THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL SCHOOL OF SOCIAL WORK

COURSE NUMBER: SOWO 921
COURSE TITLE: Qualitative Analysis

SEMESTER & YEAR: SPRING, 2021
INSTRUCTOR: Amy Blank Wilson, Ph.D.
Office 324C, Tate-Turner-Kuralt Building
919-962-3598
amyblank@email.unc.edu
OFFICE HOURS: By appointment
CLASS HOURS: Thursday, 2:00-4:50pm, Zoom

COURSE DESCRIPTION: This course will introduce the application of qualitative research methods for social work research.

Note – due to COVID-19 this course will begin in remote instruction and continue in this format unless advised otherwise by your instructor. While the class is in remote instruction the instructor will use a combination of synchronous and asynchronous learning tools to deliver course content each week. Students MUST opt into the Sakia Announcement function as this is how the instructor will communicate about course materials and activities that need to be completed each week.

COURSE OBJECTIVES:
After this course:

1. The student who successfully completes this course will be able to:
2. Distinguish qualitative research from other research paradigms and understand the utility of qualitative research methods in intervention research;
3. Define fundamental concepts of qualitative research including: interpretation, participant meaning, and context;
4. Understand sampling and recruitment of participants and the ethical issues involved in qualitative research with vulnerable participants;
5. Apply basic methods of study design, instrument development, data collection and data analysis, and writing qualitative research reports; and
6. Understand rigor in qualitative research methods and critically appraise the rigor of qualitative research studies.

EXPANDED DESCRIPTION: The objective of this course is to provide an overview of the fundamentals of the use of qualitative research, particularly as it applies to intervention

research. The focus of this class is on the development of skills used by qualitative researchers. Particular attention will also be paid to developing skill in the evaluation of qualitative research methods, designing rigorous, high quality qualitative studies, and the protection of vulnerable research participants in qualitative studies.

REQUIRED TEXTS/READINGS:

1. Padgett, D. K. (2017). *Qualitative Methods in Social Work Research* (3rd Edition). Thousand Oaks, CA: SAGE Publications, Inc.
2. Rubin, H. J. & Rubin, I. S. (2012). *Qualitative Interviewing: The Art of Hearing Data* (3rd Edition). Thousand Oaks, CA. Sage Publications.
3. Emerson, R.M., Fretz, R.I., & Shaw, L.L. (2011). *Writing Ethnographic Fieldnotes*. 2nd edition. Chicago: The University of Chicago Press.
4. Goffman, A. (2015). *On the Run: Fugitive Life in an American City.* Chicago: The University of Chicago Press.
5. Rios, V. (2011). *Punished: policing the lives of Black and Latino Boys*. New York University Press.

Additional Texts that may be useful resources but are NOT required.

1. Morgan, D. L. (1997). *Focus groups as qualitative research*, 2nd ed. Thousand Oaks, CA: Sage.
2. Creswell, J. W. & Poth, C. N. (2018) *Qualitative inquiry & research design: Choosing among five approaches. 4th Edition*. Sage.
3. Miles, M. & Huberman, A. M. (1994). *Qualitative Data Analysis: An expanded Sourcebook. 2nd edition.* Sage (May be temporarily available in full text through library due to COVID).
4. Miles, M., Huberman, A. M. Saldaña, J. (2014) *Qualitative data analysis: a methods sourcebook*. SAGE. (Note this is the updated version of the 1994 text above but is NOT available online through the library).
5. Saldaña, J. (2016). *The coding manual for qualitative researchers.* SAGE.
6. Patton, M. Q. (2002). Qualitative research and evaluation methods. SAGE.

Additional readings MAY be assigned throughout the semester.

Teaching Method

I use a variety of methods to convey course content including lecture, discussion and small group work. The development of a supportive learning environment, reflecting the values of the social work profession, is essential to the success of this course. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view that is different from your own, articulating clearly your own point of view, and linking experiences to readings and assignments. Please help make this a safe and respectful class for learning and growth. Although it is a cliché, I strongly believe there are no dumb questions and that if we all work together and support each other that every student can end this course with dramatically enhanced

professional research synthesis skills. My expectation is that all class members, including the instructor, work together collaboratively so that when the course is finished students have developed expertise in qualitative research methods and in their individual substantive areas of interest and have developed a competitive qualitative research proposal that furthers students' professional goals.

CLASS ASSIGNMENTS

Basic Plan: One goal of this class is to develop expertise in the conduct and evaluation of qualitative research. A second goal is to make significant progress toward establishing expertise in your chosen area of research interest. A final goal is to prepare a qualitative research proposal.

More information will be provided in class for each of the assignments listed below

A. Class activities: In order to develop skills associated with qualitative research, students will engage in exercises individually and as a group, which focus on developing qualitative research skills, including, interviewing, participant observation, and qualitative data analysis.

B. CITI Training Certificate: This training is required for any person conducting research with human subjects. It provides an opportunity to review the history as well as current standards for ethical research that involves people as participants. This on-line training is comprised of multiple sections with a practice quiz at the end of each section. All students must provide a current (completed within the past 2 years) training certificate. ***Students must provide a current CITI certificate in order to receive a passing grade in this class.***

C. Draft Literature Review: Students will prepare a draft of the literature section of their qualitative research proposal. This draft will include an introduction to the research topic, review of the relevant literature, and research question(s) that will be the focus of study.

D. Research Proposal Outline: Students will provide a brief outline of the methods component of their research proposal to the professor for review prior to their individual meetings.

E. Draft Research Methods: Students will prepare a draft of the research methods section of their qualitative research proposal. This will include details on the research approach and design, sampling and recruitment methods, data collecting methods, analytic strategy, and discussion of relevant ethical issues.

F. Discussion Questions: Students will contribute to the critique of a research project by preparing a question for class discussion. Each student will lead the class discussion of their question.

G. Class Presentation: Each student will provide a formal presentation of their research proposal. Students will receive feedback on their proposal from the classmates and instructors.

H. Final Paper: The final paper will be the full Qualitative Research Proposal. The student should incorporate all prior feedback as well as any instructor or peer feedback from the presentation. In addition to the sections described above the final proposal will

include a statement of positionality, strategies to enhance rigor, discussion section that describes the proposed research study's contribution to the research literature on their selected topic and a discussion of the implications for social work.

Required Assignments

1.	Class activities (3): Interview analysis exercise, Observation exercise, Data Analysis exercise	20 pts
2.	CITI Training certificate	0 pts
3.	Draft Literature Review	15 pts
4.	Research Proposal Outline	5 pts
5.	Draft Research Methods	15pts
6.	Discussion Questions	10 pts
7.	Class presentation	10 pts
8.	Final Research Proposal	25 pts
	Total	100 pts

All class assignments must adhere to the APA 7th edition formatting.

In accordance with the Graduate School, letter grades are assigned to the following numeric ranges:

94-100 =	H
74-93 =	P
70-73 =	L
69 and below	F

CLASS PARTICIPATION

Attendance: Attendance is crucial to the learning experience of all students. We will be covering a great deal of information in each class. Students who are unable to attend a synchronous class session should let the instructor know as soon as possible. It is the students' responsibility to obtain handouts, information about class content, and information about announcements, etc. from classmates if unable to attend a class. Students who are late to class without adequate explanation will be marked as absent. Students with more than two absences will receive an "L" unless they have made prior arrangements with the instructor.

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS

An assignment is considered late if handed in any later than the start of class on the day it is due. Students must notify the instructor at least 24 hours before an assignment is due if an assignment is going to be turned in late. Extensions may be given at the instructor's discretion. Students will lose five points for each day beyond the due date/time (including weekends) for unexcused late assignments.

POLICY ON ACADEMIC DISHONESTY*:*
"The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance." (From http://studentcounduct.unc.edu/faculty/honor-syllabus.) Your full participation and observance of the Honor Code is expected. The Honor Code can be found at http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf

Academic dishonesty is contrary to the ethics of the social work profession, unfair to other students, and will not be tolerated in any form. **All written assignments should include the following signed pledge:** ***"I have neither given nor received unauthorized aid in preparing this written work."*** In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required. Please refer to the *APA Style Guide* for information on attribution of quotes, plagiarism, and appropriate citation. The UNC Writing Center provides clear guidelines regarding what does and does not constitute plagiarism.

Accessibility and Resources Services:
The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website http://accessibility.unc.edu, or 919-962-8300 or Email; - accessibility@unc.edu. A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

Writing Support
Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: https://ssw.unc.edu/students/writing).

POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM

We are all invested in creating a learning environment of respect and engagement. Students may use laptops in class for taking notes or completing small group tasks. However, I ask that you use them ***only*** for relevant activities – not for checking email or surfing the Web. During class, cell phones and other devices should be silenced. No text messaging during class.

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY ANY PORTION OF THE SYLLABUS IF REQUIRED TO BEST MEET THE LEARNING OBJECTIVES OF THE COURSE.

At-a-Glance

Class	Date	Topic Area	Assignments due/speakers
1	1/14	Introduction and Qualitative Research Paradigms	
	1/21	No Class – SSWR	Post Introduction and article selection to Sakia
2	1/28	Approaches to Qualitative Research and developing research questions	CITI training certificate
3	2/4	Entering the field, recruitment, Sampling and ethical issues in qualitative research	
4	2/11	Data collection methods –Qualitative Interviewing basics	
5	2/18	Data collection methods –Qualitative Interviewing methods	Literature Review Assignment
6	2/25	Data collection methods – Participant Observation	
7	3/ 4	Data collection methods – Document analysis, use of social medial and images	Participant Observation Activity
	3/11	***Wellness Day – No class***	
8	3 /18	Individual meetings with professor	Research Proposal Outline due the day before scheduled meeting with professor
9	3/25	Data analysis – Week 1 - The mechanics of coding - Approaches to data analysis	Interview Assignment Due **Guest Lecture- Paul Mihas**
10	4/8	Data analysis – Week 2 - Enhancing the rigor of Qualitative - Writing up qualitative research - Reflexivity in qualitative research	Research Methods assignment
	4/1	***Wellness Day – No class***	
12	4/15	Guest Lecture & Research Critique	Discussion Questions
	4/22	Student presentations	
14	4/29	**Research Proposal due by 5pm**	

COURSE OUTLINE AND READINGS

Thursday: 1/14/21
Class 1: Introduction and Research Paradigms in qualitative research

Required Readings:

Padgett, D. K. (2017). *Qualitative Methods in Social Work Research* (3rd Edition). – Chapter 1

Rubin, H. J. & Rubin, I. S. (2012). *Qualitative Interviewing: The Art of Hearing Data* (3rd Edition). – Chapter 2

Morgan, D. L. (2007). Paradigms lost and pragmatism regained. *Journal of Mixed Methods Research. 1*(1), 48-76.

http://www.qualres.org/HomePhil-3514.html

Additional Resources:

Kincheloe, J.L., 7 McLaren, P.L. (1994). *Rethinking critical theory and qualitative research*. In: Denzin, NK, Lincoln, YS (eds) Handbook of Qualitative Research. Thousand Oaks, CA: Sage Publications, 138–157.

Willis J.W. (2007) *Foundations of Qualitative Research: Interpretive and Critical Approaches*. Thousand Oaks, CA: SAGE.

McCall, L. (2005). The complexity of intersectionality. *Signs: Journal of Women in Culture and Society 30*(3): 1771–1800. DOI: 10.1086/426800

Rice, C., Harrison, E., & Friedman, M. (Published Online First, 2019). Doing justice to intersectionality in research. *Cultural Studies- Critical Methodologies*. https://doi.org/10.1177/1532708619829779

Hankivsky, O (2014) *Intersectionality 101*. Vancouver, BC: The Institute for Intersectionality Research & Policy, SFU. ISBN: 978-0-86491-355-5 https://eijc.fas.harvard.edu/files/eijc/files/intersectionallity_101.pdf

Thursday 1/21/21
No class - SSWR

Assignment – due by 5pm on the 1/21/21 – further instructions will be given during synchronous session on 1/14/21:

1. **Post your introduction to Sakia.**
2. **Post the article you have selected and include a brief description of why you selected it.**

Thursday 1/28/21
Class 2: Selecting a project: Approaches to Qualitative Research & Ethical Issues in Qualitative Research

Required Readings:
Padgett, D. K. (2017). *Qualitative Methods in Social Work Research* (3rd Edition). Chapters 2 -4

Rubin, H. J. & Rubin, I. S. (2012). *Qualitative Interviewing: The Art of Hearing Data* (3rd Edition). Chapter 6

Dickson-Swift, V, James, EL, Kippen, S, et al. (2007) Doing sensitive research: what challenges do qualitative researchers face? *Qualitative Research 7*(3): 327–353.

Additional Resources:

Smythe, W. E., & Murray, M. J. (2000). Owning the story: Ethical considerations in narrative research. *Ethics & Behavior, 10,* 311-336.

Rans, J., Arbon, P., Cusack, L. (2020) Obtaining individual narratives and moving to an intersubjective lived-experience description: a way of doing phenomenology. *Qualitative Research, 20*(6), 945-959.

Shaw, R. M., Howe, J., Beazer, J., Carr, T. (2020). Ethics and positionality in qualitative research with vulnerable and marginal groups. *Qualitative Research, 20*(3), 277-293.

For examples of research engaging each Qualitative Approach – see appendixes for Creswell & Poth, 2018.

Thursday 2/4/21
Class 3: Getting Started: Developing research questions, Entering the field, recruitment, sampling

Required Reading:
Padgett, D. K. (2017). *Qualitative Methods in Social Work Research* (3rd Edition). Chapters 3 & 4

Rubin, H. J. & Rubin, I. S. (2012). *Qualitative Interviewing: The Art of Hearing Data* (3rd Edition). Chapter 3, 4 & 11

Bashir, N. (2018). Doing research in peoples' homes: fieldwork, ethics and safety- on the practical challenges of researching and representing life on the margins. *Qualitative Research, 18*(6), 638-653.

Additional Resources:

Malterud, K., Siersma, V. D., Guassora, A. D. (2016). Sample size in qualitative interview studies: Guided by informational power. *Qualitative Health Research, 26*(13), 1753,1760.

Thursday 2/11/21
Class 4: Data Collection Methods – Interviewing

Required Readings:

Padgett, D. K. (2017). *Qualitative Methods in Social Work Research* (3rd Edition). – Chapter 5

Rubin, H. J. & Rubin, I. S. (2012). *Qualitative Interviewing: The Art of Hearing Data* (3rd Edition). – Chapter 1,3-10

Dunbar, C., Rodriguez, D., & Parker, L. (2001) Race, subjectivity and The Interview. In J. F. Gubrium & Holstein J. A. (Eds) *Handbook of Interview Research*. SAGE.

Additional Resources:

Weiss, R. S. (1994). *Learning from strangers: The art and method of qualitative interview studies.* The Free Press.

Johnson, J. M. (2001) In-depth Interviewing. In J. F. Gubrium & Holstein J. A. (Eds). *Handbook of Interview Research.* SAGE.

Article Examples:

Lay, K. & Larimer, S. G. (2018). Vigilance: The lived experience of women in recovery. *Qualitative Social Work, 17*(5), 624-638.

Brotman, S., Ferrer, I, Koehn, S. (2020). Situating the life story narratives of aging immigrants within a structural context: the intersectional life course perspective as research praxis. *Qualitative Research, 20*(4), 465-484.

Ferrer, I, Grenier, A, Brotman, S, et al. (2017) Understanding the experiences of racialized older people through an intersectional life course perspective. *Journal of Aging Studies 41*, 10–17. DOI: 10.1016/j.jaging.2017.02.001

Aadnanes, M. & Gulbrandsen, L. M. (2018), Young people and young adults' experiences with child abuse and maltreatment: Meaning making, conceptualizations, and dealing with violence. *Qualitative Social work, 17*(4), 594-610.

Thursday 2/18/21
Class 5: Data Collection Methods: Interviewing

Required Readings:

Padgett, D. K. (2017). *Qualitative Methods in Social Work Research* (3rd Edition). – Chapter 5

Rubin, H. J. & Rubin, I. S. (2012). *Qualitative Interviewing: The Art of Hearing Data* (3rd Edition). – Chapter 1,3-10

Additional Resources:

Seidman, I., (2019). *Interviewing as Qualitative Research: A guide for researchers in education and the social sciences.* 5th Edition. Teachers College, Columbia University

Atkinson, R. (2001). The life story interview. In J. F. Gubrium & Holstein J. A. (Eds). *Handbook of Interview Research.* SAGE.

Charmaz, K.. (2001) Qualitative interviewing and grounded theory analysis. In J. F. Gubrium & Holstein J. A. (Eds). *Handbook of Interview Research.* SAGE.

Alase, A. (2017). The interpretative phenomenological analysis (IPA). A guide to good qualitative research approach. *International Journal of Education and Literacy Studies, 5*(2), 9-19.

Goodson, I (2001) The story of life history: origins of the life history method in sociology. *Identity 1*(2): 129–142. DOI: 10.1207/S1532706XID0102_02

Thursday 2/25/21
Class 6: Data Collection Methods: Participant Observation

Required Readings:

Padgett, D. K. (2017). *Qualitative Methods in Social Work Research* (3rd Edition). – Chapter 5

Emerson, R.M., Fretz, R.I., & Shaw, L.L. (2011). *Writing Ethnographic Fieldnotes*. 2nd edition. Chicago: The University of Chicago Press. Chapters 1,2,3,5

Spradley, J. (1980). *Participant observation.* New York: Holt, Rinehart and Winston. Step 4 Making descriptive observations, pp. 73-84.

Sands, R. G. & McClelland, M. (1991). Emic and etic perspectives in ethnographic research on the interdisciplinary team. In E. Sherman & Reid, W. J. (Eds.), *Qualitative Research in Social Work.* New York: Columbia University Press, pp. 32-51.

Kusenback, M., (2003). Street phenomenology: The go-along as ethnographic research tool. *Ethnography, 4*(3), 455-485.

Carpinano, R. M. (2009). Come take a walk with me: The "Go Along" interview as a novel method for studying implications of place for health and wellbeing. *Health & Place, 15(*1), 263-272.

Additional Resources:

Katz, J. (2019). On becoming an ethnographer. *Journal of Contemporary Ethnography, 48*(1), 16-50.

Reyes, V. (Published Online First: 2018). Ethnographic toolkit: Strategic positionality and researchers' visible and invisible tools in field research. *Ethnography*. https://doi.org/10.1177/1466138118805121

Article Examples:
Blank Wilson, A. (2013). How people with serious mental illness seek help after release from jail. *Qualitative Health Research, 23*(12), 1575-1590. doi:10.1177/1049732313508476

Lurhmann, T. (2008). 'The streets will drive you crazy' why homeless psychotic women in the institutional circuit in the United states often say no to offers of help. *American Journal of Psychiatry 15*, 15-20.

Kriegel, L. S. (2019). Stranger support: How former prisoners with mental illnesses navigate the public Landscape of reentry. *Health & place*, *56*, 155-164.

Flynn, K. & Mathias, B. (2020). "I would say it's alive": Understanding the social construction of place, identity, and neighborhood effects through the livered experience of urban young adults. *Qualitative Social Work, 19*(3), 481-500.

Thursday 3/4/21
Class 7: Data Collection Methods: Focus Groups, Document analysis, use of social medial and images

Required Readings:

Morgan, D. L. (2001). Focus Group Interviewing. In J. F. Gubrium & Holstein J. A. (Eds). *Handbook of Interview Research.* SAGE.

Blank Wilson, A. (2009). 'It takes ID to get ID": Service barriers for people with serious mental illness leaving jail. *Social Service Review, 83*(1), 111-132. doi: 10.1086/599025

Storer, H. L., Rodriguez, M., & Franklin, R. (2018). "Leaving Was a Process, Not an Event": The Lived Experience of Dating and Domestic Violence in 140 Characters. *Journal of interpersonal violence*, 0886260518816325.

Lunnay, B., Borlagdan, J., McNaughton, D., & Ward, P. (2014). Ethical use of social media to facilitate qualitative research. *Qualitative Health Research, 25,* 99-109.

Chapman, M. V. & Wu, S. (2017) What is a picture worth? Teaching students to analyze photographic data. *Qualitative Social Work*, 1- 15. doi:101177/1473325016650513

Lightfoot, A., Simán F., Eng, G. Merino, Y., Thomas, T, Coyne-Beasely, T., Chapman, M.V. (2019). What I Wish My Doctor Knew about my life: Using photovoice to explore barriers to health equity with immigrant Latino adolescents. *Qualitative Social Work.18*(1) 60-80. doi:10.1177/147332504034.

Additional Resources:

Morgan, D. L. (1997). *Focus groups as qualitative research*, 2nd ed. Thousand Oaks, CA: Sage.

Chawla-Duggan, R., Milner, S., Porter, J. (2018). Reflexivity and visual technology in researcher: young children's perspectives of paternal engagement in the home environment. *Qualitative Research, 18*(4), 471-491.

Making visible an invisible trade: Exploring the everyday experiences of doing social work and being a social worker. *Qualitative Social Work, 19*(2), 267-283.

Cunsolo Willox, A, Harper, SL, Edge, VL (2013) Storytelling in a digital age: digital storytelling as an emerging narrative method for preserving and promoting indigenous oral wisdom. *Qualitative Research 13*(2): 127–147. DOI: 10.1177/1468794112446105

https://photovoice.org/

Thursday 3/18/21
Class 8: Individual Meetings with Professor

Thursday 3/25/21
Class 9: Data analysis – Part 1- Coding Basics

Guest Speaker: Paul Mihas

Required Readings:

Padgett, D. K. (2017). *Qualitative Methods in Social Work Research* (3rd Edition). Chapters 5& 6

Emerson, R.M., Fretz, R.I., & Shaw, L.L. (2011). *Writing Ethnographic Fieldnotes*. 2nd edition. Chicago: The University of Chicago Press. Chapters 5 & 6

Miles, Huberman & Saldaña, (2014) *Qualitative data analysis: a methods sourcebook*. SAGE. Chapter 4

Hennink, M. M., Kaiser, B. N., Marconi, V. C. (2017). Coding saturation versus meaning saturation: How many interviews are enough? *Qualitative Health Research, 27*(4), 591-608.

Additional Resources:

Riessman, C. K. (2001). Analysis of Personal Narratives. In J. F. Gubrium & Holstein J. A. (Eds). *Handbook of Interview Research.* SAGE.

Kools, S., McCarthy, M. Durham, R. & Rorecht, L. (1996). Dimensional analysis broadening the conception of grounded theory. *Qualitative Health Research, 6*(3), 312-330.

Braun, V., & Clarke, V. (2012). *Thematic analysis.* In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbooks in psychology®. APA handbook of research methods in psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological* (p. 57–71). American Psychological Association. https://doi.org/10.1037/13620-004

Hsieh, H. & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research, 15*(9), 1277-1288.

Anthias, F (2013) Intersectional what? Social divisions, intersectionality and levels of analysis. *Ethnicities 13*(1): 3–19. DOI: 10.1177/1468796812463547

Thursday 4/8/21
Class 10: Data Analysis – Part 2 Analytic Approaches, Reflexivity in Research, Enhancing rigor, and Writing up Qualitative Research Results

Required Readings:

Padgett, D. K. (2017). *Qualitative Methods in Social Work Research* (3rd Edition). Chapters 7, 8, 9

Rubin, H. J. & Rubin, I. S. (2012). *Qualitative Interviewing: The Art of Hearing Data* (3rd Edition). Chapter 13

Denzin, N. K. (1989). *The research act*, 3rd ed. Englewood Cliffs, NJ: Prentice Hall, chap. 10: Strategies of multiple triangulation, pp. 234-247.

Wu, S., Wyant, D. C., & Fraser, M. W. (2016). Author guidelines for manuscripts reporting on qualitative research. *Journal of the Society for Social Work and Research, 7,* 405-425.

Hamilton, P. (2020). 'Now that I know what you're about': black feminist reflections on power in the research relationship. *Qualitative Research, 20*(5), 519-533.

Britton, J. (2020). Being an insider and outsider: whiteness as a key dimension of difference. *Qualitative Research, 20*(3), 340-354.

Additional Resources:

Dowling, M. (2006). Approaches to reflexivity in qualitative research. *Nurse Researcher, 13,* 7-21.

Drisko, J. W. (2005). Writing up qualitative research. *Families in Society, 86*(4), 589-593.

Hill, C.E., Thompson, B.J., & Nutt Williams, E. (1997). A guide to conducting consensual qualitative research. *The Counseling Psychologist*, *25*(4): 517–572. https://doi.org/10.1177/0011000097254001

Natow, R. S. (2020). The use of triangulation in qualitative studies employing elite interviews. *Qualitative Research, 20*(2) 160-173.

Gilgun, JF (2005) "Grab" and good science: Writing up the results of qualitative research. *Qualitative Health Research,15*(2): 256–262.

Staller, KM (2019a) From dissertation to published article: Advice from an editor. *Qualitative Social Work 18*(6): 897–904.

Staller, KM, Krumer-Nevo, M (2013) Successful qualitative articles: A tentative list of cautionary advice. *Qualitative Social Work 12*(3): 247–253.

O'Brien, B. C., Harris, I. B., Beckman, T. J., Reed, D. A., Cook, D. A. (2014). Standards for reporting qualitative research: A synthesis of recommendations. *Academic Medicine, 89*(9), 1245–1251. https://doi-org.libproxy.lib.unc.edu/10.1097/ACM.0000000000000388

Thursday 4/15/21
Class 11: Research Critique

Guest Lecture: Heather Stober & Maria Rodriguez

Required Readings:

Rios, V. M. (2011). Punished: Policing the lives of black and Latino boys. New York University Press.

Rios, V. M. (2015). Review: On the run: Fugitive life in an American city by Goffman. American Journal of Sociology, 121(1), 306–308.
https://www.theatlantic.com/magazine/archive/2014/10/the-society-of-fugitives/379328/

Goffman, A. (2015). *On the Run: Fugitive Life in an American City.* Chicago: The University of Chicago Press.

Lincoln, Y. S. (Published First Online, 2020). What do we want to tell? And to whom do we wish to tell it?: The ethnographer's ethical dilemma. *Cultural Studies – Critical methodologies*.

Thursday 4/22/21
Class 12: Student Presentations

Student Research Proposal Presentations

Thursday 4/29/21
Class 14: NO CLASS

Final Assignment Due by 5pm