



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: New College of Interdisciplinary Arts and Sciences Department: School of Humanities, Arts & Cultural Studies
Prefix: HRC Number: 310 Title: Social and Cultural Studies: Method and Theory Units: 3
Is this a cross-listed course? No If yes, please identify course(s) N/A
Is this a shared course? No If so, list all academic units offering this course N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials: N/A (Required)

Course description: Intensive, one-semester introductory course. Explores multidisciplinary approaches to the study of peace, conflict and human rights as well as the historical background of peace studies (trans)disciplinary orientation.

Requested designation: Social-Behavioral Sciences-SB Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Eric Swank E-mail: eric.swank@asu.edu Phone: (602)543-1021

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis G. Mendoza Date: 9/15/1620



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

Lundy

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;"> PSYCHOLOGY SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	PSYCHOLOGY SOCIOLOGY	syllabus
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	PSYCHOLOGY SOCIOLOGY				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
HRC	310	Social and Cultural Studies: Method and Theory	SB

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course examines the way in which scholars can study and understand any sort of human interaction.	Syllabus course description, course objectives, and research proposal.
2	The vast majority of readings come from the social sciences, particularly sociology, anthropology, and psychology.	Syllabus: Weekly readings and research assignments
3b	The class emphasizes the use and application of ethnographic and interview methodologies and it also addresses quantitative analysis as well.	Syllabus: Weekly readings and research assignments
4	The readings always use original research as examples, many of which come from the social and behavioral sciences.	Syllabus" Weekly readings and table of contents

HRC 310 Social and Cultural Studies: Method and Theory

Fall 2016
Sands 211
M W 3:05-4:20 pm
Instructor: Eric Swank, Ph.D.

Office: FAB N256
Email: Eric.Swank@asu.edu
Office Hours: W 4:30 to 6 pm or by appointment
Office Phone: 602-543-1021

Description

This course covers how scholars in social and cultural analysis think, argue, research, and write. It traces the changing definition of fields such as American Studies, Ethnic Studies, and Women and Gender Studies. It also studies these fields in relationship to twentieth-century social movements and related theoretical categories, including Marxism, cultural studies, and socioeconomic class; feminism, gender, and sexuality; and anticolonialism, postcolonialism, race, and ethnicity. Lastly, it covers archival, ethnographic, and empirical research techniques underlying interdisciplinary research methods in these fields.

This interdisciplinary course examines approaches to research and research methodologies used by feminist and critical race scholars. The course is designed to expand your knowledge of relevant theories and methods in the humanities and social sciences, and to encourage an awareness of contemporary methodological debates among gender, race, and American studies scholars. The course will also provide you with basic tools to critique early publications and to apply feminist and critical race research methods to your own research.

Through a combination of lectures and workshops, we will ask how gender and race theory shape the goals of research projects as well as the kinds of research questions asked, the types of materials used, and how researchers define our relationships with our subjects. In engaging with these issues, you are expected to do close readings of class texts, participate actively in class discussions, do critiques of published papers, design an interview guide, and draft a research proposal in stages over the course of the semester.

Course Objectives

1. Students will have an understanding of basic interdisciplinary research methods in American Studies, Ethnic Studies, and Women & Gender Studies.
2. Students will learn how to conduct and write interdisciplinary research.
3. Students will learn how to design and organize a research paper.
4. Students will learn how to appropriately use writing manuals, cite sources, and write bibliographical references.
5. Student will continue to enhance critical thinking, writing, and research skills.
6. Students will learn how research methods influence a study's findings and how to avoid common research mistakes.

Required Books

Braun, Virginia, and Victoria Clarke. 2013. *Successful qualitative research: A practical guide for beginners*. Sage publications.

Creswell, John W. 2013. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Additional articles available through Blackboard

Commented [TE1]: 1) This course is designed to provide an understanding of interdisciplinary research in the fields of American, Ethnic, and Women and Gender Studies, specifically in the areas of psychology and sociology.

Commented [TE2]: 1) Students will learn how to conduct research in the fields of American, Ethnic, and Women and Gender Studies.

Course Requirements

Course assignments will enhance your understanding of the basic concepts, debates, and applications in feminist and critical race research. Assignments will explore your comprehension of class content and your ability to detect the strengths and weakness of published research. You will also improve your ability to design and implement your own original research by creating a research proposal.

Assignments will take the form of pop-quizzes, a take-home midterm exam, and several writing assignments that culminate in a final research proposal.

Pop Quizzes: You will be asked to take 12 unannounced quizzes throughout the semester. These short quizzes will ask for a two or three sentence response to questions about the readings for the day (you should read and try to understand the class reading before entering class). Quizzes will be conducted at the start of class and I will throw out the two lowest scores in the final calculation of grades.

Midterm Exam: You will read and critique actual research articles. Students will find the articles and describe the strengths and weaknesses of each article. This includes a comparison of the relative credibility of the two studies and responding to specific prompts I ask about these articles. A detailed and thorough analysis is expected for this midterm exam. (We will discuss Exam details on Monday October 24 and the Exam is **due Monday October 31 by noon via Blackboard**)

Finding Articles: You will use abstracting systems to location and briefly summarize actual research articles from different theoretical and methodological traditions in Women's, Ethnic, and American Studies (We will discuss how to find an article on Monday September 19 and the article is **due Monday September 26 by noon via blackboard**).

Research Proposal: You will craft a plan on how to do original research. The proposal will specify your research topic and research questions and will suggest some sound ways to collect relevant information (research topics cannot be the same as in other classes). In offering this research outline, you will address pertinent theories and existing literatures and discuss possible data sources and sampling techniques. You will also reveal how your study fits into Ethnic, Women's, or American Studies and do include your completed interview guide in this proposal (We will discuss how to write a research proposal on November 7 and 9 and it is **due Monday Dec 5 by 2:00 pm via blackboard**).

Interview Guide: You will draft a mix of questions that could be applied to upcoming interviews. The questions will address important aspects of your research topic and try to avoid some common pitfalls of weak interview questions (We will discuss how to write interview guides on November 14 and 16 and interview guides are **due Monday November 28 by noon via blackboard**).

Grading

Assignment will be graded on a point system as follows:

- | | | |
|----------------------|-------------------------------------|------------|
| 1. 12 Pop Quizzes | top 10 scores at 10 points per quiz | 100 points |
| 2. Mid-term Exam | | 300 points |
| 3. Finding articles | | 100 points |
| 4. Interview Guide | | 100 points |
| 5. Research Proposal | | 400 points |

Final grades will be calculated on this grading scale:

Commented [TE3]: 1) The Research Proposal will require students to research theories in literature pertaining to American, Ethnic, and Women and Gender Studies, learn how to conduct interviews, sampling techniques, and surveys.

970-1000 points A+
930-969 points A
900-929 points A-
870-899 points B+
830-869 points B
800-829 points B-
770-799 points C+
730-769 points C
700-729 points C-
600-699 points D
599 or below E

Course Policies

Blackboard Site: The course Blackboard includes information about the course (syllabus, exams, and assignments) along with additional resources for the readings and ideas covered in class.

Collaboration: Our classroom is a space for collaborative learning. Please be willing to ask and answer questions and to share your skills, knowledge, and ideas. Together we are responsible for creating a productive, engaged learning environment.

Because much of our course is based on a collaborative model, I encourage you to introduce yourself to people in class, learn names, exchange contact information with several people so that you can form study groups, find out what you missed if you were absent, and help to create a sense of community in class and on our campus.

Attendance & Participation: You are required to be present and to participate in class discussion every class session. Because this course is designed as an interactive seminar, active participation is essential and required and will enhance your comprehension and experience in class. Plan to come to class prepared, arrive on time, listen carefully and participate frequently. Preparation includes reading all of the assigned readings before entering the class.

Communication devices: Please turn-off cell phones and two-way communication devices before the start of each class. Texting and doing email, Facebook, internet browsing, or any other social media during class is not acceptable.

Communication: Face to face conversations is often the best way to discuss difficult research questions. I hope to see all of you in my office hours to discuss your exam or research proposal. The best way to reach me outside of class is via email at Eric.Swank@asu.edu. I generally check my email daily during weekdays and will likely reply within 24 hours during the weekdays. I do not typically respond to emails on the weekends. Additionally, I sometimes use email to contact class members with important course-related information. **Be sure to check your ASU email regularly throughout the semester.**

Timely Completion of Assignments: Advance notice of due dates for all assignments will allow you to avoid missing deadlines. Late work will not be accepted and any missed exams or quizzes will receive zero points (quizzes will occur in the first five minutes of class so students who arrive after that time will not be able to complete the quizzes).

Course/Instructor Evaluation: The course/instructor evaluation for MAS 501 will be conducted online 7-10 days before the last day of classes at the end of the semester. Your responses are anonymous. I will not have any access to them until after grades have been submitted and, even then, they remain anonymous.

About two weeks before the class finishes, watch for an e-mail with “Course/Instructor Evaluation” in the subject heading and please take a few moments to fill out the evaluation. Your feedback is very important to me and I appreciate your cooperation.

Academic Integrity: The highest standards of academic integrity are expected of all students. Students should familiarize themselves with the Student Academic Integrity Policy as outlined at <http://provost.asu.edu/academicintegrity>. This policy details those behaviors considered to be violations of academic integrity (e.g., cheating, plagiarism) and provides guidelines as to the imposition of various sanctions, including a reduction in grade, suspension, and expulsion. I urge you to be diligent because a case of plagiarism will result in at least an “F” on the assignment concerned, if not failure in the course and disciplinary action by the university. Do note, that using a paper written for another class is a version of plagiarism and not acceptable.

Campus Resources

West Campus Student Services

ASU offers many opportunities to help students be successful right here on the West campus. Visit the Student Success website to learn about university programs, services, events, and activities: [www.http://studentsuccess.asu.edu/frontpage](http://studentsuccess.asu.edu/frontpage). Familiarize yourself with all ASU has to offer and take advantage of what you need to be successful.

Learning Accommodations

If you need accommodations based on the impact of a disability, you are strongly encouraged to see me in my office or to contact the Disability Resource Center in UCB 130 at the beginning of the semester. I rely on the Disability Resource Center to assist me in verifying the need for accommodation and in determining appropriate strategies. Disclosure of a disability to the University is optional and confidential; however, seeking accommodations and additional support services to help you achieve academic success.

Library Services

ASU's West campus library's collection includes more than 400,000 volumes, supports the West campus curriculum and features an extensive media collection, group and individual study space, and a copy center. The three-story library is open seven days a week. Housed in the library's lower level are the Student Success Center and the Computing Commons. Students will also be expected to use inter-library loan throughout the semester.

Reading schedule (Tentative and open to possible modifications)

Week 1: Goals of Transformative Research

Monday August 22: Introductions

Wednesday August 24

Tuhiwai, Linda. 2012. "Twenty-five Indigenous Projects." *Decolonizing Methodologies: Research and Indigenous Peoples*. pages 143-165 (blackboard)

Potts, Karen and Brown, Leslie. 2005. "Becoming an Anti-oppressive Researcher." *Research as Resistance*. Pages 255-285 (blackboard)

Week 2: Feminist Research in the Humanities and Social Sciences

Monday August 29

Firestone “Feminist Textual Analysis” (blackboard)

King, Michele. 2012. “Working in/with the Archives.” *Research Methods for History* (blackboard)

Wednesday August 31

Leckenby, Denise. 2007 “Feminist Empiricism: Challenging Gender Bias and Setting the Record Straight” in *Feminist Research Practice* (blackboard)

Commented [TE4]: 2) Psychologist author
3) Justification of feminist positivistic studies

Week 3: Research Decisions

Monday September 5—Labor Day

Wednesday September 7

Ramazanoğlu, Caroline and Janet Holland. 2002. “Choices and Decisions in Feminist Research.” *Feminist Methodology* (blackboard)

Commented [TE5]: 2) Feminist political science authors
3) Discussion on the merits and use of quantitative or qualitative methods

Week 4: Qualitative and Quantitative Approaches to Research

Monday September 12

Creswell, John W. *Research Design*. Chapter 1: Selection of a research approach 1-22

Commented [TE6]: 3b) Social science methods textbook

Look at samples of different research on Blackboard

Commented [TE7]: 3b) Examples of experiments, surveys, interviews, and ethnographies
4) Original Research

Wednesday September 14

Braun, Virginia, and Victoria Clarke. *Successful qualitative research* Chapter 1 page 3-6

Commented [TE8]: 2) Research methods in the field of psychology
3) Interview methods for qualitative research

Week 5: Finding Articles and the Use of Theory

Monday September 19

Class discussion on finding research articles (discuss first assignment)

Wednesday September 21

Creswell, John W. *Research Design* Chapter 3: Use of Theory pages 51-76

Look at examples of Deductive and Inductive Research on Blackboard

Week 6: Parts of a Research Paper

Monday September 26

Creswell, John W. *Research Design* Chapter 5: The Introduction Pages 105-120

Look at examples on Blackboard

Finding Articles assignment due at noon via blackboard

Wednesday Sept. 28

Creswell, John W. *Research Design* Chapter 7: Research Questions and hypothesis: pages 139-148

Week 7: Sampling and Measures

Monday October 3

Creswell, John W. *Research Design* Chapter 8. Quantitative Methods (Sampling section)

Look at examples on Blackboard

Wednesday October 5

Creswell, John W. *Research Design* Chapter 8. Quantitative Methods (measurement section)

[Crocker, Dian. 2010. "Counting woman abuse: a cautionary tale of two surveys," *International Journal of Social Research Methodology*, 13(3):265- 275 (blackboard)]

Look at examples on Blackboard

Week 8: Critique of Quantitative Research

Monday October 10 – Fall Break no class

Wednesday October 12

[Survey: Swim, J. K., & Cohen, L. L. (1997). Overt, Covert, and Subtle Sexism: A Comparison Between the Attitudes Toward Women and Modern Sexism Scales. *Psychology of Women Quarterly*, 21(1), 103-118. (blackboard)]

Week 9: Critique of Qualitative Paper

Monday October 17

Braun, Virginia, and Victoria Clarke. *Successful qualitative research* Chapter 1 Pages 9-17 (focus on qualitative sensibilities)
Chapter 2: Ten fundamentals of qualitative research (focus on pages 19-31)

Wednesday October 19

[Interviews: García-López, G., & Segura, D. A. (2008). "They are testing you all the time": negotiating dual femininities among Chicana attorneys. *Feminist Studies*, 34(1/2), 229-258. (blackboard)]

[Content Analysis: Messner, M. A., & De Oca, J. M. (2005). The male consumer as loser: Beer and liquor ads in mega sports media events. *Signs*, 30(3), 1879-1909. (blackboard)]

Week 10: Designing Qualitative Research

Monday October 24

Commented [TE9]: 3b) Survey methods
4) Original research

Commented [TE10]: 2) Psychology professor work in feminist research
4) Measurement issues in research

Commented [TE11]: 2) Research by leading sociology professors
3b) Interview methods
4) Conducting original research

Commented [TE12]: 2) Sociological research
3b) Method: Content analysis
4) Conducting original research

Mid-term Exam handed out

Wednesday October 26

Braun, Virginia, and Victoria Clarke. *Successful qualitative research* Chapter 3: Planning and Designing Qualitative Research

Week 11: Ways to do strong qualitative research

Monday October 31

Discuss Student exams

Exam Due at noon via Blackboard

Wednesday November 2

Braun, Virginia, and Victoria Clarke. *Successful qualitative research* Chapter 12: Quality Criteria and techniques for qualitative research

Week 12: Research proposals and the interview process

Monday November 7

Creswell, John W. *Research Design* Chapter 4: Writing the proposal Pages 77-102

Joseph Maxwell “Research Proposals: Presenting and Justifying a Qualitative Study.” In *Qualitative Research Design* (blackboard)

Wednesday November 9

Handout on how to write a proposal (blackboard)

Examples of research proposals—Excellent papers in Ethnic and Women’s Studies (blackboard)

Week 13: Examples of interview guides and constructing student interview guides

Monday November 14

Braun, Virginia, and Victoria Clarke. *Successful qualitative research*. Chapter 4: Interactive data collection-Interviews

Leech, B. L. (2002). Asking questions: techniques for semistructured interviews. *Political Science & Politics*, 35(04), 665-668 (blackboard)

Wednesday November 16

Lareau, A. 2011. *Unequal childhoods: Class, Race, and Family Life*. Univ of California Press (blackboard)

Moore, Mignon. 2011. *Invisible families: Gay Identities, Relationships, and Motherhood among Black Women*. Univ of California Press. (blackboard)

Aries, E., & Seider, M. (2005). The interactive relationship between class identity and the college experience: The case of lower income students. *Qualitative Sociology*, 28(4), 419-443 (blackboard)

Knoche, L. L., & Zamboanga, B. L. (2006). College student mentors and Latino youth: A qualitative study of the mentoring relationship. *The Qualitative Report*, 11(1), 138-160. (blackboard)

Harris, D. A., & Giuffre, P. (2010). "The price you pay": how female professional chefs negotiate work and family. *Gender Issues*, 27(1-2), 27-52. (blackboard)

Week 14: Interview workshops

Monday November 21

Workshop on student interview guide (bring in rough draft of your interview guide to class)

Wednesday November 23

Workshop on student interview guide (bring in 2nd round of rough drafts of your interview guide to class)

Week 15: Student Presentations of Proposals

Monday Nov 28

Students informally present their proposal

Student Interview Guides are due by noon via Blackboard

Wednesday November 30

Students informally present their proposals

Finals Week

Proposal Due Monday December 5 by 2:00 pm (via blackboard)

RESEARCH DESIGN

Qualitative, Quantitative, and
Mixed Methods Approaches

*Creswell. She is the inspiration for my writing
supporter, and detailed and careful editor—I am
re fires burning, and be a productive researcher
en, from the bottom of my heart for being
all of the editions of this book.*

JOHN W. CRESWELL

University of Nebraska—Lincoln

 **SAGE**

Los Angeles | London | New Delhi
Singapore | Washington DC

Copyright © 2014 by SAGE Publications, Inc.

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America

Library of Congress Cataloging-in-Publication Data

Creswell, John W.

Research design : qualitative, quantitative, and mixed methods approaches / John W. Creswell. — 4th ed.

p. cm.

Includes bibliographical references and index.

ISBN 978-1-4522-2609-5 (cloth) —

ISBN 978-1-4522-2610-1 (pbk.)

1. Social sciences—Research—Methodology.

2. Social sciences—Statistical methods. I. Title.

H62.C6963 2014

300.72'1—dc23 2012043521

This book is printed on acid-free paper.



13 14 15 16 17 10 9 8 7 6 5 4 3 2 1

Brief Contents

Analytic Contents of Research Techniques	xv
Preface	xix
Acknowledgments	xxvii
About the Author	xxix
Part I. Preliminary Considerations	1
1. The Selection of a Research Approach	3
2. Review of the Literature	25
3. The Use of Theory	51
4. Writing Strategies and Ethical Considerations	77
Part II. Designing Research	105
5. The Introduction	107
6. The Purpose Statement	123
7. Research Questions and Hypotheses	139
8. Quantitative Methods	155
9. Qualitative Methods	183
10. Mixed Methods Procedures	215
Glossary	241
References	251
Author Index	261
Subject Index	265

has been part of the global academic community
965, supporting high quality research and learning
nforms society and our understanding of individuals,
and cultures. SAGE is the independent, innovative,
home for authors, editors and societies who share
nmitment and passion for the social sciences.

it more at: www.sagepublications.com



SUCCESSFUL QUALITATIVE RESEARCH

a practical guide for beginners

VIRGINIA BRAUN
& VICTORIA CLARKE



Los Angeles | London | New Delhi
Singapore | Washington DC

Contents

Acknowledgements	xi
About the authors	xiii
Section 1: Successfully getting started in qualitative research	1
Chapter 1: Some very important starting information	3
What is qualitative research?	3
Qualitative research as a paradigm	6
The emergence of a qualitative research paradigm (in psychology)	7
What do I need to become a good qualitative researcher?	9
Why we love qualitative research	10
Our approach in this book	10
Chapter summary	17
Further resources	18
Chapter 2: Ten fundamentals of qualitative research	19
Qualitative research is about meaning, not numbers	20
Qualitative research doesn't provide a single answer	20
Qualitative research treats context as important	21
Qualitative research can be experiential or critical	21
Qualitative research is underpinned by ontological assumptions	27
Qualitative research is underpinned by epistemological assumptions	28
Qualitative research involves a qualitative methodology	31
Qualitative research uses all sorts of data	33
Qualitative research involves 'thinking qualitatively'	35
Qualitative research values subjectivity and reflexivity	36
Knowing what you now know, is qualitative research right for your project?	37
Chapter summary	38
Questions for discussion and classroom exercises	39
Further resources	40
Chapter 3: Planning and designing qualitative research	42
The research topic and research questions	44
Issues of data sampling	55

participants	59	Collecting pre-existing textual data	151
As a qualitative researcher	61	Chapter summary	156
Why research	68	Questions for discussion and classroom exercises	157
Why: the proposal	70	Further resources	157
Our research process	70		
Why	71	Section 3: Successfully analysing qualitative data	159
Discussion and classroom exercises	73		
Notes	73	Chapter 7: Preparing audio data for analysis: transcription	161
Successfully collecting qualitative data	75	Orthographic transcription and the messiness of language use	161
Active data collection 1: interviews	77	Understanding what a transcript is, and what it is not	162
Why qualitative interviews?	78	What makes a (quality) transcript?	163
When would I use interviews?	81	Producing the transcript	166
Developing the interview guide	81	Giving yourself enough time to transcribe	170
Why in relation to participants	85	Chapter summary	170
Why a face-to-face interview	90	Questions for discussion and classroom exercises	170
Why a face-to-face interview	93	Further resources	171
Why and conducting the virtual interview	97		
When interviews go badly	103	Chapter 8: Moving towards analysis	173
Why	104		
Discussion and classroom exercises	104	The scope of qualitative analysis	173
Notes	105	Introducing qualitative analytic methods suitable for beginners	174
		A flexible foundational method: thematic analysis	174
Active data collection 2: focus groups	107	An experiential and interpretative approach: interpretative phenomenological analysis	180
Why focus groups?	108	An inductive yet theorised approach: grounded theory	184
When focus group data	109	An approach for looking at what language does: discourse analysis	187
When would I use focus groups?	110	Chapter summary	198
Why in relation to participants	113	Questions for discussion and classroom exercises	198
Why focus group research	116	Further resources	199
Why focus groups	117		
Why focus groups	121	Chapter 9: First analytic steps: familiarisation and data coding	201
When focus groups go badly	130		
Why	131	Data collection and data analysis: separate stages?	204
Discussion and classroom exercises	131	Reading and familiarisation: essential beginnings	204
Notes	132	What is coding?	206
		Doing complete coding	210
Qualitative data collection: surveys, stories, diaries and secondary sources	134	Doing selective coding in pattern-based discourse analysis	216
		What role do computer programs have in qualitative coding and analysis?	218
Participant-generated textual data	135	Chapter summary	220
Why surveys	135	Questions for discussion and classroom exercises	220
Why on tasks	142	Further resources	222
Why selected diaries	147		

ifying patterns across data	223
erns: from codes to candidate themes	224
ising candidate themes	233
ntifying patterns across data	236
go beyond looking for patterns?	243
	245
ussion and classroom exercises	246
	246
ising and interpreting patterns across data	248
etween analysis and writing in qualitative research	248
	249
alysis	249
s across data using other approaches	262
ied analysis well	268
	273
ussion and classroom exercises	273
	273
fully completing qualitative research	275
ty criteria and techniques for qualitative research	277
od piece of qualitative research?	278
ntitative quality criteria to qualitative research?	278
d techniques suitable for qualitative research	282
or qualitative research	286
	293
ussion and classroom exercises	293
	294
ng and communicating qualitative research	296
dit!	296
1 report	301
ature for qualitative research reports	312
search	315
shing?	323
	325
ussion and classroom exercises	325
	326
	328
	339
	373

Acknowledgements

Tempting as it is just to write a long list of names and then lie on the sofa for an hour, for the benefit of the curious reader who, like us, reads the acknowledgements first, we will write something a little more interesting. We apologise in advance to anyone we have forgotten to mention, and to those (many) people whose work has influenced our understanding and practice of qualitative research, but who are not listed here or not cited in the book. (To those of you wondering why you are thanked under 'X' heading and not *also* under 'Y': everyone we mention is only listed once.)

This book's place of conception is an indication of the quality we have aspired to, and hopefully come close to achieving. We wrote our book proposal in the sublime city of Paris, in the summer of 2007, and we thank her for the beauty and inspiration she provided, as well as all the delectable food we happily ate our way through! Although it sometimes feels like we have spent four solid years researching and writing this book, unfortunately chronic health problems (and a chronic inability to say 'no') slowed us down considerably. For this reason, first and foremost we sincerely thank our commissioning editor at Sage, Michael Carmichael, for his patience! We hope it was worth the wait. We also thank Michael for his infectious enthusiasm for the project, and his sterling advice at every stage of the process. To him, and to everyone else involved at Sage: thanks and have a gold star!

Our first foray into writing about methods was a little paper on thematic analysis, published in 2006 in *Qualitative Research in Psychology*, which much to our bemusement has become rather popular. So we must thank Brendan Gough for publishing this paper, and to everyone who has conveyed to us their enthusiasm for it, and the approach and guidelines we outline – your enthusiasm inspired us to write this book!

Anyone who has written a book will know that it is something of an epic undertaking; as one of our colleagues aptly observed, it's like writing a PhD in your 'spare time'. Lots of people have helped directly and indirectly, and in ways big and small. Our thanks go to all those people who, through teaching, supervision, and mentoring, have inspired our love of qualitative research and contributed to our own development as teachers, supervisors and mentors of qualitative research: Nicola Gavey, Karen Henwood, Bruna Seu, Corinne Squire, Mick Billig, Derek Edwards, Celia Kitzinger, Jonathan Potter, Sue Wilkinson (and other members of the Discourse and Rhetoric Group at Loughborough University), Adrian Coyle, Hannah Frith and Kate Gleeson ... Our friends and colleagues at UWE and The University of Auckland, and beyond, have been most excellent in providing direct and indirect support (and some thought-provoking discussions of qualitative research), including Debra Gray, Andrea Halewood, Tim Kurz, Helen Malson, Tim McCreanor, Elizabeth Peel, Paul Redford, Damien Riggs, Merran Toerien, Leonore Tiefer, and Susan Speer, as have various students whose work we have supervised over the years. A special thank-you goes to the students who have taken our research methods classes and taught us how to teach, and write about, qualitative research.