

METHODOLOGY: QUALITATIVE METHODS	
Language of Instruction: English	
Course tutor(s) Dr Marta Warat is the former International Programmes Coordinator at CES and Assistant Professor at the Institute of Sociology. Her academic interests include gender studies, citizenship and democracy in Europe. More information: http://www.ces.uj.edu.pl/about-ces/faculty-and-staff/ces-staff/marta-warat	
Description The central goal of this course is to prepare students to design and conduct qualitative methods projects by giving them both theoretical and practical knowledge concerning qualitative research. Students will develop research goals, practice individual in-depth interviewing and critical discourse analysis, analyze data, write a small report and present their research results. The main objectives are as follows: <ol style="list-style-type: none"> 1. Understand steps involved in designing qualitative research 2. Know and be able to use qualitative research techniques, including observation, individual in-depth interviewing, qualitative content analysis 3. Be able to analyze and code qualitative data 4. Be able to conduct their own qualitative research project 5. Acquaint students with exemplary readings in qualitative research 	
Type of course Seminar. Mandatory/elective.	
Number of ECTS points 4,5 ECTS	
Prerequisites (if applicable) No prerequisites	
Intended Learning Outcomes The student should understand the character of qualitative methods, their assumption, advantages and disadvantages. Participants should be able to design a qualitative research project, formulate research objectives and questions, choose one of the qualitative techniques appropriate to the specificity of questions, collect data and interpret obtained results. Student: EK1: has advanced knowledge of methods and research tools as well as techniques used to collect and analyse data (K_W04++) EK2: has an ability to search, gather and interpret data and information based on relevant sources; has the ability to evaluate the importance of sources (K_U01++) EK3: has enhanced research skills, which include formulating and analyzing research problems, choosing appropriate research methods and techniques, presenting and disseminating the results of research, which allows to resolve problems in the field of European Studies (K_U03++) EK4: has the ability to conceive, design, implement and undertake research using appropriate methodologies (K_U19++) EK5: is aware of having to bear the consequences of individual and team work (K_K09+)	
Course communication via email: warat@ces.uj.edu.pl	

Notices and announcements

All changes and updates regarding seminars will be communicated by USOS.

COURSE ORGANIZATION

Spring Semester

Time and place: will be posted by CES in the online calendar

Course type (seminar/lecture/workshop, etc)

The course consists of seminars , workshops and fieldwork

Contact hours:

30 hours

Breakdown of ECTS credits

30 contact hours

30 hours preparation of compulsory and additional readings for seminars

20 hours of student's individual work to complete assignments

32,5 hours of student's individual work to prepare for the final exam

Total: 112,5 hours

Didactic methods used

The course will consist of (mostly) seminars which will highlight the major qualitative methods. The students will have to complete all assignments on time. The course demands students to work individually and in groups, read the literature.

Mode and criteria of assessment of learning outcomes

EK1, EK2 – exam

EK3, EK4, EK5 – exam, assignments (e.g. observation, interview)

EK6 – assignments, discussions

EK7, EK8 - lecturers' assessment of student's individual progress, discussions

Assessment

Attendance is mandatory (students who miss more than two classes will need to meet with the coordinator of the course and make up the missing classes). Missing more than 50% of the classes will result in failure of the course and the need to retake it the following year.

The final grade for the course will be calculated taking into account the following elements:

1. assignments and active attendance (40%);
2. final written exam (60%).

Please note that obtaining a passing grade from assignments and attendance is a necessary condition for taking the final exam and that students must achieve this grade before the end of semester. Each assignment should be submitted by the deadline determined by the course tutor. Students who miss the submission deadline will have their assignments counted toward the second term mark for their course provided that they submit the missing assignment(s) during the examination period (date – TBC). Students who obtain a failing mark for their assignments part will have to make it up by re-writing and re-submitting their work during examination period (date – TBC).

Literature

Denzin N., Lincoln Y., 2008, *Strategies of Qualitative Inquiry*, SAGE
Denzin N., Lincoln Y., 2008, *Collecting and Interpreting Qualitative Materials*, SAGE
Mason J., 2002, *Qualitative Researching*, SAGE
Silverman D., 2006, *Interpreting Qualitative Data*, SAGE
Bryman A., 2001, *Social Research Methods*, Oxford University Press
Babbie E., 2007, *The Practice of Social Research*, Thomson Higher Education

STRUCTURE OF THE COURSE

No.	Title of the session	Format (lecture, seminar, combination?)
1	Qualitative <i>versus</i> quantitative: similarities and differences.	Seminar
2	Designing qualitative research. Ethical issues.	Seminar
3	Primary and secondary data.	Seminar
4	Qualitative techniques: observation and its application.	Seminar and fieldwork
5	Qualitative techniques: individual in-depth interview (IDI). How to prepare a research guide?	Seminar
6	Individual in-depth interview in practice: how to conduct good interview?	seminar , fieldwork
7	Qualitative text analysis in the era of Big Data: mixed-methods content analysis	Seminar
8	The importance of time in political analysis: Process tracing and historical narratives	Seminar
9	Community-based research	Seminar
10	Focus group interviews.	Seminar
11	Qualitative data analysis computer programmes.	Seminar

Session no. 1	Qualitative <i>versus</i> quantitative: similarities and differences.
<i>Format</i>	lecture
<i>Aim of the session, main issues discussed</i>	The aim of the session is to introduce students to the qualitative methods, their assumptions, characteristics and applications. Qualitative versus quantitative: comparison. Overview of widely used techniques: observation, individual in depth interview, focus group interview, qualitative content analysis.
<i>Key readings for the session</i>	Bryman A., 2001, <i>Social Research Methods</i> , Oxford University Press, pp.263-288 (chapter 13) National Science Foundation, Sociology Program. 2004. <i>Workshop on Scientific Foundations of Qualitative Research</i> . Washington, D.C. National Science Foundation (available on course website): 9-19

<i>Questions for class discussion (based on readings)</i>	What are the differences between qualitative and quantitative methods? What research problems can be solved by using qualitative methods?
<i>Additional/further readings</i>	Silverman D., 2006, <i>Interpreting Qualitative Data</i> , SAGE, pp. 25-43 (chapter 2) Bryman A., 2001, <i>Social Research Methods</i> , Oxford University Press, pp.61-83 (chapter 3), pp.263-288 (chapter 13) Snape D., Spencer L., 2007, <i>The Foundation of qualitative research</i> , in: Jane Ritchie, Jane Lewis, <i>Qualitative Research Practice. A Guide for Social Science Students and Researcher</i> , SAGE, pp. 1-23 Ritchie J., 2007, <i>The Application of Qualitative Methods in Social Research</i> , in: Jane Lewis, <i>Qualitative Research Practice. A Guide for Social Science Students and Researcher</i> , SAGE, pp. 24-46. Silverman D., 2000, <i>Doing Qualitative Research</i> , SAGE, pp.1-12

Session no. 2	Designing qualitative research. Ethical issues.
<i>Format</i>	seminar
<i>Aim of the session, main issues discussed</i>	The aim of the session is to prepare students for designing a qualitative research project.
<i>Key readings for the session</i>	Lewis J., 2007, Design Issues, in: Jane Lewis, <i>Qualitative Research Practice. A Guide for Social Science Students and Researcher</i> , SAGE, pp. 47-76. Code of Ethics (International Sociological Association, American Sociological Association)
<i>Questions for class discussion (based on readings)</i>	How to prepare a research proposal based on qualitative methods? What stages can be noted while doing qualitative research? How to formulate a research topic? What sampling methods can be used? What ethical dilemmas does the researcher face?
<i>Additional/further readings</i>	Silverman D., 2006, <i>Interpreting Qualitative Data</i> , SAGE, pp. 1-23 Babbie E., 2007, <i>The Practice of Social Research</i> , Thomson Higher Education, pp.86-107 Mason J., 2002, <i>Qualitative Researching</i> , SAGE, pp.11-49

Session no. 3	Primary and secondary data.
<i>Format</i>	Seminar
<i>Aim of the session, main issues discussed</i>	Students will learn about primary and secondary data and types of secondary data (e.g. administrative data, legislation, policy documents, demographical data, statistical data, survey data, diaries).

<i>Key readings for the session</i>	Bryman A., 2001, <i>Social Research Methods</i> , Oxford: Oxford University Press, pp.195-213 (chapter 10), pp.369-386 (chapter 18) Boslaugh S., 2007, <i>Secondary Data Sources for Public Health: A Practical Guide</i> , Cambridge University Press, pp.1-10 available online: http://www.academia.edu/1630213/An_introduction_to_secondary_data_analysis
<i>Questions for class discussion (based on readings)</i>	What are pros and cons of secondary data? How to control the quality of secondary data? What are the main sources of secondary data? When should secondary data be used?
<i>Additional/further readings</i>	Frankfort-Nachmias C., Nachmias D., 2008, <i>Research Methods in the Social Science</i> , Worth Publishers, pp.119-140 Devine P., 2003, Secondary data analysis, in: Robert L. Miller & John D. Brewer, <i>The A-Z of Social Research</i> , SAGE, pp.285-288 available: http://books.google.pl/books?id=eJIIQx_t3FAC&printsec=frontcover&hl=pl#v=onepage&q&f=false

Session no. 4	Qualitative techniques: observation and its application
<i>Format</i>	seminar
<i>Aim of the session, main issues discussed</i>	The aim of the session is to get acquainted with observation as a social research technique. Types of observation, ways of data recording, methodological and ethical issues. Fieldwork: conducting participant observation.
<i>Key readings for the session</i>	O'Reilly K., 2011, <i>Ethnographic Methods</i> , Routledge, pp.86-115 (chapter 4) Mitchell Duneier (2001) On the Evolution of Sidewalk in R.M Emerson (ed) <i>Contemporary Field Research: Perspectives and Formulations</i> , Prospect Heights: Waveland Press. Recommended: Lynne Hume , Jane Mulcock (eds) (2004) <i>Anthropologists in the Field: Cases in Participant Observation</i> , Columbia University Press
<i>Questions for class discussion (based on readings)</i>	How to define observation as a method? How to conduct participant observation? How to prepare a field note? What are the advantages and disadvantages of using observation?

<i>Additional/further readings</i>	<p>Angrosino M., 2008, <i>Recontextualizing Observation: Ethnography, Pedagogy, and the Prospects for a Progressive Political Agenda</i> in: Norman K. Denzin, Yvona Lincoln (eds), <i>Collecting and Interpreting Qualitative Materials</i>, SAGE, pp.161-184</p> <p>Bryman A., 2001, <i>Social Research Methods</i>, Oxford: Oxford University Press, pp.289-309 (chapter 14)</p> <p>David Silverman, <i>Interpreting Qualitative Data</i>, SAGE 2006, pp. 43-82</p> <p>DeWalt, K., & DeWalt, B. (2011). <i>Participant observation: A guide for fieldworkers</i> (2nd ed.). Lanham, MD: AltaMira.</p> <p>Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). <i>Writing ethnographic fieldnotes</i>. Chicago, IL: University of Chicago Press.</p>
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Session no. 5	Qualitative techniques: individual in-depth interview (IDI). How to prepare a research guide?
<i>Format</i>	seminar
<i>Aim of the session, main issues discussed</i>	The aim of this session is to get acquainted with different types of interviews (e.g.structured/unstructured, narrative). Special attention will be paid to individual in-depth interviews (IDI) as a research method. The following issues will be discussed: types of interviews, preparation for conducting IDI, development of an interview guide.
<i>Key readings for the session</i>	Kvale S., 2008, <i>Doing Interviews</i> , SAGE, pp.33-67 (chapter 4,5)
<i>Questions for class discussion (based on readings)</i>	<p>What are the types of interviews? What data is possible to gather through interviews? What are the roles of an interviewer and a respondent/interview partner? What are the advantages and disadvantages of using IDI?</p> <p>Preparing an interview guide.</p>
<i>Additional/further readings</i>	<p>Turner D.W., 2010, <i>Qualitative Interview Design: A Practical Guide for Novice Investigators</i>, <i>The Qualitative Report</i>, vol. 15, pp. 754-760</p> <p>Fontana A., Frey J. H., 2008, <i>The Interview: From Neutral Stance to Political Involvement</i> in: Norman K. Denzin, Yvona Lincoln (eds), <i>Collecting and Interpreting Qualitative Materials</i>, SAGE, pp.115-159</p> <p>David Silverman, <i>Interpreting Qualitative Data</i>, SAGE 2006, pp. 83-118</p> <p>Bryman A., 2001, <i>Social Research Methods</i>, Oxford: Oxford University Press, pp.311-334 (chapter 15)</p> <p>Kvale S., 2008, <i>Doing Interviews</i>, SAGE</p> <p>Oppenheim A.N., 2000, <i>Questionnaire design, interviewing and attitude measurement</i>, Continuum International Publishing Group, pp.65-80 (chapter 5)</p>

Session no. 6	Individual in-depth interview in practice: how to conduct good interview?
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<i>Format</i>	seminar
<i>Aim of the session, main issues discussed</i>	The aim of the session is to develop skills required for conducting an individual in-depth interview. Practical advice on how to administer and conduct an interview. Managing interview context.
<i>Key readings for the session</i>	Hermanowicz J., 2002, The Great Interview: 25 Strategies for Studying People in Bed, <i>Qualitative Sociology</i> , vol. 25, no. 4, pp.479-499 Survey Research Center: <i>Interviewer's Manual</i> (ISR: University of Michigan): 14-18 available online: http://babel.hathitrust.org/cgi/pt?id=mdp.39015050213605;view=1up;seq=20
<i>Questions for class discussion (based on readings)</i>	Practical exercise on conducting interviews.
<i>Additional/further readings</i>	Berry R. S. Y., <i>Collecting data by in-depth interviewing</i> , Paper presented at the British Educational Research Association Annual Conference, University of Sussex at Brighton, September 2, 1999, http://www.leeds.ac.uk/educol/documents/000001172.htm Kvale S., 2008, <i>Doing Interviews</i> , SAGE Miles, Matthew B., 1994, <i>Qualitative data analysis: an expanded sourcebook</i> , SAGE Holstein J. A., Gubrium J. F., 1995, <i>The active interview</i> , Thousand Oaks: SAGE Handout: Marsiglio W., Conducting Qualitative In-depth Interviews Robin Legard, Jill Keegan, Kit Ward, <i>In-depth Interviews in: Jane Lewis, Qualitative Research Practice. A Guide for Social Science Students and Researcher</i> , SAGE 2007, pp. 138-169

Session no. 7	‘Qualitative text analysis in the era of Big Data: mixed-methods content analysis’
<i>Format</i>	seminar
<i>Aim of the session, main issues discussed</i>	Design of mixed-methods content analysis research <ul style="list-style-type: none"> • What is content analysis and when is it useful? • Types of content • Discussion of different techniques: <ul style="list-style-type: none"> - Text mining, concept mapping, qualitative coding - Software-assisted or manual text analysis? • How to combine methods and when? • Reliability and replicability of analysis • Hands-on experience of qualitative text analysis

Key readings for the session	<p>Brier, A. and Hopp, B. (2011) 'Computer assisted text analysis in the social sciences', <i>Quality & Quantity</i> 45(1): 103–28.</p> <p>Grimmer, J. and Stewart, B.M. (2013) 'Text as data: The promise and pitfalls of automatic content analysis methods for political texts'. <i>Political Analysis</i> 21(3): 267–97.</p> <p>Krippendorff, K. (2013) <i>Content Analysis</i>, third edition. London: SAGE.</p> <p>Wodak, R. and Meyer, F. (eds) (2009) <i>Methods for Critical Discourse Analysis</i>. London: SAGE.</p>
Questions for discussions (based on readings)	<ul style="list-style-type: none"> • Is it possible to qualitatively analyse 'Big Data' content? • The challenges of different text sources, in terms of sampling and analysis (structured and unstructured; media, literature, legal text; text from social media or interviews) • Removing the researcher bias from content analysis • Comparative content analysis and the challenges of cross-country, cross-linguistic analysis
Additional/further readings	<p>Bucy, E. P. and Holbert, R. L. (2011) <i>The Sourcebook for political communication research</i>, New York/Oxon: Routledge.</p> <p>Digital Methods Initiative (2013) 'Digital Methods Wiki'. Available at: https://www.digitalmethods.net/Digitalmethods/WebHome (last accessed 7 March 2014).</p> <p>Grice, H.P. (1975). 'Logic and conversation'. In Cole, P. and Morgan, J. (eds) <i>Syntax and Semantics. Vol. 3, Speech acts</i>. New York: Academic Press.</p> <p>Lindlof, T.R. and Taylor, B.C. (2002) <i>Qualitative Communication Research Methods</i>, 2nd edn. Thousand Oaks, CA: Sage.</p> <p>Moretti, F., van Vliet, L., Bensing, J. et al. (2011) 'A standardized approach to qualitative content analysis of focus group discussions from different countries', <i>Patient Education and Counseling</i> 82(3): 420-428.</p> <p>Ozer, I., Karpinski A. C. and Kirschner, P. A. (2014) 'A cross-cultural qualitative examination of social-networking sites and academic performance', <i>Procedia- Social and Behavioral Sciences</i> 112: 873-881.</p>

Session no. 8	The importance of time in political analysis: Process tracing and historical narratives
Format	seminar

<i>Aim of the session, main issues discussed</i>	The session will discuss the “historical” turn in political analysis. “Historical” here refers to political science research that focuses on political processes <i>over time</i> . The session will address the background of this relatively new debate by focusing on how a focus on process can improve our understanding of political phenomena and institutional development. The main focus is on process tracing and the use of narratives/practices in the study of process.
<i>Key readings for the session</i>	Andrew Abbott (2001) <i>Time Matters. On Theory and Method</i> , The University of Chicago Press, pp. 280-298. Paul Pierson (2004) <i>Politics in Time</i> , Princeton University Press, pp. 1-16 and pp. 167-178. Andrew Bennett and Jeffrey Checkel (eds.) (2014) <i>Process Tracing. From Metaphor to Analytical Tool</i> , Cambridge University Press., chapters 1, 3, 6, 9.
<i>Questions for discussions (based on readings)</i>	The session will opt for an interactive mode of participation from the students. Participation and questions from the students is encouraged. Some questions they can think about before the session: 1) How important is “time” in political analysis? 2) How do different theoretical schools deal with time? (Rational choice, sociological institutionalism, constructivism?) 3) What is the importance of critical junctures/turning points for “historical explanation” in political science? 4) What are different uses of process tracing, and how can they be utilized in research practice?
<i>Additional/further readings</i>	Andrew Bennett and Jeffrey Checkel (eds.) (2014) <i>Process Tracing. From Metaphor to Analytical Tool</i> , Cambridge University Press.

Session no. 9	Community-based research
<i>Format</i>	seminar, group work

<i>Aim of the session, main issues discussed</i>	The aim of the session is to discuss community-based research: its definition, process and possible applications in order to understand how can communities be engaged in social inquiry. Diverse forms of community-based research such as Action Research and Participatory Video will be presented. We will consider whether, why and when to ensure participatory approach in studying social phenomena. Moreover the theoretical underpinnings of community-based research in relation to democratization of knowledge creation processes and social inequalities will be tackled. Aspects of research design, the research process and results dissemination will be discussed as levels on which the participatory approach can be ensured. The second part of the session will be devoted to teamwork during which participants of the session will be asked to create community-based research projects. Subsequently the projects will be discussed regarding the topic of the study, research design and ethical issues that may arise.
<i>Key readings for the session</i>	Root M., 2008, 'Community-based research' [in:] Outhwaite W., Turner S. (red.) <i>The Sage Handbook of Social Science Methodology</i> s. 565- 577 Kemmis, Stephen and McTaggart, Robin (2007) 'Participatory Action Research. Communicative Action and the Public Sphere' [in:] Norman K.Denzin, Yvonna S.Lincoln (eds.) <i>Strategies of Qualitative Inquiry</i> , Los Angeles – London -New Delhi – Singapore: SAGE, pp. 271-288 Tremblay, Crystal (2013) 'Towards inclusive waste management: participatory video as a communication tool', <i>Waste and Resource Management</i> , 166: 177-186.
<i>Questions for class discussion (based on readings)</i>	What are the advantages and disadvantages of using community-based research? How to ensure participatory approach in research? How can we define Action Research? How does the Action Research process differ from other qualitative methods? What methods can we use to ensure the participatory approach of the research? What are the crucial ethical dilemmas that can arise during community-based research?
<i>Additional/further readings</i>	Kemmis S., 2008, Critical Theory and Participatory Action Research [w:] Reason P., Bradbury H., The SAGE Handbook of Action Research. Participative Inquiry and Practice s. 510-517 Stringer, Ernest (2005). <i>Action Research</i> . Thousand Oaks, CA: Sage Reason, Peter & Bradbury, Hilary (Eds.) (2001). <i>Handbook of action research: Participative inquiry & practice</i> . Thousand Oaks, Calif.: Sage. Greenwood, Davydd & Levin, Morten (1998). <i>Introduction to action research: Social research for social change</i> . Thousand Oaks, Calif.: Sage

Session no. 10	Focus group interviews.
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<i>Format</i>	seminar
<i>Aim of the session, main issues discussed</i>	The aim of the session is to get acquainted with the focus group interview (FGIS) as a research technique. The following problems will be discussed: process of recruitment, moderator and his/her skills, positive and negative group dynamic.
<i>Key readings for the session</i>	Richard A. Krueger, Mary Anne Casey, <i>Focus Group. A Practical Guide for Applied Research</i> , SAGE 2000, pp.17-50,96-106 Jocelyn A. Hollander (2004) The Social Context of Focus Group, <i>Journal of Contemporary Ethnography</i> vol. 33, 5: pp. 602-637.
<i>Questions for class discussion (based on readings)</i>	How to determine if FGI is the right method? How to design FGI? How to prepare a guide for FGI? How to conduct FGI?
<i>Additional/further readings</i>	Lori Peek and Alice Fothergill , <i>Using focus groups: lessons from studying daycare centers, 9/11, and Hurricane Katrina</i> , Qualitative Research 2009, 9: 31-59. Richard A. Krueger, Mary Anne Casey, <i>Focus Group. A Practical Guide for Applied Research</i> , SAGE 2000

Session no. 11	Qualitative data analysis computer programmes.
<i>Format</i>	seminar
<i>Aim of the session, main issues discussed</i>	The aim of the session is to get acquainted with one of the qualitative data analysis software.
<i>Key readings for the session</i>	Gibbs G., 2008, Analysing qualitative data, SAGE, pp. 38-55, 73-89
<i>Questions for class discussion (based on readings)</i>	How to code the data using a data analysis computer programme? What kind of data can we code?