

CCI 643: Qualitative Research

School of Advertising and Public Relations
College of Communication and Information
The University of Tennessee
Fall 2011



CLASS LOCATION/TIME: Communications Building, COM 420, W 1:25-4:25 PM

INSTRUCTOR: Michael J. Palenchar, Ph.D.

OFFICE INFORMATION: 476 Communications Building, 974-9082, mpalench@utk.edu

OFFICE HOURS: Wednesdays, 9:00 AM – 1:00 PM

TO SCHEDULE AN APPOINTMENT DURING OFFICE HOURS:

Make an appointment the prior week in class, call Joyce Holloway, CPS, 974-3048, or email her at adv@utk.edu, or just stop in

TO SCHEDULE AN APPOINTMENT OUTSIDE OF OFFICE HOURS: contact instructor

COURSE FORMAT & REQUIRED TEXTS:

- American Psychological Association. (2001). *Publication Manual* (6th edition).
- Considerable readings and materials will be assigned throughout the course of the semester that will be made available via UT Course Reserves, UT library databases, web, or Blackboard Learning System (<http://online.utk.edu>).

Books (Available at the Bookstore):**REQUIRED:**

- McCracken, Grant. (1988). *The long interview*. Newbury Park, CA: Sage.
- Goffman, Erving. (1959). *The presentation of self in everyday life*. New York: Anchor Books.
- Morgan, David L. (1997). *Focus groups as qualitative research* (2nd Ed.). Thousand Oaks, CA: Sage.
- Jorgensen, Danny L. (1989). *Participant observation: A methodology for human studies*. Thousand Oaks, CA: Sage.
- Kozinets, R. V. (2009). *Netnography: Doing ethnographic research online*. London: Sage.

OPTIONAL:

- Yin, Robert K. (2009). *Case study research design and methods* (4th Ed.). Sage.
- Soley, L. C., & Smith, A. L. (2008). *Projective techniques for social science and business research*. Southshore Press.

Additional Recommended Books:

- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3rd Ed.). Los Angeles: Sage.
- Clifford, James., & Marcus, George E. (Eds). (1986). *Writing culture: The poetics and politics of ethnography*. University of California Press.
- Gubrium, Jaber F., & Holstein, James A. (1997). *The new language of qualitative method*. Oxford University Press.
- Plummer, Ken. (2001). *Documents to life 2: An invitation to a critical humanism*. Sage.
- Meloy, Judith M. (2002). *Writing the qualitative dissertation: Understanding by doing* (2nd Ed.). Lawrence Erlbaum.
- Emerson, Robert M., Fretz, Rachel I., & Shaw, Linda L. (1995). *Writing ethnographic fieldnotes*. University of Chicago Press.

This course is an introduction to doctoral-student level, qualitative methods of social research. Examples rely heavily on applications to communication. This course addresses the practical, “how to,” dimensions of qualitative methodology, and the ontological, epistemological and theoretical commitments and stances that are tied to these methods. At the conclusion of the course, you should have an introductory knowledge of the use of qualitative methods. Proficiency in qualitative research, however, will require further experience.

As a graduate seminar, this course is organized around a lecture/discussion format. It requires your regular informed participation, and your careful, critical reading of all material assigned for each week. In addition to your reading and participation in class discussion, there are various assignments for the course. Spelling and grammar are important in these assignments and severe deductions will occur for careless mistakes (if you need help with your writing, please hire an editor or seek help at the Writing Center on campus). In general, papers are to be analytical and probing. References you consult should be cited APA style. The task is to examine the material in depth and to demonstrate your own independent thinking about the subject matter. To prepare each paper, it is necessary to have read, carefully and critically, all the material assigned not only for that week but for all previous weeks as well. We will spend some class time discussing your papers. In general, papers are to be analytical and probing. The task is to examine the material in depth and to demonstrate your own independent thinking about the subject matter.

CCI Diversity Statement: CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community.

Disability Accommodation Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact with one of your instructors privately to discuss your specific needs. Please contact the Office of Disability Services at 865-974-6087 in 2227 Dunford Hall to coordinate reasonable accommodations for students with documented disabilities.

POLICIES:

- This course adheres to the university’s Academic Standards of Conduct and Honor Statement, as presented in the student handbook *Hilltopics*. All students are expected to be honorable and to observe standards of conduct appropriate to a community of students and scholars.
- This course adheres to the university’s policy regarding the use and release of student records that are governed by Public Law 93-380, the Family Educational Rights and Privacy Act and the Tennessee Public Records Act (FERPA), which charges the university and its employees with protecting the confidentiality of the educational records or its prospective, current and former students.
- Students must meet prerequisite and corequisite requirements for this course. Students are required to ensure their proper registration for the course.
- Students are expected to attend all classes, arrive on time and participate in class discussion. Since this is a first-year doctoral seminar, students are especially expected to attend all classes.
- In general, students will not be allowed to make up missed work. Exceptions to this policy will be limited to documented exceptional circumstances (i.e., travel authorized by the university, documented emergencies). Important dates have been announced in advance in the syllabus so that students can schedule other activities around these deadlines. Exceptions will be rare and

at the discretion of the instructors. Any late assignments accepted will be graded significantly lower than work turned in on time.

- No extra credit will be given for additional work.
- Lectures may not be tape-recorded.
- Syllabus is subject to change, as instructors deem appropriate and necessary.
- Please turn off all handheld devices, including mobile phones, pagers, PDAs, etc. during class. Laptops and Ipads can be used for taking notes, pulling up assignments, and searching for material related to the class discussion, but not for emails, IM, Facebook, general browsing, etc. – it's incredibly disrespectful.
- All discussions will be ruled by mutual respect for people and their opinions.

Lead Discussant/Respondent: Each student will lead class discussion for several assigned readings throughout the semester, as well as be a synthesis respondent at the end of class periods. This is not a formal presentation. The objective of this assignment is for each student to lead a critical discussion of reading assignments, reviewing the main topic of the paper, methodology analysis, critique of results and discussion sections, as well as analyzing the writing style and academic outlet of the assigned piece. This can include elements such as background of the author(s), submission policy of the journals, editorial board of the journal, benefits to the body of knowledge, **commonalities with other assigned readings that day, research stream of the authors**, university affiliations, etc. The synthesis respondent will provide a concise synthesis of all the readings that day or related to the topic over several days.

GRADE

Each doctoral student will negotiate with the professor what assignments they will complete this semester and the value of those assignments that are best suited for each students' course of study toward completion of a dissertation. If an agreement cannot be reached, the professor will assign assignments and related grade values for those assignments as indicated below.

University of Tennessee's Grading Scale for Graduate Level Courses:

A	Superior performance
B+	Better than satisfactory performance
B	Satisfactory performance
C+	Less than satisfactory performance
C	Performance well below the standard expected of graduate students
D	Clearly unsatisfactory performance and cannot be used to satisfy degree requirements
F	Extremely unsatisfactory performance and cannot be used to satisfy degree Requirements

Standard Written Assignments (5)

Assignment 1: The Qualitative State of Your Field (10%)

Select three journals in your field. Define your field in any way you choose. Examine the three journals for the past **five** years for qualitative research articles. Write a five-page report (excluding reference but please provide a reference page) on the status of qualitative research in your field. Consider the topics addressed, authors, methods used, trends, explanations of qualitative approaches, whatever appears interesting and relevant. Make page 5 of your report a bibliography of articles located. Minimum number of articles is eight. If you find fewer than eight, search wider (more journals) or deeper (more years).

Assignment 2: Assumptions (10%)

Identify two or three core assumptions related to qualitative research. Describe each as precisely as you can and evaluate its validity. Focus more on evaluation than on description. Include in your discussion as many references or illustrations from readings and class sessions as you find relevant. Suggested length: 7 to 10 typewritten pages.

Assignment 3: Long Interview (20%)

Conduct an in-depth interview. The interview topic should be the same as for your final proposal. In fact, you will use findings from your interview in the literature section of the final proposal. Audiotape and transcribe the interview verbatim and turn in both.

Assignment 4: Field Observations and Reflections (20%)

You will conduct one observation (preferably related to your research proposal) in a natural setting for two hours. Unless you have a particular research question in which you are interested, the question you need to address is: "What's going on here?" (Consider using this observation as a pilot for your proposal and integrating the observation into the proposal). Use the first five minutes to write a somewhat detailed description of the site. Then, pay attention to the people, how they look, how they interact, their behavior, etc. While on site, you will take condensed field notes. (Those taken on the field: reminders to yourself of things seen and heard. If you are writing too much, you won't be able to observe what is going on around you). Allow yourself the hour immediately after the observation to prepare your expanded field notes. (These are extensive notes. Write all you remember, but try not to make value judgments). When taking notes, I recommend that you divide the page in two columns. On one column write your observations, on the other jot down your thoughts and feelings.

On **November 23**, you should turn in:

- Your condensed field notes
- Your expanded field notes
- A brief account of your observations; did you find an answer to your initial question? If so, what is your answer? If not, what precluded you from answering the question?
- A written reaction to the project including: Reflections on the experience of being an observer (what you learned about being an observer, about yourself, and about your comfort level with this method)

Assignment 5: Research Proposal or Paper (40%)

Do sufficient reading, fieldwork, or interviewing to write a ten-page or more qualitative-based research proposal. Your proposal must include some primary research utilizing the methods covered in class and should address the purpose/goal of the research, research questions, data gathering and analysis, and time frame to complete your study.

COURSE SCHEDULE: (flexible) CR = Course Reserves; HC = Hard Copy; otherwise on UT's library database or a quick Google search.

August 17: Course Introduction, Project Discussion

August 24: An Overview of Qualitative Inquiry: Theoretical and Philosophical Considerations

- Denzin, N. K., & Lincoln, Y. S. (2005). The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.) *The SAGE handbook of qualitative research* (pp. 1-32). Thousand Oaks, CA: Sage. (CR)
- Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research? *Qualitative Research Reports in Communication*, 8(1), 21-28.
- Morrison, A. M., Haley, E., Sheehan, K. B., & Taylor, R. E., (2002). *Using qualitative research in advertising: Strategies, techniques, and applications*. Thousand Oaks, CA: Sage. Read: Chapter 2: Qualitative View of the World. (CR)
- Pauly, J. J. (1991). A beginner's guide to doing qualitative research in mass communication. *Journalism Monographs*, 125, 1-29. (CR)
- Chesebro, J. W. & Borisoff, D. J. (2007). What makes qualitative research qualitative? *Qualitative Research Reports in Communication*, 8(1), 3-14.

August 31: Is it Qualitative? Critical? Cultural?

- Carey, J. W. (1983). The mass media and critical theory: An American view. In M. Burgoon (Ed.), *Communication Yearbook 6* (pp. 18-33). (CR)
- Kersten, A. (1986). Philosophical foundations for the construction of critical knowledge. In M. L. McLaughlin (Ed.), *Communication Yearbook 9* (pp. 756-774). (CR)
- Kellner, D. (1997). Critical theory and cultural studies: The missed articulation. In J. McGuigan (Ed.), *Cultural Methodologies* (pp. 12-41). London: Sage. (CR)
- Kincheloe, J.L. & McLaren, P. (2005). Rethinking critical theory and qualitative research. In N. Denzin & Y. Lincoln (Eds.), *The SAGE handbook of qualitative research* (3rd ed., pp. 303-342). Thousand Oaks, CA: Sage Publications. (CR)
- Schwandt, T. A. (2000). Three epistemological stances for qualitative inquiry: Interpretivism, hermeneutics, and social constructionism. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 189-213). Thousand Oaks, CA: Sage. (CR)

September 7: Theories/Concepts in Qualitative Inquiry

Make sure to read Mill's article on your own time.

- Goffman, E. (1959). *The presentation of self in everyday life*. New York: Anchor Books.
- Blumer, *Symbolic Interactionism*, The methodological position of symbolic interactionism, 1-77 (CR)
- Glaser and Strauss, *The Discovery of Grounded Theory*, 1-43 (CR)
- Carey, *Sociology and Public Affairs*, (The Chicago Sociologists as an Intellectual Community), 151-190. (CR)
- Mills, *The Sociological Imagination*, 1-75. (CR)

September 14: Interviewing – Taking it to a Higher Level

Assumes everyone has a basic understanding of the interview methodology and method material. Please prepare accordingly if this is not the case.

- Glaser and Strauss, *The Discovery of Grounded Theory*, 251-257. (CR)
- Morrison, A. M., Haley, E., Sheehan, K. B., & Taylor, R. E., (2002). *Using qualitative research in advertising: Strategies, techniques, and applications*. Thousand Oaks, CA: Sage. Read: Chapter 4: Listening to Consumers. (CR)
- McCracken, Grant. (1988). *The Long Interview*. Newbury Park, CA: Sage.

September 21: Qualitative: Focus Groups & Project Techniques with Research Examples

PATRICK LEADS CLASS – ADDITIONAL READINGS AND ASSIGNMENTS TO BE DETERMINED BY LEAD STUDENT

- Morgan, David L. (1997). *Focus Groups as Qualitative Research* (2nd Ed.). Thousand Oaks, CA: Sage.
- Boddy, C., & Ennia, S. (2007). How Do Marketing Academics View Research as Opposed to Teaching? A Projective Technique Puts Some Qualitative Flesh on the Quantitative Bones. *The Marketing Review*, 7, 23-43.
- Boddy, C. (2005). Projective Techniques in Market Research: Valueless Subjectivity or Insightful Reality? *International Journal of Market Research*, 47(3), 239-254.
- Ramsey, E., Ibbotson, P., & McCole, P. (2006). Application of projective techniques in an e-business research context: A response to ‘Projective techniques in market research – valueless subjectivity or insightful reality?’ *International Journal of Market Research*, 48(5), 551-573.

September 28: Qualitative: Focus Groups with Analysis

Additional reading assignments will be added following the progress of the previous week’s discussion

- Morgan, David L. (1997). *Focus Groups as Qualitative Research* (2nd Ed.). Thousand Oaks, CA: Sage.
- Madriz, E. (2000). Focus groups in feminist research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 835–850). Thousand Oaks, CA: Sage. (CR)

October 5: Qualitative: Personal Documents, Life History (Workshop)

- Tierney, W. G. (2001). Life history and the postmodern challenge. In N. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 537-553). Thousand Oaks, CA: Sage. (CR)
- Glaser and Strauss, *Grounded Theory*, pp. 161-183. (CR)
- Hodder, I. (2001). The Interpretation of Documents and Material Culture. In N. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 703-715). Thousand Oaks, CA: Sage. (CR)

October 12: Qualitative: Ethnography, Participant Observation with Research Examples

SCOTT LEADS CLASS - ADDITIONAL READINGS AND ASSIGNMENTS TO BE DETERMINED BY LEAD STUDENT

- Jorgensen, Danny L. (1989). *Participant observation: A methodology for human studies*. Thousand Oaks, CA: Sage.
- Vidich, A. J., & Lyman, S. M. (2001). Qualitative methods: Their history in sociology and anthropology. In N. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 23-44). Thousand Oaks, CA: Sage. (CR – Parts 1 & 2)

October 19: Qualitative: Ethnography, Participant Observation (Case Study) with Analysis

Additional reading assignments will be added following the progress of the previous week's discussion

- Jorgensen, Danny L. (1989). *Participant observation: A methodology for human studies*. Thousand Oaks, CA: Sage.
- Emerson, Robert M., Fretz, Rachel I., & Shaw, Linda L. (1995). *Writing ethnographic fieldnotes*. University of Chicago Press. (HC - SELECTED READINGS)
- McKinnon, S., Chavez, K. R., & Way, D. (2007). Toward a healthy dialogue: A further consideration of ethics for feminist ethnography. *Kaleidoscope: A Graduate Journal of Qualitative Communication Research*, 6, 1-20.
- Palenchar, M. J. (2008). Risk communication and community right to know: A public relations obligation to inform. *Public Relations Journal*, 2(1), 1 -26.

October 26: Qualitative: Discourse to Narrative Analysis

BETSY LEADS CLASS - READINGS AND ASSIGNMENTS TO BE DETERMINED BY LEAD STUDENT

November 2: Qualitative: Netnography and Online Research

- Kozinets, R. V. (2009). *Netnography: Doing ethnographic research online*. London: Sage.

November 9: Constructing Qualitative Research Projects

- Corbin, J., & Strauss, A. (2008). Basics of qualitative research (3rd Ed.). Los Angeles: Sage. Chapters 1-3, PP. 1-64. (CR)
- Taylor, R. (1994). Qualitative research. In Singletary (Ed.), *Mass communication research* (pp. 265-274). Longman. (CR)
- Ryan, G. W., & Bernard, H. R. (2001). Data management and analysis methods. In N. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 769-802). Thousand Oaks, CA: Sage. (CR)

November 16: Field Observations and Reflections Assignment Workshop

November 23: Evaluation of Qualitative Inquiry and Studies

FIELD OBSERVATIONS AND REFLECTIONS ASSIGNMENT DUE

- Corbin, J., & Strauss, A. (2008). Basics of qualitative research (3rd Ed.). Los Angeles: Sage. Chapter 14, PP. 297-312.
- Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research, *Australian and New Zealand Journal of Psychiatry*, 36(6), 717-732.
- Christians, C. G., & Carey, J. W. (1989). The logic and aims of qualitative research. In G. H. I. Stempel & B. H. Westley (Eds.) *Research methods in mass communication* (pp. 354-374). Englewood Cliffs, NJ: Prentice Hall. (CR)
- Fortner, R. S., & Christians, C. G. (1989). Separating wheat from chaff in qualitative studies. . In G. H. I. Stempel & B. H. Westley (Eds.) *Research methods in mass communication* (pp. 363-374). Englewood Cliffs, NJ: Prentice Hall. (CR)
- King, G., & Hermodson, A. (2000). Peer reporting of coworker wrongdoing: A qualitative analysis of observer attitudes in the decision to report versus not report unethical behavior. *Journal of Applied Communication Research*, 28(4). (CR)
- Reynolds, K. L., & Harris, L. C. (2006). Deviant customer behavior: An exploration of frontline employee tactics. *Journal of Marketing Theory and Practice*, 14(2). (CR)

Final Paper Due Wednesday, December 7, Noon: Electronic Format