GENERAL INFORMATION

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COURSE DESCRIPTION

This class is an intensive and a hands-on course in qualitative research methods. It is designed for social science students as well as other students who have some research methods background and who would like to further their skills in collecting and analyzing qualitative data. Throughout the course, students will learn qualitative data collection as well as qualitative data analysis and writing. The emphasis in this course will be given to data analysis. Students will develop skills in formulating appropriate qualitative research questions, doing literature review, collecting qualitative data through participant observation and interviews, and analyzing qualitative data (fieldnotes and interviews) through using multiple framework and methods. In addition to collecting and analyzing their own data, students will also work on existing data (advertisements, Reddit, Miami-Dade hearings, etc.) to gain experience in conducting discourse analysis, conversation analysis, multimodal and critical discourse analysis, and narrative analysis. Student will also gain skills in designing interviews, transcribing their interviews, and coding data for qualitative research analysis. The course will also cover the ethics of research, the epistemological concerns of qualitative research, research design, and the relationship between social theory and methodology in research.

COURSE LEARNING OBJECTIVES

Upon completing this course, students will be able to:
- Define what qualitative data and research are and involve
- Design qualitative research
- Select methods and framework in qualitative social science research

- Collect and manage/organize qualitative data using various methods
- Utilize the most frequently used qualitative research methods
- Apply quality control to improve the validity of data
- Analyze real qualitative data accurately
- Report research findings and discuss their importance and limitations
- Provide a grounding in the ethics of conducting social science research

COURSE PREREQUISITES

Undergraduate students must have taken SYA3300 or an equivalent research methods course prior to registering for this course unless given instructor permission.

TEXTBOOK and COURSE MATERIALS

Analyzing Qualitative Data: Systematic Approaches
Authors: Bernard, H. Russell, Wutich, Amber Y., Ryan, Gery W.
Publisher: Sage Publications
ISBN: 9781483344386, Paperback
ISBN: 9781483347103, Ebook
Rent or Purchase either the Paperback or Ebook

All other course materials will be posted in CANVAS.

TECHNOLOGY REQUIREMENTS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

This course utilizes the following tools:

1. Canvas Learning Management System
2. Canvas Discussion Boards
3. Zoom

Please visit our Technical Requirements webpage for additional information. Visit FIU Zoom to get familiarize with Zoom.

COURSE COMMUNICATION

Communication in this course will take place via Canvas email. Check out the Canvas Conversations Tutorial or Canvas Guide to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

Office hours will take place via Zoom. Click here to get familiarize yourself with Zoom.

Only if/when you (1) encounter an obvious instructor-generated problem (such as a malfunctioning link in a module or a misspelling, etc.), or (2) need an immediate response (less than 24 hours) should you text me using my phone number: 618 967 1733.

ACCESSIBILITY AND ACCOMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit The Canvas Accessibility webpage for more information.

For additional assistance please contact FIU's Disability Resource Center.

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:
- **Review the how to get started information and course syllabus** located in Canvas.
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum in Canvas.
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Submit assignments by the corresponding deadline

The instructor will:
- Log in to the course **4 times** per week
- Respond to messages within **2 days**
- Grade assignments within **a week** of the assignment deadline

COURSE REQUIREMENTS

Course Requirements	Weight
1. Module Summaries (5/6)	20%
2. Data Analysis Exercises (4/5)	25%
3. Research Project Milestones (10/12)	20%
4. Research Project	25%
5. Participation	10%
Total	100%

GRADING SCALE

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	94 or above	B	83 - 86	C	70 - 74
A-	90 - 93	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	75 - 79	F	59 or less

1. MODULE SUMMARIES

Module summaries will require you to summarize key points from all assigned work briefly for the assigned module. Throughout the course, there will be six module summaries being scheduled. You can see their due dates in course calendar here and also in Canvas. You will be required to complete only five out of six of them. In addition, you will be allowed to submit one of them late. See Canvas Module 0 for Module Summary guidelines and rubric.

2. DATA ANALYSIS EXERCISES

Data analysis exercises will help you to put your learning points into practice as you will be analyzing real data through using multiple data analysis methods you have learned in the course. There will be five data analysis exercises throughout the course. You will be required to submit four out of five of them. Additionally, you will be allowed to submit one of them late.

3. PROJECT MILESTONES

The research project is the main piece in this course. The project milestones will help you to design your research and complete it on time successfully. They will also help providing you feedback on your progress. There will be twelve milestones throughout the course. You can see their due dates in the course calendar below and also in Canvas. You will be requird to submit 10/12. However, the first eight milestones are required. You can only miss two from 9-12. Additionally, you will be allowed to submit two of them late.

4. FINAL RESEARCH PROJECT

The final research project is a mini-ethnographic case study that will require you to choose a research topic, collect your own data, and analyze it. The final project will be an 8-10 page (1 inch margins, double-spaced) research paper. Step-by-step guidelines can be found in Canvas along with the grading rubric. In step-by-step guidelines, you will find a lot of sources that will help you to choose a topic, a field site/s, and possible research questions. In addition, you will also find detailed guidelines on how to conduct your analysis and write your final paper.

5. PARTICIPATION

Participation grade will be based on your overall participation and active standing in the course. It will be based on the following: Introducing yourself through the discussion board during the first two weeks of the course (required), signing and submitting your syllabus contract (required), participating in three of the scheduled workshops either synchronously and asynchronously (3 required).

COURSE CALENDAR

MODULE-1: INTRODUCTION (August 22 – August 28)

Supports Learning Objectives:
- Getting to know each other
- Learning the requirements of the course
- Learning what anthropology is
- Learning anthropological approaches
- Learning to think like a qualitative researcher

Tasks:
- Review course syllabus
- Review Canvas course schedule
- Visit website: https://repository.upenn.edu/anthro_seniortheses/
- Visit Website: How to pick a topic: https://guides.lib.uconn.edu/anthresearch
- Watch "Doing Anthropology" video: https://www.youtube.com/watch?v=BhCruPBvSjQ

Due:
- Submit your Introduction via Canvas discussion board by Sunday, August 28 by 11:59pm
- Submit your Syllabus Contract via Canvas by Sunday, August 28 by 11:59pm
- Start brainstorming possible research topics that you are interested in (No submission required)

MODULE-2: INTRO TO QUALITATIVE DATA ANALYSIS (August 29 – Sept 4)

Supports Learning Objectives:

- Learning what qualitative data analysis is
- Learning what data are and what makes them qualitative
- Learning types of qualitative data
- Learning about different data collection methods
- Understanding key principles and analytic devices in qualitative research
- Learning the importance of ethics in research

Tasks:

- Read Chapter-1: Introduction to Text: Qualitative Data Analysis (Textbook)
- Read Chapter on Cultural Anthropology and Its Mehods.
- Read Article: Fluehr-Lobban, Carolyn. "Anthropology and Ethics."
- Watch Lecture-1: Qualitative Analysis & Lecture-2: Qualitative Analysis and Interpretation

Due:

- Complete and submit Module-2 Summary by Sunday, Sept 4 by 11:59pm
- Complete and submit Milestone-1: Topics, Data & Sites by Sunday, Sept 4 by 11:59pm

MODULE-3: METHODS AND THEORY (Sept 6 - Sept 11)

Supports Learning Objectives:

- Learning about anthropological research methods
- Learning perspectives on social science and social theory
- Learning the relationship between social theory and methodology in research

Tasks:

- Read: Article: Theories in anthropology and 'anthropological theory' by Roy Ellen (Canvas)
- Visit this website: https://anthropology.ua.edu/anthropological-theories/
- Watch Lecture-1: Methods in Anthropology
- Watch Lecture-2: Perspectives on Social Science & Social Theory
- Check Module-3 in Canvas for additional assigned readings, videos, and work.

Due:

- Submit Module-3 Summary by Sunday, Sept 11 by 11:59pm
- Submit Milestone-2: Methods and Theory in Articles by Sunday, Sept 11 by 11:59pm

MODULE-4: PREPARING FOR RESEARCH (Sept 12 - Sept 18)

Supports Learning Objectives:

- Understanding the significance of research design
- Learning how to prepare for research
- Learning to formulate research questions
- Learning to find relevant research for literature review

Tasks:

- Read Chapter 3: Developing Your Research Questions by O'Leary 2017, pp. 36-46 (Canvas)
- Read Chapter 6: Reviewing Literature by O'Leary 2017, pp 185-222 (Canvas)
- Watch Lecture-1: Formulating Research Questions
- Check Module-4 in Canvas for additional assigned readings, videos, and work.

Due:

- Submit Module-4 Summary by Sunday, Sept 18 by 11:59pm
- Submit Milestone-3: Research Questions and Articles by Sunday, Sept 18 by 11:59pm

MODULE-5: COLLECTING DATA AND SAMPLING (Sept 19 - Sept 25)

Supports Learning Objectives:

- Learning different data collection techniques
- Understanding the significance of sampling
- Learning about different kinds of nonprobability sampling
- Learning the significance of reflexivity in research

Tasks:

- Read Chapter-2: Collecting Data (Textbook)
- Read Chapter-17: Sampling (Textbook)
- Watch Lecture-1: Reliability, Validity, and Generalizability

Due:

- Submit Module-5 Summary by Sunday, Sept 25 by 11:59pm
- Submit Milestone-4: Literature Review by Sunday, Sept 25 by 11:59pm

MODULE-6: ETHNOGRAPHY AND PARTICIPANT OBSERVATION (Sept 26 – Oct 2)

Supports Learning Objectives:

- Learning what ethnography is
- Learning how anthropologists conduct and write ethnographies
- Learning the difference between direct and indirect observation
- Learning how to do participant observation

Tasks:

- Chapter 13: Participant Observation
- Holmes, Seth. 2013. Fresh Fruit, Broken Bodies. Chapter 1: Introduction.
- Watch Lecture-1: Ethnography and Participant Observation
- Watch Lecture-2: What to Observe in Participant Observation, Lecture-3: Entering the Field

Due:

- Submit Module-6 Summary by Sunday, Oct 2 by 11:59pm
- Submit Milestone-5: Entering the Field by Sunday, Oct 2 by 11:59pm

MODULE-7: PARTICIPANT OBSERVATION AND FIELDNOTES (Oct 3 – Oct 9)

Supports Learning Objectives:

- Learning how to be an ethnographer
- Learning the art of noticing
- Learning how to take fieldnotes
- Understanding the importance of positionality
- Learning about research ethics and reflexivity

Tasks:

- Read Emerson, Robert, Rachel Fretz and Linda L. Shaw. 2011. "Chapter-2: In the Field:
- Participating, Observing, and Jotting Notes" and "Chapter-3: Writing Fieldnotes I: At the Desk,
- Creating Scenes on a Page" In Writing Ethnographic Fieldnotes. Chicago Uni. Press.
- No lecture this week. You will instead spend more time on the field conducting observations.

Due:

- Submit Module-7 Summary by Sunday, Oct 9 by 11:59pm
- Submit Milestone-6: Fieldnotes by Sunday, Oct 9 by 11:59pm

MODULE-8: RESEARCH INTERVIEWS (Oct 10 - Oct 16)

Supports Learning Objectives:

- Learning different types of interviews
- Learning how to conduct interviews
- Learning how to design interview questions
- Learning how to conduct yourself when conducting interviews

Tasks:

- Chapter 9: Interviewing: Unstructured and Semi-structured Interviews
- Watch Lecture-1: How to do a Research Interview
- Watch Lecture-2 Semi-structured Interviewing:
- Short Article: How to Conduct Yourself While Conducting Interviews: https://whitneyhess.com/blog/2013/02/19/how-to-conduct-yourself-while-conducting-interviews/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+whitney hess+(Pleasure+and+Pain)

Due:

- No Module Summary for this Module.
- Submit Milestone-7: Research Proposal & Interview Design by Sunday, Oct 16 by 11:59pm.

MODULE-9: TRASCRIBING AND CODING DATA (Oct 17 – Oct 23)

Supports Learning Objectives:

- Learning about managing and organizing data
- Learning about different ways of transcribing data
- Learning about conceptual models
- Learning about different ways of coding data
- Learning about finding themes and patterns

Tasks:

- Read Chapter 5: Introduction to Data Analysis
- Read Chapter 6: Conceptual Models
- Watch Lecture-1: Transcribing Data
- Watch Lecture-2: Coding Data
- Watch: Using Microsoft Word for Coding Data video

Due:

- Submit Data Exercise-1: Transcribing and Coding Data by Sunday, Oct 23 by 11:59pm
- Submit Milestone-8: Conducting Interviews by Sunday, Oct 23 by 11:59pm

MODULE-10: DISCOURSE ANALYSIS (Oct 24 - Oct 30)

Supports Learning Objectives:

- Learning about the socially charged life of language
- Learning about different types of Discourse Analysis Methods employed
- Learning about Discourse-Centered Methods to Language and Culture
- Developing skills in conducting discourse analysis
- Gaining experience in analyzing data using discourse analysis

Tasks:

- Read Chapter 10: Discourse Analysis: Conversation and Performance (Textbook)
- Read Chapter 1: The Socially Charged Life of Language by Ahearn (Canvas)
- Article: Discourse-Centered Methods by Farnell and Graham (Canvas)
- Watch Lecture-1 and 2 on Discourse Analysis

Due:

- Submit Data Analysis Exercise-2: Discourse Analysis by Sunday, Oct 30 by 11:59pm
- Submit Milestone-9: Fieldwork Notes by Sunday, Oct 30 by 11:59pm

MODULE-11: CRITICAL DISCOURSE ANALYSIS (CDA) (Oct 31 – Nov 6)

Supports Learning Objectives:

- Learning about what Critical Discourse Analysis is
- Learning the difference between different meanings of discourse
- Learning about post-structuralist methods and their applications

Tasks:

- Read Article: Critical Discourse Analysis, Annual Review of Anthropology, Vol. 29:447-466 https://doi.org/10.1146/annurev.anthro.29.1.447
- Read Short Article:
- https://archives.history.ac.uk/1807commemorated/media/methods/critical.html
- Watch Lecture-1: Critical Discourse Analysis

Due:

- Submit Data Analysis Exercise-3: CDA Sunday, Nov 6 by 11:59pm
- Submit Milestone-10 Fieldnotes and Interviews by Sunday, Nov 6 by 11:59pm

MODULE-12: MULTIMODAL DISCOURSE ANALYSIS (Nov 7 – Nov 13)

Supports Learning Objectives:

- Learning about Multimodality
- Learning about Multimodal Discourse Analysis
- Understanding how we employ different modalities in our everyday lives
- Developing skills to conduct multimodal discourse analysis
- Gaining experience in conducting multimodal discourse analysis

Tasks:

- Read Chapter on Multimodality by Ahearn (Canvas)
- Read Article on Multimodal Discourse Analysis by Goodwin (Canvas)
- Watch: Documentary: Nonverbal Communication: https://www.youtube.com/watch?v=NDd_lUETyAw&t=3s

Due:

- Submit Data Analysis Exercise-4: Multimodal Discourse by Sunday, Nov 13 by 11:59pm
- Submit Milestone-11 Research Progress by Sunday, Nov 13 by 11:59pm

MODULE-13: NARRATIVE ANALYSIS (Nov 14-Nov 20)

Supports Learning Objectives:

- Learning what a narrative is
- Learning more about Narrative Analysis
- Learning to analyze life histories and narratives
- Gaining hands-on experience in narrative analysis
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Tasks:

- Read Chapter 11:Narrative Analysis
- Read Article: Narrative
  https://www.jstor.org/stable/pdf/43102456.pdf?casa_token=qdJjl3_17yEAAAAA:EscrCMT50
  oNLJn8dATSilGVXdHDdT3DTYjRe-N-
  aawYrhW6IqmPpoHcaYv6_wPn2XtUVmgX43OYxju1OU6KJNNXvd2_MXRN8V3mDxZq
  U79TG6FL4ubVZ
- Watch Lecture-1: Brief Introduction to Narrative Analysis
- Watch Lecture-2: Narrative Analysis
- Watch Video on a Sample Study: https://www.youtube.com/watch?v=rPyomRrBn_g

Due:

- Complete and submit Data Analysis Exercise-5 by Sunday, Nov 20 by 11:59pm
- Submit Milestone-12: Interpretation and Findings by Sunday, Nov 20 by 11:59pm

MODULE-14: DATA ANALYSIS WORKSHOP (Nov 21-Nov 23)
THANKSGIVING BREAK (24-26)

Supports Learning Objectives:

- Gaining more hands-on experience in data analysis
- Furthering skills in coding and interpreting data
- Developing skills in research writing

Tasks:

- Continue working on your final research project
- Attend one of the live zoom sessions and/or online discussion board workshops to get help and
  discuss your findings

Due:

- Either attend a live Zoom Workshop session or an asynchronous discussion board session
- Find links in Canvas.

MODULE-15: FINAL RESEARCH PROJECT (Nov 28-Dec 4)

Supports Learning Objectives:

- Developing research writing skills
- Furthering research experience through completing your Final Research Project
- Combine your learning from the course with your project analysis and writing

Due:

- Attend one of the Data Analysis and Research Paper Writing Workshops.
- See posted dates and time for synchronous sections.
- Complete and submit your Final Research Project by Sunday, December 4 11:59pm