

Qualitative Research Methods

CJT 664 – Spring 2011

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CJT 664 is designed to give students an introduction to the qualitative methods used in the communication discipline. The course will have two major “content” areas:

Ethnographic (naturalistic) Analysis: The study of speech communities and the discourse they produce within their natural settings.

Rhetorical/Historical/Textual Criticism: The analysis of cultural artifacts (books, movies, architecture, videos, magazines, etc.).

The “form” of the course will utilize a seminar-learning format (also referred to as the dialectic/Platonic format) in which students actively engage the readings and each other. In my role as professor, I will not lecture; I will serve as a facilitator and a resource for discussions. As a result, students must read ALL the assigned material and be prepared to discuss, debate, and question the readings if the class is going to most effectively meet the course’s goals.

The learning outcomes for this course are as follows:

- 1) To learn the major theoretical assumptions, researchers, and debates surrounding qualitative research.
- 2) To understand the criteria, tools, and approaches that drive naturalistic/ethnographic research.
- 3) To understand the criteria, tools, and approaches that drive rhetorical research.
- 4) To learn the strengths and limitations of qualitative research.
- 5) To conduct your own qualitative research (including the conception, data gathering, coding and analysis, and writing of your own manuscript).

Required Books

- Berg, B. L. (2009). *Qualitative research methods for the social sciences* (seventh edition). Boston: Pearson Education, Inc.
- Conover, T. (2010). *The routes of man: How roads are changing the world and the way we live today*. New York: Alfred A. Knopf.
- DeSantis, A. (2007). *Inside Greek U.: Fraternities, sororities, and the pursuit of pleasure, power, and prestige*. Lexington, KY: University Press of Kentucky.
- Duneier, M. (1999). *Sidewalk*. New York: Farrar, Straus, and Giroux.
- Humphreys, L. (2005). *Tearoom trade: Impersonal sex in public places*. New Brunswick, NJ: Aldine Transaction.

Assignments

I. Qualitative (non-rhetorical) Research Paper (40%):

You will write *your own* original, data-driven paper.

- The paper is due on the last day of class.
- Turn in your raw qualitative data (interviews, fieldnotes, etc.) with your finished manuscript.
- Note: If you anticipate that the papers will be presented at conferences or submitted for publication, your students should submit for IRB approval *before* doing the project.
- There will be incremental due dates throughout the semester. Keep an eye on the schedule.
- More details of this project will be discussed as the semester develops.

II. Weekly Reading Reviews (50%)

To both reward your reading and to help you create a set of detailed notes on qualitative research (*useful for qualifying exams and for young assistant professors*), you will turn in typed notes on *each* reading at the end of every class.

- These assignments should be typed (one-inch margins, single spaced).
- No late summaries/reviews will be accepted.
- Articles:
 - Article summaries (10 to 20 pages) will be approximately 2-3 pages in length.
 - Article summaries (over 20 pages) will be approximately 3-4 pages in length.
 - The article summaries should be written in complete-sentence outline form. This exercise will help you search for the order and structure behind the research.

- Each article summary should also contain your opinions, reflections, and reactions to the *end* of the review. I want to see that you have engaged the readings, not just mindlessly outlined them.
- Books:
 - Book summaries will be approximately 6-7 pages in length.
 - No title page is need.
 - One-inch margins, single spaced.
 - Write ALL book reviews in paragraph form, not outline form. In many ways, it will read like a traditional book review found in respected periodicals (e.g., academic journals, NYT, etc.)
 - Spend the first 3 to 4 pages summarizing the book, chapter by chapter.
 - Spend the rest of the review telling me the strengths vs. weaknesses of the book.

III. Class Participation (10%)

- Given the nature of a graduate-level seminar class, everyone is expected to participate in the collective educational process.
- Ideally, your participation will be well informed and contribute to a positive learning environment.
- If you are naturally introverted, push yourself out of your comfort zone. If you are naturally extroverted, self monitor ☺

Class Expectations

It is expected that as graduate students, you will . . .

- 1) attend every class. For every missed class, there will be a 5% grade reduction.
- 2) arrive on time.
- 3) stay for the entirety of the class.
- 4) read everything that is assigned.
- 5) participate in class.
- 6) play nicely with others (i.e., be kind and respectful of each other)
- 7) complete the class on time (i.e., No incompletes)
- 8) most importantly, have a great attitude about this class.
 - Even if you consider yourself a “quantitative” researcher, this class will hopefully make you a more well-rounded, informed, and smarter teacher, researcher, and colleague.
 - Or, at the very least, you get to read some really interesting works.

Weekly Schedule

“Web Site” material can be found on my web page:
<http://www.uky.edu/~addesa01/Readings667.htm>
(Each work will be listed under the 1st author’s last name)

January 12--Course Introduction

January 19—Introduction to Ethnographic Work

Readings:

- Chapter 1: Introduction (in Berg’s *Qualitative Research Methods*)
- Chapter 2: Designing qualitative research (in Berg’s *Qualitative Research Methods*)
- Homeboys and hoods by Conquergood (Web Site)
- More than refuge by Dordick (Web Site)
- Marijuana by Weisheit (Web Site)

January 26—Ethnographic Analysis

Readings:

- Chapter 4: A Dramaturgical look at interviewing (in Berg’s *Qualitative Research Methods*)
- Three epistemological stances by Schwandt (Web Site)--cut
- Ten lies of ethnography by Fine (Web Site)
- Hidden transcripts of flight attendant resistance by Murphy (Web Site)
- Postmodern by DeSantis (Web Site)

February 2—Ethnographic Analysis

Readings:

- Chapter 5: Focus group interviewing (in Berg’s *Qualitative Research Methods*)
- Talk Like a Man by Philipsen (Web Site)
- Murderers’ relatives by May (Web Site)
- Adderall 1: Illicit use of prescription ADHD medications by DeSantis (Web Site)
- The rhetorical power of a compelling story by Hollihan (Web Site)

[Paper Assignment: Topic Due](#)

- You should have decided on your 1) site, 2) participants, 3) specific methods, and 4) working idea of your argument.
- One single-spaced typed page.

February 9—No Class (*But read Conover*)

Readings:

- Conover, T. (2010). *The routes of man: How roads are changing the world and the way we live today*. New York: Alfred A. Knopf.
 - Read pages 1-169.

February 16 —Ethnographic Analysis

Readings:

- Conover, T. (2010). *The routes of man: How roads are changing the world and the way we live today*. New York: Alfred A. Knopf.
 - Read pages 170-302.

Paper Assignment: Review of Literature Due

- You should have at least 10 sources identified that will inform your paper.
 - Typed APA references.

February 23—Ethnographic Analysis

Readings:

- Chapter 6: Ethnographic field strategies (in Berg's *Qualitative Research Methods*)
- Talk Like a Man by Philipsen (Web Site)
- Smoke screen by DeSantis (Web Site)
- Stronger than dirt by Lankenau (Web Site)
- Intersections of eros and ethnography by Nelson (Web Site)

March 2--Ethnographic Analysis

Readings:

- DeSantis, A. (2007). *Inside Greek U.: Fraternities, sororities, and the pursuit of pleasure, power, and prestige*. Lexington, KY: University Press of Kentucky.

- Read the Introduction, Chapters 1, 2, 3, & 7.

Paper Assignment: Data Gathering

- You should have at least 3 interviews completed
- Turn in a copy of at least 3 transcriptions

March 9—Ethnographic Analysis

Readings:

- Humphreys, L. (2005). *Tearoom trade: Impersonal sex in public places*. New Brunswick, NJ: Aldine Transaction.

March 16—Spring Break

March 23—Ethnographic Analysis

Readings:

- Chapter 8: Unobtrusive measures in research (in Berg's *Qualitative Research Methods*)
- Performance ethnography by McCall (Web Site)
- Working in the fantasy factory by Wood (Web Site)
- Autoethnography by Ellis (Web Site)
- In search of Naunty's grave by Trujillo (Web Site)

March 30--Ethnographic Analysis

Readings:

- Duneier, M. (1999). *Sidewalk*. New York: Farrar, Straus, and Giroux.
Read the Introduction, Part One (excluding "The Magazine Vendors"), Part Three (excluding "Talking to Women"), Part Four (excluding "A Christmas on Sixth Avenue), and Part Five (Stop after "Conclusion).

April 6—Rhetorical Criticism (Assign a piece describing rhetoric and criticism)

Readings:

- They spoke in defense of themselves by Ware and Linkugel (Web Site)
- Archetypal metaphor in rhetoric: The light-dark family by Osborn (Web Site)

- Hegemonic masculinity on the mound by Trujillo (Web Site)
- Narrative analysis of sexual etiquette in teenage magazines by Garner (Web Site)

April 13—Rhetorical Criticism

Readings:

- Cigar Aficionado by DeSantis (Web Site)
- Indigestible food, conquering hordes, and waste materials by O'Brien (Web Site)
- The Princess and the Magic Kingdom: Beyond nostalgia, the function of the Disney princess by Do Rozario (Web Site)
- Domesticating the personal computer: The mainstreaming of a new technology and the cultural management of a widespread technophobia by Reed (Web Site)

April 20— Rhetorical Criticism

Readings:

- A return to feminine public virtue: Judge Judy and the myth of the tough mother by Foust (Web Site)
- She shoots, she scores: Mediated constructions of contemporary female athletes in coverage of the 1999 US women's soccer team by Shugart (Web Site)
- 'Indians,' 'Braves,' and 'Redskins': A performative struggle for control of an image by Miller (Web Site)
- Law enforcement and crime on Cops and World's Wildest Police Videos: Anecdotal form and the justification of racial profiling by Prosis (Web Site)

April 27--Rhetorical Criticism (Final Class)

Readings:

- Singing over the bones: James Cameron's Titanic by Rushing (Web Site)
- Put on a happy face: "Batman" as schizophrenic savior by Terrill (Web Site)
- Brain, brow, and booty: Latina iconicity in U.S. popular culture by Guzman (Web Site)

- Constructing rhetorical borders: Peons, illegal aliens, and competing narratives of immigration by Flores (Web Site)

Paper Assignment: Turn in final paper!!