CONF 812 -- QUALITATIVE RESEARCH METHODS
Spring 2016
7:20 pm – 10:00 pm W
Arlington:

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Office hours by appointment

This course explores theoretical and ethical foundations of qualitative research, research design, various qualitative methodologies, the process of case selection, as well as issues likely to emerge in the process of conducting research. Assigned reading includes methodological texts as well as articles that represent research utilizing particular methods. Class discussion of these texts will focus on how the authors generated a research question, how they set up their research designs, what methods they employed and why to answer their research questions, whether they achieved their goals, and the benefits, limitations, ethics, and politics of each approach. Throughout the course, class sessions will include attention to hands-on qualitative research activities.

Academic Integrity
Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See http://academicintegrity.gmu.edu/distance].

Honor Code Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode].

MasonLive/Email (GMU Email) Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. [See https://thanatos.gmu.edu/masonlive/login].

Patriot Pass Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See https://thanatos.gmu.edu/passwordchange/index.jsp].

University Policies Students must follow the university policies. [See http://universitypolicy.gmu.edu].

Responsible Use of Computing Students must follow the university policy for Responsible Use of Computing. [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing].

University Calendar Details regarding the current Academic Calendar. [See http://calendar.gmu.edu].

Students with Disabilities Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability

Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu].

Students are expected to follow courteous Internet etiquette.

University Libraries
University Libraries provides resources for distance students. [See http://library.gmu.edu/distance and http://infoguides.gmu.edu/distance_students].

Writing Center
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See http://writingcenter.gmu.edu]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the Online Writing Lab (OWL). There is a service available to students with English as a second language to help with writing that you may find useful. For more information go to http://writingcenter.gmu.edu/?page_id=10

Counseling and Psychological Services
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu].

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See http://registrar.gmu.edu/privacy].

Assigned Readings
The following books are available for purchase at the Arlington Campus Bookstore:
1. Flick, U. (2014). An introduction to qualitative research. Thousand Oaks, CA: Sage publications.
2. Hoglund, K. and Oberg, M. (Eds). (2011). Understanding Peace Research: Methods and Challenges. London: Routledge.
http://site.ebrary.com/lib/georgemason/detail.action?docID=10462524

 All additional readings should be accessible through the GMU's blackboard at https://gmu.blackboard.com/. To use the blackboard, allow pop ups, enter your GMU e-mail username and password and choose CONF812 from the menu.

Course Requirements and Deadlines
Course Participation: 25%
The emphasis in this class will be on an intellectual "give-and-take" among us all. Class meetings will be in seminar form rather than lecture. This requires students to be

responsible for completing all the readings prior to class, preparing to engage in class discussion, and actively participating. Assessment will be based on both frequency and quality of participation; high quality participation promotes and deepens class discussion and offers evidence of significant engagement with the readings. **Participation will be assessed throughout the term.**

Research Design: 30%
To write this paper you should pick a research area of interest to you (e.g., your dissertation research topic). Research design paper (5-8 pages) will include:
 1) *statement of the problem and research question*: This part will identify a problem or puzzle that intrigues you; a research question and the aims or purpose of the research project you hope to carry out in order to answer the question or solve the puzzle. You will need to refer to the literature that gives rise to this puzzle/question and discuss the contribution you hope to make through research. You have to present the draft of your research question and present assumptions as possible answer (s) for your research question.
2) *theoretical and ethical foundations of your research*: This part will identify the theoretical foundation of your research and discuss how they will impact your design. You also have to identify samples for your research, methods of sampling, as well as possible ethical issues connected with your research and discuss how you are going to address them.
Due date: February 17th.

Research Proposal Portfolio: 45%
At the end of the term, you will submit a portfolio of materials that reflect your progress toward a proposal for a research project using qualitative methods. The portfolio will consist of three items:
1 Short (10 minutes!) power point presentation of your paper to discuss in class. The presentation's aims are to get feedback for the final paper and to help to prepare poster.
Due date: April 27
2. Final paper (15-20 pages) that includes:
>   1) Revised statement of the problem and research question;
>   2) Revised theoretical and ethical foundations of your research;
>   3) Research design (this part follows on the previous and describes in detail the qualitative methods to be used to investigate the research question underpinning the project and should pay particular attention to how you selected your case and methods of data collection and analysis.)

Due date: May 3rd

SCHEDULE OF TOPICS, READINGS, ACTIVITIES, AND ASSIGNMENTS

   WEEK 1: January 20- Introduction: Conducting qualitative research in the field of conflict analysis and resolution
   Flick: 1-48.

Hoglund, K. and Oberg, M. (Eds). (2011). Understanding Peace Research: Methods and Challenges. London: Routledge, 1-33.

WEEK 2: January 27 – Foundations of qualitative research
Flick: 63-107.
Ezzy, D. (2002). Theory and data: a hermeneutic approach. *Qualitative analysis*. London: Routledge, p. 1-32.

WEEK 3: February 3 – Ethics and objectivity in qualitative research
Flick: 48-63.
Weber, Max. "Objectivity in Social Sciences and Social Policy."
Kimmel, A. (2007). *Ethnical principles in Behavioral Research*. Hoboken, NJ: Blackwell, 25-52.
http://books.google.com/books?id=pGL3fVKMSfsC&pg=PA25&lpg=PA25&dq=Kimmel,+A.+(2007).+Ethical+principles+in+Behavioral+Research&source=bl&ots=EQoXOzVDEl&sig=LxoMtfSgV25vRzPAXjwc7kIoQdA&hl=en&ei=W8NIS7egEYzYNaTokJAJ&sa=X&oi=book_result&ct=result&resnum=2&ved=0CA4Q6AEwAQ#v=onepage&q=&f=false
Liamputtong, P. and Ezzy, D. (2005). Chapter 10. Researching the Vulnerable. In *Qualitative research methods*, Oxford: Oxford University Press.
Graves, D. (2009). *Talking with Bereaved people*. London: Jessica Kingsley Publishers, p.20-35.
Leech, N.L., Onwuegbuzie, A.J. "An Array of Qualitative Data Analysis Tools: A Call for Data Analysis Triangulation." *School Psychology Quarterly 2007*, 22(4): 557–584.

Links

The American Sociological Association (ASA) refers to its Code of Ethics (http://asanet.org).
The Social Research Association (SRA) has formulated Ethical Guidelines (http://the-sra.org.uk).

Week 4: February 10 – Research design and sampling

Flick: 107-193.
Baker, S.E. and Edwards, R. (2012). *How Many Qualitative Interviews is Enough?* Discussion Paper. *National Center of Research Methods*.
Oliver, P.(2006). PURPOSIVE SAMPLING. In *The SAGE Dictionary of Social Research*. Thousand Oaks, CA: Sage Publications.

Week 5: February 17. Interviews and focus groups
Flick: 193-263.
Hoglund: 130-165.
Selections from Gubrium, J. and Holstein, J. (Eds.) (2002). *Handbook of Interview Research*, Thousand Oaks, CA: Sageincluding:
   1. John Johnson, "In-Depth Interviewing," 103-119;
   2. Patricia Adler and Peter Adler, "The Reluctant Respondent," 515-535;
   3.Teresa Odenhal and Aileen Shaw, "Interviewing Elites," 299-316.

Week 6: February 24. Content analysis and theme analysis
Flick: 352-384; 420-439.
Nasie, M.; Bar-Tal, D.; Shnaidman, O. (2014) "Activists in Israeli radical peace organizations: Their personal stories about joining and taking part in these organizations." *Peace and Conflict: Journal of Peace Psychology*, 20(3): 313-329.
Kellezi, B.; Reicher, S. (2014), "The double insult: Explaining gender differences in the psychological consequences of war." *Peace and Conflict: Journal of Peace Psychology*, 20(4): 491-504.
Kraft, R. N. (2015) "The good intentions of violent perpetrators: A qualitative analysis of testimony from South Africa's truth and reconciliation commission." *Peace and Conflict: Journal of Peace Psychology*, 21(3): 359-377.

Week 7: March 2. Grounded theory research

Flick: 384-420.
Angela V.and Stavrou, A. (2007) "Former Lord's Resistance Army Child Soldier Abductees: Explorations of Identity in Reintegration and Reconciliation." *Peace and Conflict: Journal of Peace Psychology,* 3: 273 – 292.
Pomrenke, M. (2007). "Using Grounded Theory to Understand Resiliency in Pre-Teen Children of High-Conflict Families." *The Qualitative Report ,* 12 (3): 356-374.
Litvak-Hirsch, T., Bar-On, D. and Chaitin, J. (2003). "Whose House is This? Dilemmas of Identity Construction in the Israeli-Palestinian Context." *Peace and Conflict: Journal of Peace Psychology*, 9(2): 127 — 148.

March 9 – No Class. Spring Break

Week 8: - March 16. Discourse analysis

Flick: 439-461.

Louis, W. R. (2008). Intergroup positioning and power. Moghaddam, F.M., Harré, R. & Lee, N. (Eds.), *Global Conflict Resolution Through Positioning Analysis* . New York: Springer, pp. 21-39.

Oren, N., Rothbart, D. and Korostelina, K.V.(2009) "Striking Civilian Targets During the Lebanon War—A Social Psychological Analysis of Israeli Decision Makers." *Peace and Conflict: Journal of Peace Psychology*,15(3),281 — 303.

Khosravinik, M. *(*2005). "The representation of refugees, asylum seekers and immigrants in British newspapers during the Balkan conflict (1999) and the British general election." *Discourse & society*, 20 (4), p. 477.

 Pilecki, A.; Muro, J. M.; Hammack, P.L. Clemons, C.M. (2014). "Moral exclusion and the justification of U.S. counterterrorism strategy: Bush, Obama, and the terrorist enemy figure." *Peace and Conflict: Journal of Peace Psychology*, 20(3): 285-299.

Additional reading: Hardy, Cynthia and Nelson Phillips. *Discourse Analysis: Investigating Processes of Social Construction*.

Week 9: March 23. Narrative analysis
Flick: 263-291.
Riessman, C. K. (1993). "Introduction: Locating Narratives" and "Theoretical Contexts" in *Narrative Analysis: Qualitative Research Methods Series*. Thousand Oaks: Sage publications, 1-24.

Raissiguier, C. (2005). *Narrating Transnational Subjects: Undocumented Immigrant Women in France*, Center for Women's Studies New Jersey City University, The International Studies Association 2005 Convention.

Shkedi, A. (2004). "Narrative Survey: a methodology for studying multiple populations." *Narrative Inquiry*, 14 (1): 87-111.

Additional Reading: Riessman, C.K. (2008). *Narrative methods for the human sciences*. Thousand Oaks: Sage publications.

 Cobb, S. (2013) *Speaking of Violence: The Politics and Poetics of Narrative in Conflict*. Oxford University Press.

Week 10: March 30. Participatory Action Research and Ethnographic research

Flick:293-252.
Winchatz, Michaela R., "Fieldworker or Foreigner? Ethnographic Interviewing in Nonnative Languages," *Field Methods*, 18 (1), February 2006, 83-97.

Johnson, Jeffrey C., Christine Avenarius, and Jack Weatherford, "The Active Participant-Observer: Applying Social Role Analysis to Participant Observation," *Field Methods*, 18 (2), May 2006, 111-134.

Stacey, Judith. "Can There be a Feminist Ethnography?" In: *Women's Words: The Feminist Practice of Oral History,* Sherma Gluck and Daphne Patai, eds. New York: Routledge, 111-119.

Katz, Jack (2004). On the rhetoric and politics of ethnographic methodology. In *Annals of the American Academy of Political and Social Science*, Vol. 595, Being Here and Being There: Fieldwork Encounters and Ethnographic Discoveries, pp. 280-308

Week 11: April 6. Single case study
Hoglund: 33-89.

Flyvbjerg, B. "Five Misunderstandings About Case-Study Research." In Mahoney, J. and Rueschemeyer, D. (2003) *Comparative Historical Analysis in the Social Sciences*, Cambridge: Cambridge University Press.

Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4), 544-559.

 Baharein, K. and Noor, M. (2008). "Case Study: A Strategic Research Methodology." *American Journal of Applied Sciences* 5 (11): 1602-1604.

Benson, C. (2003). "The Unthinkable boundaries of self: the role of negative emotional boundaries for the formation, maintenance, and transformation of identities." In Harré, R. and Moghaddam, F. (Eds.). *The Self and Others*. Westport, CT: Prager, 61-84.

Upreti, B.R. (Feb., 2004). "Resource Conflicts and Conflict Resolution in Nepal." *Mountain Research and Development*. 24(1): 60-66.

Week 12: Aril 13. Process tracing
Collection of articles: http://mmr.sagepub.com/content/6/2.toc
Mahoney, J. (2000). "Path Dependence in Historical Sociology," *Theory and Society,* 29: 507-548.
Bennett, A and George, A.L. (1997). "Process Tracing in Case Study Research." *MacArthur Foundation Workshop on Case Study Methods.*

Week 13: April 20. Comparative case studies
Hoglund:114-130.

Geddes, B. (1990). "How the cases you choose affect the answer you get: Selection bias in comparative politics." *Political Analysis* 2: 131-50.

Lieberson, S. (December 1991). "Small Ns and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases." *Social Forces*, 70 (2): 307-20.

Bishop, P. (2010). Multi-Site Case Study. In Albert J. Mills, G. Durepos, & E. Wiebe (Eds.), *Encyclopedia of Case Study Research.* (pp. 588-591). Thousand Oaks, CA: SAGE Publications.

George, A. L., and Bennett, A. (2005). "Chapter 10." *Case Studies and Theory Development in Social Sciences*. Boston: MIT Press.

Week 14: April 27. Research Project Proposal Presentations

May 3– No Class: Final Research Project Proposals Due by 5:00 pm