during the autumn semester.

Dates

Session will take place Monday evening 6-9pm

Room

Richard Hoggart Building (RHB) 137a Lecture and RHB 141 and 142

INTERDISCIPLINARY STAFF TEAM

The course co-ordinators are Prof Les Back, Goldsmiths Graduate School, Whitehead Building (Rm 117) l.back@gold.ac.uk ext 7380 and Dr Anna Traianou, Department of Educational Studies (room 405) a.traianou@gold.ac.uk, ext 7877

Members of staff contributing to the course also include in order of appearance:

Prof Jon May School of Geography, Queen Mary
(j.may@qmul.ac.uk)

Dr Colleen Cotter School of Language, Linguistics and Film, Queen Mary
(c.m.cotter@qmul.ac.uk)

Prof Carrie Paechter, Department of Educational Studies, Goldsmiths
(c.paechter@gold.ac.uk)

ASSESSMENT

This course is assessed by one assignment of 5000 words (excluding references). Coursework assignments are set out below.

A copy of your assignment should be sent **electronically** on or before the deadline of 9th January, 2012 to Carole Bird, at c.bird@gold.ac.uk, at the Goldsmiths, Graduate School.

Assignment

Designing a research proposal

This assessment (5,000 word research proposal and methodological statement) is designed to test your capacity to generate appropriate research questions, deploy appropriate combinations of methods to investigate them in a multi-strategy research design, combine qualitative and quantitative methods where relevant, show an awareness of the connections between research aims and epistemology, display a well-developed ethical literacy, demonstrate the capacity to analyze data and discuss anticipated research findings and their implications. The proposal is expected to be as professionally presented and imaginative as possible. It needs to contain the following elements, although the form and order in which you follow them is up to you.

A) Non-Technical Summary

Provide a 300 word abstract summarizing your proposed social research for a non-technical audience. You will be rewarded for clarity and accessibility.

B) Research Question(s) Aims and Objectives

You will be rewarded for clearly defined research questions that can be investigated or explored by the research methods selected. You will be rewarded for clear statements of aims and objectives that imaginatively address the research brief.

C) Context for the Research

Explain how the research addresses the needs of its audience(s). You will be rewarded for indicating how the research design relates to previous research on the topic, current social issues and current debates in theoretical Sociology.

D) Methods and Techniques

Show how data are to be collected and analyzed and how they are to be used to evaluate the research question(s). Anticipate challenges to the validity and reliability of the research. You will be rewarded for explicit justification of your chosen data collection strategy, assessment of your choices relative to available alternate strategies and discussion of epistemology/ontology. You should use at least 2 methods covered in this course and methodological pluralism is positively encouraged.

E) Likely Data Outcomes and Methods of Analysis

Indicate what kinds of data you anticipate your proposal will generate and say how you would analyze it.

F) Ethical Issues

Discuss what sorts of research relationships you anticipate and any possible ethical issues raised by your proposed research. Consult the ethical guidelines of your professional association (e.g. British Sociological Association) and the ESRC ethical guidelines. You will be rewarded for evidence of well developed levels of ethical awareness.

G) Dissemination Strategy

Indicate how you would publicize your findings. You will be rewarded for imaginative dissemination strategies aimed at non-academic audiences.

Alternatively, students may prefer, in discussion with Anna Traianou, and Les Back to produce an assignment 5,000 words in length on a topic of their own choice focusing on a substantive methodological discussion of a particular technique. This offers students the opportunity to dig deeper into a specific research method or issue.

For MPhil/ PhD students the assignments are awarded a pass or fail. For students doing this course as a part of a MRes they will be graded in accordance to assessment structure of their programme. The pass mark is 50 and students reaching a grade of 70 or above will be awarded a Distinction.

KEY TEXT ON QUALITATIVE RESEARCH

There is a vast literature on qualitative research methods and not all of it adds significantly to what has gone before! The list below is only indicative. Further suggestions and advice on the literature of qualitative research will be offered during sessions.

- Atkinson, P. et al., (2001) *Handbook of Ethnography*, London: SAGE.
- Back, L. *The Art of Listening* Oxford: Berg
- Banks, M. (2001) *Visual Methods in Social Research*. London: SAGE
- Barbour, R. S. and Kitzinger, J. (eds) (1999) *Developing focus group research: politics, theory and practice*. London: Sage.
- Becker, H. (1998) *Tricks of the Trade: How to think about your Research While you are Doing it* Chicago: University of Chicago
- Becker, H. (1986) *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article* Chicago: University of Chicago
- Becker, H. (2007) *Telling About Society* Chicago: University of Chicago Press
- Bryman, A. (2004) *Social Research Methods*. Oxford: Oxford University Press (Second Edition). **(This is a really good introductory book to social research methods).**
- Bryman, A. and Burgess, R. (eds) (1994) *Analyzing qualitative data*. London: Routledge
- Bulmer, M. (ed.) (1982) *Social Research Ethics*, London: Macmillan.
- Burgess, R. (1994) *Essays in educational ethnography*. London: Falmer Press.
- Coffey, A. & Atkinson, P. (1996) *Making Sense of Qualitative Data*, Thousand Oaks: SAGE. **(This is a very useful guide to qualitative data analysis, which illustrates the importance of thinking with the data).**
- Cortazzi, M. (1993) *Narrative Analysis*. London: Falmer Press.
- De Laine, M. (2000) *Fieldwork, Participation and Practice: Ethics and Dilemmas in Qualitative Research*. London: Sage.
- Denzin K.N., & Lincoln S.Y. (Eds.) (1994) *Handbook of Qualitative Research*, Thousand Oaks, SAGE (2nd edition). A third edition of this handbook appeared in 2005, with substantially different contents.
- Ellis, C. (2004) *The Ethnographic I: a methodological novel about autoethnography*, New York: Altamira Press.
- Gomm, R., Hammersley, M., & Foster, P. (2000) (Eds) *Case Study Method*, Thousand Oaks: Sage. **(This is an excellent book on the nature and complexities of case study research).**
- Hammersley, M. (1992) *What's Wrong with Ethnography?* London: Routledge.
- Hammersley, M. (1995) *The Politics of Social Research*. London: Sage.
- Hammersley, M. and Atkinson, P. (2007, 3rd edition) *Ethnography: Principles in Practice*, London: Routledge. **(This is a very good book on the nature of ethnography).**
- Hammersley, M., & Traianou, A. (2012) *Ethics in Qualitative Research: Controversies and Contexts*, London: Sage.
- Homan, R. (1991) *The Ethics of Social Research*. London: Routledge.
- Law, J. (2004). *After Method: Mess in Social Science Research*. London and New York: Routledge.

- Lewis-Beck, S., Bryman, A., & Liao, F.T. (eds) (2004) *The SAGE Encyclopaedia Social Research Methods*, London, SAGE
- Mann, C., & Stewart, F., (2000) *Internet Communication and Qualitative Research: A Handbook for Researching Online*, London: SAGE.
- May, T. (1997, 2nd edition) *Social Research: Issues, Methods and Process*. Buckingham: Open University Press.
- MacLure, M. (2003). *Discourse in Educational and Social Research*. London: Open University Press/McGraw-Hill.
- Miles, M., & Huberman, M. (1994)(2nd edition) *Qualitative Data Analysis*. Thousand Oaks: SAGE.
- Reason, P., Bradbury, H. (2001) *Handbook of Action Research*, London: SAGE.
- Schwandt, A.T. (2001) *Dictionary of Qualitative Research*, London: SAGE (second edition)
- Seale, C. (ed) (1998) *Researching Society and Culture*, London, SAGE.
- Seale, C., Gobo, G., Gubrium, F. J., & Silverman, D (Eds.) (2004) *Qualitative Research Practice*, London, SAGE.
- Silverman, D. (2007) *A Very Short, Fairly Interesting and Reasonably Cheap Book About Qualitative Research* London: Sage (**This is a wonderful and beautifully written book about qualitative methods**)
- Silverman, D. (2001) *Interpreting Qualitative Data: Methods for interpreting talk, text and interaction*, London, SAGE.
- Silverman, D. (ed) (2004) *Qualitative Research: Theory, Method and Practice* (second edition).
- Strauss, A., & Corbin, I (1990) *Basics of Qualitative Research: Grounded Theory: Procedures and Techniques*, Newbury: SAGE. (**This is the best of the books on grounded theorising as regards how to do qualitative research**).
- Thapan, M. (ed) (1998) *Anthropological Journeys: Reflections on Fieldwork*. London: Sangam Books.
- Van Maanen, J. (1995) *Representation in Ethnography*, Thousand Oaks: SAGE.
- Wetherell, M., Taylor, S., & Yates, S. (2001) *Discourse Theory and Practice: A Reader*, London: SAGE (**This book offers a very good introduction to discourse analysis**).
- Yin, R.K. (1989) (2nd edition) *Case Study Research: Design and Methods*. Newbury Park and London: SAGE

LECTURE AND WORKSHOP PROGRAMME

Session 1: The Qualitative Research Imagination Today (03.10.11)

(Les Back & Anna Traianou)

This session aims to provide a general introduction to the course and to the nature of qualitative social research. We will look at the history of qualitative research, the ways in which qualitative researchers go about their work, and whether they make different assumptions about the nature of the world (ontology) and how we can understand it (epistemology). As part of this, we will compare and contrasting disciplinary traditions (including positivism, interpretivism and constructionism). We will also examine the relationship between the imagination and qualitative methods of inquiry. What is the basis of our intellectual interests? What commitments do they emerge from? Where do we look and listen for hunches and insights? Also, we will discuss some of the new directions in qualitative investigation and the opportunities to reimagine the kinds of qualitative research tools that are available to us in the 21st Century

Essential Reading:

As this is the first session of this course, and designed to be introductory, no specific suggestions for reading. What we would like to do is to explore the relationship between this course and the MPhil/PhD course that students are embarking upon.

However, some of the following text will be referred to:

Mills, C. Wright (1959) *The Sociological Imagination* New York : Oxford University Press Read 'The Promise' and Epilogue 'On Intellectual Craftsmanship'

Weber, Max. (1946) "Science as a Vocation" in H.H. Gerth and C. Wright Mills (Translated and edited), *From Max Weber: Essays in Sociology*, pp. 129-156, New York: Oxford University Press

Latour, B. (2005) *Reassembling the Social*. Oxford: Oxford University Press.

Becker, Howard, (1998) *Tricks of the trade : how to think about your research while you're doing it* Chicago & London : University of Chicago Press

Savage, M. & R. Burrows (2007). The Coming Crisis of Empirical Sociology, *Sociology* (41): 885-899. Rogers R. (2009) *The End of the Virtual: Digital Methods*. (Amsterdam: Amsterdam University Press).

Silverman, D. (2007) *A very short, fairly interesting and reasonably cheap book about qualitative research* London : Sage.

Back, L. *The Art of Listening* Oxford: Berg Introduction

We would also recommend listening to Howard Becker's podcast *The Craft of Research* recorded at Goldsmiths in 2009 that can be down loaded from the Goldsmiths website <http://www.gold.ac.uk/sociology/replay/>

Session 2 Beyond the ‘Science of the Interview’? (10.10.11)

(Les Back and Anna Traianou)

This session will focus on the features and nature of qualitative interview. We will explore the ways in which interviews within various traditions of qualitative research have been thought of as a resource and as a topic. We will look at the ways in which ‘giving voice’ is inflected with political aspirations. As an illustration we will look at the political history of the focus group interviews to reveal how techniques for investigating the social world are always situated in particular historical and cultural contexts. Also, we will also look at the ways in which personal narrative and life histories have been used within qualitative social research traditions. This comes back to the question of what status we give the accounts that are recorded so perfectly on our tape recorders or digital voice recorders? Is it a problem if people lie in interviews? If it is a problem, what kind of problem is it?

Essential Reading

Rapley, T. (2004) ‘Interviews’ in *Qualitative research practice* edited by Clive Seale et al London ; Thousand Oaks, Calif. : SAGE pp. 15-33

Recommended Reading

Atkinson, P., & Coffey, A. (2003) Revisiting the relationship between participant observation and interviewing, in J.A.Holstein, & J.F.Gubrium (Eds) *Inside interviewing: new lenses, new concerns*, London: SAGE

Back, Les (2010) *Broken devices and new opportunities: re-imagining the tools of qualitative research*. NCRM Working Paper.

Back, L. (2004) ‘Politics, research and understanding’ in *Qualitative research practice* edited by Clive Seale et al London ; Thousand Oaks, Calif. : SAGE pp. 261-

275Hughes, Everett (1971) *The sociological eye : selected papers* Chicago : Aldine-Atherton particularly essay on interviewing.

Jones, S. (1985) *Depth Interviewing, Applied Qualitative Research*, Adershot: Gower.

Merton, R., Fiske, M. and Kendall, M. (1990) *The focused interview : a manual of problems and procedures* New York : Free Press ; London : Collier Macmillan

Oakley, A. (1981) *Interviewing Women. A contradiction in terms*. In H.Roberts (Ed.) *Doing Feminist Research*. London: Routledge. And Malseed, J. (1987) ‘Straw Men: a note on Ann Oakley’s treatment of textbook prescriptions for interviewing’, *Sociology*, 21 (4), 629-631.

Portelli, A. (1991) *The death of Luigi Trastulli, and other stories : form and meaning in oral history* Albany, N.Y. : State University of New York Press. Chapter 1 and 2.

Portelli, A. (1997) *The battle of Valle Giulia : oral history and the art of dialogue* Madison, Wis. : University of Wisconsin Press Chapter 2.

Rose, N. & Osborne, T. (1999) 'Do the social sciences create phenomena: the case of public opinion research', *British Journal of Sociology*, 50, 3, 367-396

Seale, C. (2007) *Qualitative research practice* London: Thousand Oaks, CA : SAGE.

Tierney, W. (1998) Life History's History: Subjects Foretold, *Qualitative Inquiry*, 4 (1) 49-70.

Session 3 Ethnography and Community: Beyond Words and Figures (17.10.11)

(Les Back & Anna Traianou)

In the first part of this session you will be introduced to the principles and practice of ethnography. We will focus on how observations are carried out, different forms of observation, problems in research roles. You will also have the opportunity to discuss some of its recent developments (e.g. visual ethnography, autoethnography, global ethnography) as well as some of its criticisms. In the second part of the session, we will focus on the study of community. Often connected to participatory traditions of ethnographic research it involved living in and participating in 'communities' over a long period of time. We will look at the interplay between local and global dimensions of the urban environment drawing on work with architecture and cultural geography. What else might be at our disposal as researchers other than counting variables and transcribing speech? Here we will explore the possibilities that digital media poses to both re-imagine the relationship between observer and the observed as well as offer the potential to develop broader attentiveness to the sensuous and sensory aspects of social experience.

Essential Reading

Back, L. ((2009) 'Researching Community and its Moral Projects', *21st Century Society*, vol 4, 2: 2001-14

Recommended Reading

Hammersley, M. & Atkinson, P. (2007) *What is Ethnography?* (Chapter 1) From *Ethnography: principles in practice* (3rd edition). London: Routledge

Back, L. (1996) *New Ethnicities and Urban Culture: racisms and multiculturalism in young lives* London: UCL Press Chapter 2 and 5

Massey, D. (2007) *World City* Cambridge : Polity

Massey, D. (2005) *For Space* London: Sage

Brah, A. (1999) 'The Scent of Memory: Strangers, Our Own and Others,' *Feminist Review*, Volume: 61: 4-26 Also published in Avtar Brah and Annie E. Coombes ed. (2000) *Hybridity and its discontents : politics, science, culture* London : Routledge.

Riles, Annelise 'Real Time: Unwinding Technocratic and Anthropological Knowledge' *American Ethnologist*, Vol 31(3): 392-405

- Butler, T. and Robson, G. (2003) *London Calling: The Middle Classes and the Re-Making of Inner London* Oxford: Berg
- Dench, G., Gavron, K., and Young, M. (2006) *The New East End: Kinship, Race and Conflict* London: The Young Foundation
- Emmel, N. and Clark, A. (2007) 'We walk the walk, but can we talk the talk (with deference to John Lee Hooker): walkabouts to understand the lived environment of the community', Developing 'mobile' methods 12th June 2007, Cardiff University at <http://www.cardiff.ac.uk/socsi/qualiti/IntDisSem2007/r1mleeds.ppt>
- Farrar, M. (2008) 'Analysing London's 'New East End' – How Can Social Science Make A Difference?', Sociological Research Online, Volume 13, Issue 5, <http://www.socresonline.org.uk/13/5/7.html>
- Giddens, A. (2007) 'Doubting Diversity's Value,' *Foreign Policy*, Nov/ Dec: 87-88
- Gilroy, P. (2004) *After Empire: Melancholia or Convivial Culture*, London: Routledge
- Hall, S. (2008) 'Armed with Our Inexperience: A Survey of the Walworth Road,' *Street Signs*, Autumn: 10-11.
- Low, S. (2004) *Behind the Gates: Life, Security, and the Pursuit of Happiness in Fortress America* New York & London: Routledge
- Miller, D. (2008) *The Comfort of Things* Cambridge: Polity
- Hammersley, M. (2006) Ethnography: problems and prospects, *Ethnography and Education*, 1 (1), 3-14.
- Hey, V. (1997) 'Not as nice as she was supposed to be': schoolgirls' friendships, in S. Taylor (Ed.) *Ethnographic Research, A Reader*, London: SAGE in association with The Open University.
- Ellis, C. (2004) *The call of autoethnographic stories, from The Ethnographic I. A Methodological novel about autoethnography*, New York: Altamira Press.
- Payne, G. (1996) 'Imagining the Community' in E. S. Lyon and J. Busfield (eds) *Methodological Imaginations* Basingstoke: Macmillan
- Putnam, R. (2007) U Pluribus Unum: Diversity and community in the 21st century – The 2006 Johan Skyette Prize Lecture, *Scandinavian Political Studies*, Vol 30, 2: 137-174.
- Putnam, R. (2001) *Bowling Alone: the Collapse and Revival of American Community* London: Simon & Schuster
- Rhys-Taylor, A. (2007) 'The Irrepressibility of Magifera' *Eurozine* <http://www.eurozine.com/authors/rhystaylor.html>
- Rhys-Taylor, A. (2008) 'Bear with me. I'm quite a quick walker but it's a long market,' *Street Signs*, Autumn: 20-21

Sampson, R. (2008a) 'Rethinking Crime and Immigration' *Contexts* 7:28-33

Tonkiss, F. (2005) *Space, the City and Social Theory*. Cambridge: Polity.

Session 4: Thinking Space and Place (24.10.11)

(Jon May & Les Back)

That the social sciences and social theory have undergone a 'spatial turn' in recent years is clear. Exactly what constitutes this turn – or more specifically, how space has come to be conceptualized within this 'spatial turn' - is rather less clear. In this session we will begin by examining some of the different ways in which space might be conceptualized, before moving on to think about the closely related concept of 'place', and the relationships between space and place. The first part of the session will focus on two key questions: how can we best conceptualise the relations between society and space? And how might we best understand the production of space itself (how do different conceptualizations of space come in to being, how are they enacted and how do they shape social life)? In the second part of the session we will consider instead changing conceptualizations of place – as both a locus of meaning and attachment ('space made meaningful'), and as an arena/mechanism of social power ('a place for everything and everything in its place'). To close the session we will examine changing conceptualizations of, and the politics attendant to, the relationships between 'space' and 'place', focusing on Doreen Massey's proposals for the development of a more 'progressive sense of place' and of a 'politics of place beyond place'. Throughout attention will be given to how such concepts and debates might frame our research (shaping the questions we ask) and might in turn be mobilized (what kinds of methods might we draw upon to explore such questions).

Essential Reading

Cresswell, T. 1996 *In Place/Out of Place: Geography, Ideology and Transgression*, University of Minnesota Press, Minneapolis. See especially his outline *Theory and Conclusions*.

Recommended reading

Cresswell, T. (2004) *Place: a short introduction*. Oxford, Blackwell. See especially 'The genealogy of place' (pp15-52), and 'Reading a global sense of place' (pp53-80).

Darling J (2009) 'Thinking Beyond Place: The Responsibilities of a Relational Spatial Politics', *Geography Compass*, Vol 4, July 2009: http://www.blackwell-compass.com/subject/geography/section_home?section=geco-social-geography

Elden, S. (2009) 'Production of space' in Gregory, D. et al. (eds) *The Dictionary of Human Geography*. Oxford, Blackwell. Pp.590-592 (see also the entry on the same in the 4th edition –

Johnson, R. et al. (eds) *The Dictionary of Human Geography* 4th edition, pp. 664-47).

Smith, S.J. (2005) 'Society-Space', in Cloke, P., Crang, P. and Goodwin, M. (eds) *Introducing Human Geographies*. London, Arnold. Pp18-33.

Crang, M. and Thrift, N. (eds) (2000) *Thinking Space*. London, Routledge. See especially the Introduction and Chapter 8.

Lefebvre, H. (1991) *The Production of Space*. Oxford, Blackwell.

Massey, D. (1993) 'Power geometry and a progressive sense of place', in Bird, J. et al (eds.) *Mapping the Futures*. London, Routledge.

Massey, D. (2007) *World City*. Cambridge, Polity. See especially Part II The World City in the World (Ground the Global; Identity, Place, Responsibility; A Politics of Place Beyond Place).

Merrifield, A. (2006) *Lefebvre: A critical introduction*. Routledge, London.

'Place' (and 'Placelessness') in Gregory, D. et al. (eds) *The Dictionary of Human Geography*. Please see the entries for both the 4th and 5th editions (which are quite different).

Session 5: Introduction to Qualitative Data Analysis (QDA) (31.11.11)

(Anna Traianou and Les Back)

In this session, we will primarily explore the central processes in Qualitative Theme (or Content) Analysis (initial coding and constant comparison method). We will discuss the overall features of grounded theory and some of its criticisms. In this session we will also discuss the issue of the analytic status that we give to qualitative data. This is a key problem for qualitative researchers and it is a stock question that PhD examiners like to test students on ie "Tell me you have used interview data in your thesis, what status do you give to these accounts? What if the participants are lying or just telling you what you want to hear?" We will help you think about how to address questions like this.

Essential Reading

Coffey, A., & Atkinson, P. (1996) 'Concepts and coding', from *Making Sense of Qualitative Data*, London: Routledge.

Recommended Reading

Burgess, R.G. *In the Field*, London, Allen and Unwin, 1984.

Hammersley, M. and Atkinson, P.A. *Ethnography: principles in practice*, London, Routledge. (Third edition 2007)

Lofland, J., Lofland, L. H., Snow, D. A., and Anderson, L. (2006) *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*, Fourth edition, Belmont, Calif., Wadsworth. (Earlier editions also useful).

Schatzman, L. and Strauss, A. *Field Research*, Englewood Cliffs, NJ, Prentice Hall, 1973.

Bryman, A. and Burgess, R. G. (eds) (1994) *Analysing Qualitative Data*, London, Routledge (A collection of articles reflecting on the process of qualitative data analysis in a variety of research projects.)

Coffey, A. and Atkinson, P. *Making Sense of Qualitative Data*, Thousand Oaks, Sage, 1996.

A very useful guide to qualitative data analysis which is not dogmatic and emphasises and illustrates the importance of thinking with the data, not just coding them in a relatively mechanical way.

Miles, M. and Huberman, M. *Qualitative Data Analysis*, Beverly Hills, Sage, 1984. (Second edition, Thousand Oaks, Sage, 1994.)

This provides a useful discussion of a variety of techniques, with illustrations from applied research carried out by the authors.

Silverman, D. *Interpreting Qualitative Data*, London, Sage, 2006, Third edition.

Provides an overview of different approaches to analysing qualitative data.

Strauss, A. and Corbin, J. *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*, Newbury Park, Sage, 1990. (There are later editions. Latest one is Corbin and Strauss 2008).

Reading Week (07.11.11)

Session 6: Reviewing and Assessing Qualitative Research (14.11.11)

(Anna Traianou & Les Back)

The aim of this session is to introduce you to the procedures involved in reading and assessing research reports that are based explicitly on detailed qualitative research evidence. A central aim of this session is to discuss criteria of assessment (validity and relevance). This skill is particularly important for MPhil/ PhD researchers as all students have to write a 'review of the literature' as part of their thesis. We will link the session also to the the particular challenges of reviewing an academic field in the context of a thesis.

Activity

Prior to the session, you will need to complete the following activity. Read ‘The resources and strategies that 10-11-year old boys use to construct masculinities in the school setting’ by Jon Swain (see essential reading). As you do so, carry out the following tasks:

- a) Briefly describe the focus of the research.
- b) Summarise the information provided about the case or cases studied.
- c) List the main sources of data used by the author and how he gained access to them.
- d) Make a list of the central claims that the author makes and of the sorts of evidence he offers in support of them.
- e) Summarise the conclusions.

Please, bring your notes in the session for discussion.

Essential Reading

Swain, J. (2004) ‘The resources and strategies that 10-11-year old boys use to construct masculinities in the school setting’, *British Educational Research Journal*, 30 (1), 169-185.

Schofield, J.W. (1993) Increasing the Generalisability of Qualitative Research. In M. Hammersley (Ed.) *Social Research: Philosophy, Politics and Practice*. London: SAGE.

Recommended Reading

Spencer, L. et al. (2003) Quality in Qualitative Evaluation. A Framework for Assessing Research Evidence, London: Cabinet Office available at: http://www.civilservice.gov.uk/Assets/a_quality_framework_tcm6-7314.pdf (accessed on 21st June 2010)

Session 7: Discourse Analysis (21.11.11)

(Colleen Cotter & Les Back)

This session provides a brief introduction to discourse analysis, including a survey of the primary approaches and the theoretical foundations behind them, what counts as “data”, and how to go about eliciting and analysing data. The broad range of questions that can be explored will also be noted.

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Essential Reading

Johnstone, B. (2008) 2nd ed. *Discourse Analysis* Malden: Wiley-Blackwell see Introduction

Recommended Reading

Schiffrin, Deborah (1994) *Approaches to Discourse*, Oxford:Cambridge, Mass: Blackwell

Schiffrin, D., Tannen, D., and Hamilton, H. E. eds (2003) *The handbook of discourse analysis*, Oxford : Blackwell.; Wiley-Blackwell

Jaworski, A. (ed.). (2006)*The Discourse Reader*, London:Routledge

Gee, J. (2011) *How to Do Discourse Analysis: A Toolkit*, London:Routledge

Session 8: Ethics in Qualitative Research (28.11.11)

(Anna Traianou & Les Back)

This session aims to raise your awareness about some of the key ethical issues involved when dealing with research participants and with the writing of qualitative research. We will discuss the difficult and controversial character of ethical issues, and examine some of the philosophical assumptions involved, the social contexts in which key ethical principles arise, and their implications for qualitative research practice. We will also consider some of the problems arise for qualitative researchers from ethical regulation.

Essential Reading

Hammersley, M. and Traianou, A. (2007) *Ethics and Educational Research*. London: TLRP. Online at <http://www.tlrp.org/capacity/rm/wt/traianou> (accessed 21 September, 2011)

Recommended Reading

Alderson, P. and Morrow, V. (2011) *The Ethics of Research with Children and Young People*, London, Sage.

Beauchamp, T. (2010) 'Autonomy and consent', in Miller, F. and Wertheimer, A. (eds.) *The Ethics of Consent: Theory and Practice*, New York : Oxford University Press.

Borofsky, R. (2005) *Yanomami: the fierce controversy and what we can learn from it*, Berkeley, University of California Press.

Burawoy, M. (2005) 'For public sociology', *American Sociological Review*, 70, 1, pp4-28.

Faubion, J. (2003) 'Toward an anthropology of ethics: Foucault and the pedagogies of autopoiesis', in Wyschogrod, E. and McKenny, G. (eds.) *The Ethical*, Oxford, Blackwell.

Feinberg, J. (1984) *Harm to Others*, New York, Oxford University Press.

Homan, R. (1980b) 'The ethics of covert methods', *British Journal of Sociology*, 31, pp46-59.

Hammersley M., & Traianou, A. (2012) *Ethics in Qualitative Research: Controversies and Contexts*, London: Sage

Jaggar, M. A. (2000) Feminist Ethics in H. LaFollette (Ed) *The Blackwell Guide to Ethical Theory*, Oxford, Blackwell Publishers.

Mauthner, M., Birch, M, Jessop, J., and Miller, T. (eds.) (2002) *Ethics in Qualitative Research*, London, Sage.

Punch, M. (1994) 'Politics and Ethics in Qualitative Research', in N.K. Denzin, & Y.S. Lincoln (Eds) *Handbook of Qualitative Research*, London: SAGE.

Warwick, P.D. (1973, reprinted in 2005) Tearoom trade: means and ends in social research., and L. Humphreys, Retrospect: Ethical Issues in Social Research. In L.Humphreys, *Tearoom Trade. Impersonal sex in public places*. New Brunswick: Aldine Transaction.

Session 9 Researching On-line (05.12.11)

(Carrie Paechter & Anna Traianou)

In this session we will consider how to approach data from online sources. We will discuss the various forms of data encountered online and the differences between that and data from other sources. Is the online world just an extension of face-to-face? How does one define the 'field' when carrying out internet research? How is the researcher positioned? What are the specific ethical issues when dealing with online data? How is data analysis affected by the online nature of its source?

Essential Reading

Markham, A. (2005) The methods, politics and ethics of representation in online ethnography, in: N. K. Denzin & Y. Lincoln (Eds) *The Sage Handbook of Qualitative Research* 3rd Edition (London, Sage), 793-820.

Recommended Reading

Beaulieu, A. (2004) Mediating ethnography: objectivity and the making of ethnographies of the internet, *Social Epistemology*, 18(2), 139-163.

Dillon, R. S. (2010) Respect for persons, identity and information technology, *Ethics and Information Technology*, 12, 17-28.

Ess, C. (2009) *Internet Research Ethics*, in: A. Joinson, K. McKenna, T. Postness & U.-D. Reips (Eds) *Oxford Handbook of Internet Psychology* (Oxford, Oxford University Press), 487-502.

Hine, C. (2008) Virtual ethnography: modes, varieties, affordances, in: N. G. Fielding, R. Lee & G. Blank (Eds) *The Sage Handbook of Online Research Methods* (London, Sage), 257-270.

Kozinets, R. V. (2010) *Netnography: doing ethnographic research online* London, Sage.

Langer, R. & Beckman, S. C. (2005) Sensitive research topics: netnography revisited, *Qualitative Market Research*, 8(2), 189-203.

Miller, Daniel (2011) *Tales from Facebook*. Oxford: Polity Press.

Savage, M. and I. Law and E. Ruppert (2010) 'Digital Devices: Nine Theses', CRESC Working Paper Series. No. 86.

Thrift N. (2011). Lifeworld Inc—and what to do about it" *Environment and Planning D: Society and Space* 29(1) 5 – 26

Session 10: Writing a Research Proposal Course Evaluation (12.12.11)

(Les Back & Anna Traianou)

This final session is dedicated to helping students meet the challenge of planning, organising and writing a research proposal. We will work through the stages through which a proposal is developed. This will include the formulation of research questions, establishing aims and objectives, situating the proposal within an intellectual landscape and issues of public relevance and policy, formulating a methodology and anticipating potential ethic issues and questions of dissemination and the communication of the research findings. Also, in the session we will explore the social role of intellectuals and researchers and what out work is needed for in our time. This is a pressing issue in Universities that are current being challenged to assess and measure the 'impact' and balue of academic work. We will also conduct a course evaluation as part of this session.

Essential Reading

Janice M. Morse (2004) 'Preparing and evaluating qualitative research proposals' in *Qualitative research practice* edited by Clive Seale et al London ; Thousand Oaks, Calif. : SAGE pp. 15-33 493-503

Recommended Reading

Becker, S.H. (1986) 'Terrorised by the literature' from *Writing for Social Scientists: How to Start and Finish your Thesis, Book or Article*, Chicago and London: University of Chicago Press.

Becker, H. (2007) *Telling About Society* Chicago: University of Chicago Press

Mills, C. W. (1963) 'The Social Role of the Intellectual' in I. L. Horowitz ed. *Power, Politics and People: The Collected Essays of C. Wright Mills* New York: Ballentine pp. 292-304

Said, E. (2001) "The Public Role of Writers and Intellectuals" *Nation*, Sept 17/24, 2001. p. 28.

Boyd, D. (2008) 'Social Network Sites: The role of networked publics in teenage social life', in *Youth, Identity, and Digital Media*, ed. David Buckingham, The MIT Press, Cambridge, MA, pp. 119–142.

Burawoy, M. (2005) '2004 American Sociological Association Presidential Address: For Public Sociology', *The British Journal of Sociology* 56(2): 259–94.