

BRANDEIS UNIVERSITY
Heller School for Social Policy and Management

HS411b – ADVANCED TOPICS IN QUALITATIVE RESEARCH (DRAFT)

Fall 2018; Tuesday 2-4:50PM

Instructor: Nina Kammerer
Office: Heller-Brown 353; Mailbox: Heller-Brown, 3rd Floor
Office Phone: 6-2940; Email: kammerer@brandeis.edu
Office Hours: Wednesdays 5-6PM and by appointment

>| EXPECT YOU TO READ THIS SYLLABUS <

Prerequisite: Satisfactory completion of HS403b: Qualitative Research or permission of the instructor.

Course Description (from the Bulletin): Explores study designs used in policy research that rely on qualitative approaches, including mixed methods, interview-based, case, and ethnographic studies, and examines the role of theorizing throughout all stages of the research process. Seminar format with readings tailored to students' policy interests. Exercises focus on analyzing and interpreting data and on writing up research findings.

Additional Description: This advanced course builds on the introduction to the epistemology and practice of qualitative research provided by HS403b. In the short-term, the course is aimed at preparing you to design qualitative or mixed methods studies and to collect and analyze qualitative data for your dissertation. In the longer term, it seeks to prepare you to be an informed consumer and skilled practitioner of qualitative research in your career as an educator, researcher, practitioner, or policymaker in the broad fields of health and social policy, nationally or internationally.

Attention will be paid throughout the course to ethical obligations and dilemmas in research with human beings, both within and outside the purview of an institutional review board (IRB). The course presupposes that you have completed CITI online training required by our IRB, the Brandeis Committee for Protection of Human Subjects (BCPHS).

The course explores study designs commonly used in policy-relevant research that rely in part or fully on qualitative research approaches and methods: mixed methods studies, interview-based studies; case studies, both single and comparative; and ethnographic studies, including institutional ethnography. A key issue considered throughout the course is matching study plans to study aims. Elements of the research process examined include sampling, triangulation, and transcription. Since theorizing is fundamental to the research process, we examine the use of theoretical concepts and analytical perspectives in identifying issues to study, formulating research questions, choosing study designs, selecting primary data collection methods and secondary sources, engaging in ongoing and iterative data analysis, and writing up. In keeping with our Program's "multidisciplinary approach" (<https://sihp.brandeis.edu/ibh/education/phd.html>), readings are drawn from a variety of disciplines (anthropology, education, nursing, public health, public policy, social work, sociology, etc.). Readings include discussions of methods and examples of studies based on them.

Whereas methods exercises in the foundational course in qualitative methods (HS403b) focus on learning about and practicing various qualitative data collection methods (observation, participant observation, in-depth interviewing), those in this advanced course focus on the analysis of qualitative data, including coding, memoing, and writing up. In various homework assignments and in-class exercises, we will use responses from a federally funded health services research study and transcripts of interviews from a qualitative evaluation. As these data are not in the public domain, each of you must sign an agreement about their use (see Statement on Use of Data and Codebooks below).

During the semester, we will also take time to workshop each student's dissertation plans, for pre-proposal students, or current work, for post-proposal students. In workshoping dissertation plans, emphasis will be on aligning theory, study design, data collection, and analysis while attending to ethical issues.

This is not a course in the use of computer-assisted qualitative data analysis software (CAQDAS), but you are encouraged to engage with such software (e.g., Atlas.ti, NVivo, MAXQDA, HyperRESEARCH, Dedoose), bring questions to the group, and share knowledge. No Atlas.ti trainings for the Fall Semester are yet listed on the LTS website. If none are scheduled, we can, as a class, request one.

Academic Integrity: In accordance with Section 4 of the University's *Rights and Responsibilities* student code, "Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. Infringement of academic honesty by a student subjects that student to serious penalties, which may include failure on the assignment, failure in the course, suspension from the University or other sanctions (see Section 21). A student who is in doubt regarding standards of academic honesty in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work." (For more information and to access a pdf of the *Rights and Responsibilities* student code, see <https://www.brandeis.edu/studentlife/srcs/rightsresponsibilities/2016-17%20RR%20.pdf>). If you have any questions about the instructions for any assignment in this course, ask me.

Statement on Use of Data and Codebook: During the first class, each of you **must** sign a pledge agreeing not to share, photocopy, or retain copies of data used in homework assignments and exercises.

Accommodation: If you are a student with a documented disability on record at Brandeis University and wish to have reasonable accommodation made for you in this course, please see me as soon as possible.

Readings: You are expected to read all the assigned readings in advance of the class in which they will be discussed. ***On this syllabus, assigned readings are listed under the date they will be discussed.*** The assigned book by Howard Becker is on reserve in the Brandeis Library and for sale in the Brandeis Bookstore. It was assigned in past years, so you might be able to get a copy from a second- or third-year student. Other assigned readings are available on our LATTE course. If you do not have access to the Charmaz book, let me know.

Note that in this course, as in all graduate training, you are expected to read beyond the syllabus to expand your knowledge of issues addressed in the course and to build your understanding of and expertise in epistemology, concepts and analytical approaches, study design, data collection methods, and substantive issues relevant to your course project, dissertation plans, and career goals. Moreover, you will each need to read beyond the syllabus as part of your final project.

Required book:

Howard S. Becker (1998) *Tricks of the Trade: How to Think about Your Research While You're Doing It*. (Chicago: University of Chicago Press).

Requirements: There are three assessed/graded elements, described below, each worth a percentage of the final course assessment/grade (due dates are given in the Course Outline).

- 1. Class participation (40%):** This element includes attendance, engagement, and participation in classroom discussions of assigned readings, homework exercises, and in-class exercises. You are expected to read assigned materials thoroughly and thoughtfully in advance of the class in which they will be discussed. Evidence of critical reading, relevant comparison across readings, and cumulative learning from readings and classroom discussions should be apparent in class participation and written work. On occasion, you may also be asked to present an analytical overview of an assigned reading to aid our discussion.
- 2. Homework Exercises: Methods Practice and Associated Written Assignments (30%):** The 6 homework exercises, including due dates, are indicated in the Course Outline below. Five include written work to be handed in.
- 3. Individual Project and Associated Final Piece of Written Work (30%):** Each of you will develop, conduct, and write up an individual project designed to advance knowledge and skills relevant to your dissertation plans or ongoing work on it. Some options for final projects require IRB review and approval. For example, if you want to practice some form of qualitative data collection, such as interviews or focus groups, or do a small pilot qualitative study preparatory to your dissertation research, you will need to write

and submit an IRB application and gain IRB approval prior to beginning your research. You should submit the application as early as possible during the semester to maximize time for data collection and analysis. I will provide feedback as quickly as possible on drafts of your IRB application. Other options do not require IRB approval. Based on your workshopping experience, if you are a pre-proposal student, you might develop your dissertation study design or, if you are already engaged in your dissertation research, you might analyze a portion of your data. Alternatively, you might choose to do a literature review. Possible topics include reviewing works about and/or that use (a) a concept, theory, or theoretical approach of particular interest to you, (b) a study design you are considering using, (c) one or more types of qualitative data collection or analysis you might employ, or (d) examples of qualitative or mixed methods research concerning a policy-relevant topic about which you care passionately. Or you might write a draft IRB application for all or part of your planned dissertation project. No doubt there are other possibilities.

Early in the semester, you must meet with me at least once about your project and associated essay. You are, of course, welcome to meet with me additional times as you plan and complete your project. A sign-up sheet for the required meeting will be circulated during Class 1.

No specific organizational format for the final write-up/essay is required unless you draft an IRB application, which must follow IRB specifications. Otherwise, the format should suit your project's aims.

Published sources must be cited in your final piece of written work. Any number of online sources can be cited, but a piece that cites **only** online sources will **not** be accepted. Articles from print journals accessed electronically are **not** online sources. An online source is one available **only** on the Web.

In the final piece of written work, any standard style is acceptable for citations and references. For example, you can follow the style guidelines of the American Psychological Association (APA). What style you choose is not important; what is important is consistent use of your chosen standard style.

The final essay is due on December 12th by midnight to me by email at kammerer@brandeis.edu.

In addition, there are three unassessed/ungraded requirements:

- (1) Periodic brief presentations as you are working on your final project.
- (2) A short written description of your final project, due a week (or less) after you meet with me to discuss it.
- (3) The opportunity each of you will have to workshop your dissertation plans or current work and to provide feedback to your fellow students at their workshopping sessions.

Hard Copy and Electronic Submission of Assignments: Except when stipulated otherwise, as above for the final essay and below for a number of the methods homework exercises, written work will **only** be accepted in hard copy. The final project write-up must be typewritten with 1-inch margins, double-spacing, 12-point font, and numbered pages. Right justification is **not** acceptable, as I find it difficult to read.

Practice Data Binder: You will each be given a 3-ring binder to hold materials for homework and in-class research exercises. These materials are to be stored in the binder. Before the end of the semester, in accordance with the Statement on Use of Data and Codebook, you **must** return the binder, complete with all the handouts, to me. I will **not** submit your grade until it is returned.

Assessment: Content, contribution to the ongoing discussion, responsiveness to the thoughts of others, and evidence of cumulative learning (quality) will count more in the assessment/grade for participation than frequency (quantity).

The in-class exercises, which are counted as part of participation, are a chance for all of us to gain experience in various elements of data analysis, so the doing is what counts towards credit. Don't be afraid of making mistakes! Be courageous, curious, and creative and we'll all learn more.

The methods exercises and associated written assignments are intended as experiential learning. For this reason and to encourage you to be brave, they each count for a relatively small percentage of the course assessment/grade. Please note that not completing the homework exercises, including the associated written work associated, on time will detrimentally affect your ability to participate fruitfully in classroom discussions and in in-class exercises.

Assessment of/grade for the write-up of your final project will be based on content, as well as effectiveness of communication, which includes spelling, grammar, organization, and clarity of expression.

Learning Objectives: A student who completes this course will be able to:

1. Exhibit understanding of the ethical obligations of investigators working with human subjects, especially in qualitative research.
2. Demonstrate familiarity with various approaches to qualitative and mixed methods research.
3. Match study design to research questions and aims.
4. Discuss the role of theorizing in study design and data analysis.
5. Identify themes/codes in qualitative data.
6. Analyze and write up qualitative findings, including harnessing theoretical concepts and perspectives to the analysis.
7. Articulate the epistemological underpinnings of their own approach to qualitative research.
8. Assess examples of qualitative research and the qualitative dimensions of mixed methods research.

COURSE OUTLINE

This is subject to revision during the semester. Given the advanced nature of this course and its focus on exploring students' interests within qualitative research, I invite you to contribute in an ongoing fashion to choosing readings and topics to consider in classroom discussions.

A REMINDER: On this syllabus, assigned readings are listed under the date on which they are to be discussed.

Class 1, September 4: ENGAGING RESEARCH (Also Making Guidelines and Signing Agreements)

Discussion Topics:

- Course organization, requirements, responsibilities, mechanics, etc.
- What it means to be a seminar.
- The semester-long work of, first, collaboratively creating guidelines expressing our shared interactional values and, subsequently, enacting those values to foster a "brave space" within our seminar, so that together we can examine difficult and emotionally charged issues such as diversity, privilege, and power in assigned readings, study designs, and theoretical approaches considered in the course and, importantly, in our seminar community, Heller, and society in the US and beyond.
- Each student's core policy interests and dissertation plans, however preliminary.
- Each student's thoughts, however inchoate, about their dissertation plans (pre-proposal) or current work (post-proposal), their final project, and its ties to dissertation and career goals.
- Ways to tailor the course to students' interests and needs.
- Statement on use of data for homework exercises.
- Schedule for opportunities for workshopping dissertation plans or current work.
- Whether or not to schedule a training in CAQDAS.

CIRCULATED: A sign-up sheets for one-on-one meetings this week or next to discuss projects and the associated final essay will be circulated.

Remember that a week or less after you meet with me, you must hand in a short written description of your final project plans.

September 11: NO CLASS

Class 2, September 18: EXAMINING EPISTEMOLOGIES AND EMBRACING ETHICS

Readings (to be discussed today):

1. Egon G. Guba and Yvonne S. Lincoln (1994) "Competing Paradigms in Qualitative Research 2," In *Handbook of Qualitative Research*, Norman K. and Yvonne S. Lincoln, Editors, Thousand Oaks, CA: Sage Publications, pp. 105-117.
2. Eduardo Bonilla-Silva and Tukufu Zuberi (2008) "Toward a Definition of White Logic and White Methods," In *White Logic, White Methods; Racism and Methodology*, Tukufu Zuberi and Eduardo Bonilla-Silva, Editors, Lanham, Maryland: Rowman & Littlefield Publishers, Inc., pp. 3-30.
3. "The Belmont Report." (Review/Skim)
4. Stephen. B. Thomas and Sandra Crouse Quinn (1981) "The Tuskegee Syphilis Study, 1932 to 1972: Implications for HIV Education and AIDS Risk Education Programs in the Black Community," *American Journal of Public Health*, 81(11), pp. 1498-1505.
5. Read the ethical guidelines of the disciplinary or professional group with which you identify most closely. If you have time, skim the guidelines of another discipline or organization of interest to you. Some disciplinary and professional organizations' principles are posted on LATTE (American Anthropological Association, American Evaluation Association, Association of Internet Researchers, UK Social Policy Association, and UNESCO); others are reached by the links below. If the ethical guidelines of an organization not listed below or included on our LATTE course is most relevant to you, read them and send me the link before Class 3.

American Psychological Association Ethical Principles of Psychologists and Code of Conduct, Section 8 Research and Publication (excluding 8.09)

<http://www.apa.org/ethics/code/index.aspx>

American Sociological Association Code of Ethics (follow link at right to full Code of Ethics in pdf format)

<http://www.asanet.org/about/ethics.cfm>

National Association of Social Workers Code of Ethics, Section 5.02 Evaluation and Research

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Society for Applied Anthropology Statement of Ethical and Professional Responsibilities

<http://www.sfaa.net/about/ethics/>

Homework Exercise 1/Written Work 1: Selecting and Reviewing a Literature Review Article (Email me a pdf of your chosen article by 8PM Sunday, September 30th and bring a hard copy of your review to class on October 2nd)

⇒ Locate a worthwhile literature review article relevant to your own interests, whether concerning theory, methods, content area, or a combination thereof. As you make your choice, remember that you are seeking not the literature review section of an article but an article that is itself a literature review. Write a short critical review of your chosen literature review, attending to the methods, content, writing, and anything else you consider important. I will post everyone's chosen article on our LATTE course late on Sunday, September 30th, but you are each only responsible for reading and reviewing the one you chose.

September 25: NO CLASS (Brandeis Monday)

Class 3: October 2: REVIEWING LITERATURE AS QUALITATIVE RESEARCH

Due:

⇒ Homework Exercise 1/Written Work 1

Readings (to be discussed today):

1. Justeen Hyde and Nina Kammerer (2009) "Adolescents' Perspectives on Placement Moves and Congregate Care Settings: Complex and Cumulative Instabilities in Out-of-Home Care," *Children and Youth Services Review*, 31(2), pp. 265-273.

2. S. Collins (2003) "Working with the Psychological Effects of Trauma: Consequences for Mental Health-care Workers – A Literature Review," *Journal of Psychiatric and Mental Health Nursing*, 10, pp. 417–424.
3. PRIMSA 2009 Checklist. LATTE and <http://prisma-statement.org/documents/PRISMA%202009%20checklist.pdf>.
4. Farah Jamal et al. (2013), "The School Environment and Student Health: A Systematic Review and Meta-ethnography of Qualitative Research," *BMC Public Health*, 13(798), pp. 1-11.
5. Sonja Merten et al. (2013) "Patient-reported Barriers and Drivers of Adherence to Antiretrovirals in Sub-Saharan Africa: A Meta-ethnography," *Tropical Medicine & International Health*, 15 (suppl. 1), pp. 16-33.

In-class Exercises: Reflecting on Reviewing Literature and Preparing to Begin Data Analysis

- Discuss homework exercise 1/written work 1.
- Distribute practice data #1.
- Prepare for homework exercise 2, identifying meaning in the data.

Homework Exercise 2/Written Work 2: Developing Themes (aka Codes) (**Due by email by 8PM Monday, October 8th**)

⇒ Identify the themes in practice data #1. Pay attention to how you label each theme, as well as to how themes are differentiated from one another. Organize your themes thoughtfully/self-consciously. At the end **on a new page**, include a brief explanation of such issues as your process of developing themes (if you include both emergent and *a priori* themes, discuss why), your choice of labels, what distinguishes one theme from others, and how you organized/ordered them. Email your set of themes/codes, including your explication (**on its own page**), to kammerer@brandeis.edu by 8PM on Monday, October 8th. Provided that you emailed the assignment, there is no need to bring a hard copy to class.

Class 4, October 9: THEORIZING

Due:

⇒ Homework Exercise 2/Written Work 2

Readings (to be discussed today):

1. Howard S. Becker (1998) *Tricks of the Trade*, Chapters 1-2 and 4, "Tricks," "Imagery," and "Concepts," pp. 1-66, pp. 109-145.
2. Herbert Blumer (1953) "What Is Wrong with Social Theory," Paper presented at the American Sociological Society. Posted on LATTE and available at http://www.brocku.ca/MeadProject/Blumer/Blumer_1954.html.
3. Anna Madill, Abbie Jordan, and Caroline Shirley (2000) "Objectivity and Reliability in Qualitative Analysis: Realist, Contextualist and Radical Constructionist Epistemologies," *British Journal of Psychology*, 91, pp. 1-20.

In-class Exercise: Developing Codes/Themes

- Discuss the process of identifying themes/codes and developing and organizing the set of codes.

Homework Exercise 3 /Written Work 3: Synthesizing Themes (**Due by email by 8PM Monday, October 15th**)

⇒ Study all the sets of themes/codes, which will be handed out in class, and develop a synthetic set. Organize your set, email it to kammerer@brandeis.edu by 8PM on Monday, October 15th. Be prepared to discuss the rationale behind your synthesis. Provided that you emailed your synthetic themes, there is no need to bring a hard copy to class.

Class 5, October 16: THEORIZING CONTINUED; MIXING METHODS

Due:

⇒ Homework Exercise 3/Written Work 3 (**Due by email by 8PM on Monday, October 15th**)

Readings (to be discussed today):

1. Sandra Harding (1995) "Strong Objectivity": A Response to the New Objectivity," *Synthese*, 104(3), Feminism and Science, pp. 331-349.
2. Kimberle Crenshaw (1991) "Conclusion" in "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," *Stanford Law Review*, 43(6), pp. 1296-1299. You are welcome to read the entire article!
3. R. Burke Johnson, Anthony J. Onwuegbuzie, and Lisa A. Turner (2007) "Toward a Definition of Mixed Methods Research," *Journal of Mixed Methods Research*, 1(2), pp. 112-133.
4. Michael D. Fetters, Leslie A. Curry, and John W. Creswell (2013) "Achieving Integration in Mixed Methods Designs—Principles and Practices." *HSR: Health Services Research* 48(6, pt. 2), pp. 2134-2156.

In-class Exercises: Synthesizing Themes and Reaching Consensus on Codes

- Discuss the process of developing a synthetic set of themes.
- Reach consensus on set of themes/codes. After class, I will send the consensus codebook via a LATTE email announcement.

Homework Exercise 4: Coding (Due October 23rd)

⇒ Using the consensus set of themes (aka codebook) developed in class (posted on LATTE), code a portion of practice data #1 (which portion will be designated in class or by email afterwards). The coding process entails both identifying/applying themes and segmenting, which means determining the boundaries of the unit to which a particular code or multiple codes apply. Think of segments as units of meaning. Remember that any number of codes can be assigned to a given segment/unit. Also remember that segments can be as short as a word or as long as a document and can overlap. Be sure to bring your coded pages to class on October 23rd, when we will discuss—compare and contrast—how we coded the assigned passages.

Class 6, October 23: SAMPLING AND TRIANGULATING**Due:**

⇒ Homework Exercise 4 (used in class but not handed in)

Readings (to be discussed today):

1. Howard S. Becker (1998) *Tricks of the Trade*, Chapter 3, "Sampling," pp. 66-108.
2. Shari L. Dworkin (2012) "Sample Size Policy for Qualitative Studies Using In-depth Interviews," *Archives of Sexual Behavior*, 41(6), pp. 1319-1320.
3. Norman K. Denzin (1970) "Strategies of Multiple Triangulation," In *The Research Act: A Theoretical Introduction to Sociological Methods*, Chicago: Aldine, pp. 297-313.
4. Martyn Hammersley (2008) "Troubles with Triangulation," In *Advances in Mixed Methods Research*, Manfred Max Bergman, Editor, London: Sage, pp. 22–36.

In-class Exercises: Reflecting on the Coding Process and Reaching Consensus on Coding

- Discuss the coding process.
- Consider how selected responses were coded, paying attention to both the assignment of themes and segmentation.
- Reach consensus on a section of the coding.
- Discuss consensus process.
- Compare the codebook developed by our class and that used in the federal study (handed out in class).
- Distribute practice data #2. Handed out early to save time for workshopping during the next three classes. The homework exercise on practice data #2 is not due until November 20th (see assignment under Class 9).

Class 7, October 30: USING INTERVIEWS AND PORTRAITURE; TRANSCRIBING

Readings (to be discussed today):

1. Pierre Bourdieu (1996) "Understanding," *Theory, Culture & Society*, 13(2), pp. 17-37.
2. James H. Frey and Andrea Fontana (1991), "The Group Interview in Social Research," *Social Science Journal*, 28(2), pp. 175-187.
3. Sara Lawrence-Lightfoot (2005), "Reflecting on Portraiture: A Dialogue between Art and Science," *Qualitative Inquiry*, 11(3), pp. 3-15.
4. Elizabeth J. Halcomb and Patricia M. Davidson (2006), "Is Verbatim Transcription of Interview Data Always Necessary?" *Applied Nursing Research*, 19(1), pp. 38-42.

WORKSHOPPING DISSERTATION PLANS OR WORK: Opportunity 1 (1 person)

Class 8, November 6: DESIGNING CASE STUDIES

Readings (to be discussed today):

1. Michael Burawoy (1998) "The Extended Case Method," *Sociological Theory*, 16(1), pp. 4-33.
2. Robert K. Yin (2014) "Getting Started: How to Know Whether or When to Use the Case Study as a Research Method," In *Case Study Research: Design and Methods*, 5th Edition, Thousand Oaks, CA: Sage Inc., pp. 3-25.
3. Robert E. Stake, (2006) "The Multicase Study" and "Cross-Case Analysis," In *Multiple Case Study Analysis*, New York: The Guilford Press, pp. 17-77.
4. Charles C. Ragin, (1992) "'Casing' and the Process of Social Inquiry," In *What Is a Case? Exploring the Foundations of Social Inquiry*, Charles C. Ragin and Howard S. Becker, Editors, Cambridge: Cambridge University Press, pp. 217-226.

WORKSHOPPING DISSERTATION PLANS OR WORK: Opportunity 2 (1 person)

Class 9: November 13: WORKSHOPPING

WORKSHOPPING DISSERTATION PLANS OR WORK: Opportunity 3 (3 people)

Homework Exercise 5/Written Work 4: Writing a memo and writing up (Due November 20th)

⇒ After reviewing practice data #2, write a memo about the interviewing methods and interview dynamics and also characterize/describe the content of the two interviews.

Class 10, November 20: OBSERVING, NOTE-TAKING, AND MEMOING

Readings (to be discussed today):

1. Nicholas H. Wolfinger (2002) "On Writing Fieldnotes: Collection Practices and Background Expectancies," *Qualitative Research*, 2(1), pp. 85-95.
2. Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw, "Processing Fieldnotes: Coding and Memoing," In *Writing Ethnographic Fieldnotes*, Chicago: University of Chicago Press, 1995, pp. 142-168 and associated endnotes.
3. Tara Fortune (2000) "Immersion Teaching Strategies: Observation Checklist," *The Bridge: From Research to Practice (ACIE Newsletter)*, November, pp. 1-4.
4. Anna M. Lucca (2000) "A Clubhouse Fidelity Index: Preliminary Reliability and Validity Results," *Mental Health Services Research*, 2(2), pp. 89-94.
5. Carol T. Mowbray et al. (2003) "Fidelity Criteria: Development, Measurement, and Validation," *American Journal of Evaluation*, 24(3), pp. 315-340.

Due:

⇒ Homework Exercise 5/Written Work 4 (at end of class, hand in hard copy of memo and write-up)

In-class Exercise: Reflecting on the Interviewing Process and the Content of the Interviews in Practice Data #2

- Discuss both topics

ENJOY THE BREAK!

Class 11, November 27: DOING ETHNOGRAPHIC CASE STUDIES AND INSTITUTIONAL ETHNOGRAPHY

Readings (to be discussed today):

1. Shaun R. Harper, Lori D. Patton, and Ontario S. Wooden, (2009) "Access and Equity for African American Students in Higher Education: A Critical Race Historical Analysis of Policy Efforts," *Journal of Higher Education*, 80(4), 389-414.
2. Deborah Swinglehurst, Trisha Greenhalgh, and Celia Roberts (2012) "Computer Templates in Chronic Disease Management: Ethnographic Case Study in General Practice," *BMJ Open* 2(6), e001754.
3. Dorothy E. Smith (1990), "Textual Realities, Ruling, and the Suppression of Disjuncture," In *The Conceptual Practices of Power: A Feminist Sociology of Knowledge*. Boston: Northeastern University Press, pp. 83-104.
4. Megan Welsh (2015) "Categories of Exclusion: The Transformation of Formerly Incarcerated Women into Able-Bodied Adults without Dependents in Welfare Processing." *Journal of Sociology and Social Welfare* 42(2), pp. 55-77.

WORKSHOPPING DISSERTATION PLANS OR WORK: Opportunity 4 (1 person)

Homework 6/Written Work 5: Writing a memo on concepts and theory (Due December 4th)

⇒ Use this second homework in memoing as an opportunity to examine the concepts and theories that inform how you view the policy-relevant issues of interest to you in general and specifically with respect to your project for this course. Write a short memo (3 or so pages) on your current thoughts about the theoretical perspectives and concepts you find most fruitful and important. What analytical lenses do you use to understand social issues of interest to you and to inform related policies? Why? How do these lenses shape your questions, choice of methods, and analysis in your current project? If you wrote a theory memo in HS403b, include an auto-ethnographic reflection on how and why your theoretical/analytical frame has changed since you wrote that previous memo.

Class 12, December 4: CREATING CREDIBILITY, SHAPING POLICY, WRITING

Due:

⇒ Homework 6/Written Work 5 (at end of class, hand in hard copy)

Readings (to be discussed today):

1. Jane Ritchie and Liz Spencer (1994) "Qualitative Data Analysis for Applied Research," In Alan Bryman and Robert G. Burgess, Editors, *Analyzing Qualitative Data*, pp. 173-194. (Skim: Assigned in HS403b).
2. Nick Black (2001) "Evidence Based Policy: Proceed with Care" and "Commentary" by Anna Donald, *BMJ*, 423, pp. 275-279.
3. Gemma Carey and Brad Crammond (2015), "Action on the Social Determinants of Health: Views from Inside the Policy Process," *Social Science & Medicine*, 128, pp. 134-141.
4. Catherine Besteman (2010) "In and Out of the Academy: Policy and the Case for a Strategic Anthropology," *Human Organization*, 69(4), pp. 407-417.
5. Harold Evans (2017) "The Sentence Clinic," In *Do I Make Myself Clear? Why Writing Well Matters*, New York: Little, Brown and Company, pp. 48-79.

In-class Exercise: Reflecting on Theory in Research

- Discuss theoretical memos and the place of theory in your projects and final essays.

Class 13, December 11: REFLECTING ON THEORY CONTINUED AND DISCUSSING FINAL PROJECTS

FINAL PROJECT WRITE-UP DUE: December 12th, by 5PM, electronically (kammerer@brandeis.edu)