

***COM 609: Advanced Qualitative Research Methods in Communication
Sp 2020 – Wednesdays 3-5:45 p.m. – STAUF 431 – SLN: 32754***

The Hugh Downs School of Human Communication, Arizona State University-Tempe

Gender pronouns for all members of teaching team: “She, her, hers”. We want to address students using correct gender pronouns, nicknames, and name pronunciations. You are invited to provide this information and to correct others so we address one other in ways that match our identities.

Course Description

Through reading scholarly accounts and immersion into one’s own in-depth research project, this course explores a variety of qualitative research approaches, considering issues of ontology (ways of being), epistemology (ways of knowing), methodology (ways of examining), and representation (ways of writing and reporting). We will examine common approaches such as case study, grounded theory, ethnography, phenomenology, narrative / autoethnography, participatory action research, and arts-based research. We will discuss intellectual traditions that ground qualitative research including interpretivism and critical inquiry, as well as discuss key issues such as ethics, ethnography online, and qualitative quality.

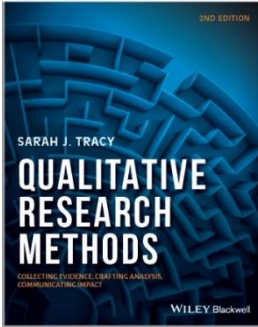
The heart of this course is carrying out an original research project by engaging in the collection, analysis, and development of research via interviewing, fieldwork, shadowing, facilitation, focus groups, textual analysis, arts-based practices, and/or virtual ethnography. The project requires that you enact and reflect upon the central phases of qualitative research including research design, negotiating access, working through the Institutional Review Board (IRB) process, recruiting participants, observing, interviewing, processing field texts, analyzing, theorizing, and writing/representing. This first-hand qualitative research experience will ideally result in a project that is ready to be shared with key audiences and provide understanding that prepares you for qualitative aspects of comprehensive exams and dissertations.

The course is designed to facilitate ten specific objectives. Students will:

1. Understand the value and distinctions of common types of qualitative inquiry
2. Apply philosophical and paradigmatic assumptions to inform qualitative research practice
3. Synthesize and analyze exemplar qualitative research studies that will inform one’s own qualitative project
4. Practice fieldwork and writing fieldnotes
5. Plan an interview guide and conduct interviews
6. Explore the relevance of focus groups, virtual approaches, narrative, and arts-based research
7. Examine and apply data analysis techniques such as coding, claim-making, and theorizing
8. Synthesize all these activities into a culminating research project that is conference-ready and may lead to a publishable representation (e.g., paper, film, performance)
9. Lay the groundwork for answering a qualitative comprehensive exam question and writing a thesis/dissertation that incorporates qualitative methods
10. Critically assess and provide recommendations on peers’ work in a constructive manner



Course Resources



*Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact, 2nd Ed.* Hoboken, NJ: Wiley-Blackwell Publishing. ISBN-13: 978-1119390787 or ISBN-10: 1119390788 – The paper copy will be the best learning tool.

* Assigned readings, model assignments, and auxiliary resources, along with assignment turn-in via Canvas; see course schedule.

Please bring to class: Course text, paper, pen or pencil, lap-top or tablet

Recommended Resources:

Access to Nvivo Qualitative Data Analysis Software (free trial or discounted license for students) and its tutorials <http://www.qsrinternational.com>

Boylorn, R. M., & Orbe, M. (Eds.). (2014). *Critical autoethnography: Intersecting cultural identities in everyday life.* Left Coast Press.

Jackson, K., & Bazeley, P. (2019). *Qualitative Data Analysis with Nvivo, 3rd Ed.* SAGE.

Bhattacharya, K. (2017). *Fundamentals of qualitative research: A practical guide.* Taylor & Francis.

Charmaz, K. (2014). *Constructing grounded theory (2nd ed).* SAGE.

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches.* SAGE.

Denzin, N. K., & Lincoln, Y. S. (2018). *Handbook of qualitative research, (5th ed.)* SAGE.

Edwards, E. B., & Esposito, J. (2020). *Intersectional analysis as a method to analyze popular culture: Clarity in the Matrix.* Routledge.

Ellingson, L. L. (2009). *Engaging crystallization in qualitative research.* SAGE.

Ellingson, L.L. (2017). *Embodiment in qualitative research.* Routledge.

Flick, U. (Ed.) (2014). *The SAGE handbook of qualitative data analysis.* SAGE.

Galman, S. C. (2016). *The good, the bad, and the data: Shane the lone ethnographer's basic guide to qualitative data analysis.* Routledge.

Given, L. M. (Ed.). (2008). *The SAGE encyclopedia of qualitative research methods* SAGE.

Goodall, H. L., Jr. (2000). *Writing the new ethnography.* AltaMira Press.

Goodall, H. B. (2008). *Writing qualitative inquiry: Self, stories, and academic life.* Left Coast Press.

Jones, S. H., Adams, T. E., & Ellis, C. (Eds.). (2016). *Handbook of autoethnography.* Routledge.

Leavy, P. (2015). *Method meets art: Arts-based research practice.* Guilford Publications.

Lindlof, T. R., & Taylor, B. C. (2019). *Qualitative Communication Research Methods (4th ed.)*. SAGE.

Madison, D. S. (2005). *Critical ethnography: Method, ethics, and performance (2nd ed.)*. Sage Publications.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook, 4th Ed.* SAGE.

Saldaña, J. (2016). *The Coding Manual for Qualitative Researchers (3rd ed.)*. SAGE.

Grading: Letter grades are figured as to the following guidelines (out of 250 pts).

| Outstanding – above expectations | Good – above average | Satisfactory – meets min. requirements | Unsatisfactory | Failing or academic dishonesty |
|----------------------------------|----------------------|--|-----------------|--------------------------------|
| A+ 245 – 250 pts | B+ 218 – 224 pts | C+ 193 – 199 pts | | |
| A 233 – 244 pts | B 208 – 217 pts | C 175 – 192 pts | D 150 – 174 pts | E 149 pts and below |
| A- 225 – 232 pts | B- 200 – 207 pts | | | XE - academic dishonesty |

Class requirements (out of 250 pts total)

Inspiring Semester Research Paper & Presentation (up to 125 pts)

Students will carry out a qualitative research project individually or collaboratively in which they will plan, execute, analyze, and present an original qualitative research project. It begins by students identifying a topic that connects to a communication-related issue, practice, or activity at home, work, or in society. Preferably, it should connect with communication literatures that you are already familiar with from past coursework and with something you are passionate about in the future. Examples might include “social justice,” “forgiveness,” “flourishing at work,” “strong social bonds,” “deep listening,” “social media expertise,” “intercultural connections,” “organizational socialization,” “healthy relationships,” or more.

You will then qualitatively explore this project and begin with questions such as:

1. In what embodied field contexts are features of this issue evident (ones that you have access to)? What types of people/interviewees that I could gain access to would be able to illuminate this issue?
2. What can I learn through qualitative research (interviews and fieldwork, and perhaps arts-based approaches, digital ethnography) about this issue?
3. What past research related to communication pertain to this issue (preferably those you already have familiarity with)?



Students who are willing and interested in focusing on the same general topic and theoretical/literature areas are encouraged to work as a pair. Students will engage in 15-20+ data collection hours (25-30+ hours for pairs) including *at least* two hours of embodied participant witnessing and two embodied interviews each. Each data hour is typically accompanied by 3-4 hours of recording, transcription, fact checking, and analysis, equating to about 5 to 8 hours of qualitative data activity each week. *Students should make careful choices about collaboration, as all members of the team will receive the same grade for joint practica and final project.* Collaboration should be finalized by the Research Proposal.

Final papers (in APA style, 7th edition) should be between 20-25 pages *without* references or appendices. They should open with a title, abstract, and key words (~1 page), rationale and clear purpose (~2 pages), a review of relevant literature (~5 pages), research questions (or other specific issues to be analyzed) (~½ page), and methods (~4 pages). The methods section should describe participants and data (amounts, types), overview of context, methodology, and steps of analysis—supported by relevant rationale and citationality. The heart—and most important part—of the paper are the findings and analysis that tell a story of the research (~6-8 pages), as well as the theoretical and practical implications (~3 pages). Papers should include 25 or more scholarly references. The paper appendices (uploaded as a separate document and only available to the instructor) should include a table of participants and data collected, interview guide(s), and all resulting transcripts, fieldnotes, and any other field records. It is quite common for the appendices to be three or four times as long as the paper. Alternative representations may be proposed to the instructor before Week 10.

During one the final class periods, students will give an oral presentation of key findings. This is an opportunity to practice an abbreviated conference-quality presentation and celebrate each other’s work.

Participation, Peer Feedback, and Attendance (up to 25 pts)

Participation is earned through thoughtful and *informed* verbal participation (more does not = better, especially when off topic), focused attention/attendance for the full class period, listening alertly, taking notes, concentrating on course material rather than distractions, and providing supportive interaction with other class members (fostering collective focus). ***Please be fully present in the embodied conversation happening in the classroom and do not carry on parallel conversations or online inquiry during class. When you and others are speaking, be “with” them rather than immersed in your notes or computer.***

If you must miss a single class (for any reason), you can earn the missed participation points by: a) meeting virtually or F2F with a peer or doctoral apprentice to discuss the unit, and b) e-mailing the instructor with a brief note about this meeting and key points you took away. If there is an extenuating emergency that interferes with your attendance or ability to keep up, please be in communication. Presence in class and constructive peer feedback are both significant contributors to your performance.

Asking and Answering Your Own Qualitative Practice Comps Question (up to 25 pts)

This course helps prepare students for comprehensive knowledge related to qualitative research methods and provides practice in synthesizing this knowledge in a short space. Students will craft and then answer their own qualitative-related practice comps research question, thoughtfully drawing from 15+ course readings. Details on the logistics of this course assignment (e.g., word count, time limit, etc.) will be provided in class.

Students are encouraged to prepare for this assignment by annotating course readings along the way. Consider these questions as a potential note-taking structure: What did the author intend for you to “get” from this reading (consider key arguments and key concepts / terms)? What struck you? How does this reading inform, interrogate, or support your current research project (or larger research interests)? What questions, critiques, or ideas for future research does this reading leave you with?

Practical Practica and Peer Feedback (up to 75 points)

Qualitative methods comes in a variety of flavors and forms, with people responding in different ways to the “art” you create. Furthermore, significant learning of interpretive arts comes in the form of witnessing other people’s craft and thoughtfully responding to it. Indeed, giving and receiving critique is something that is learned, and not “natural.”

As such, a primary part of this class is engaging in small building blocks (“practica”) that lead to qualitative expertise, sharing your work with the class, reflecting on the method by which peers are practicing their craft, and engaging in transparent, critical, and constructive feedback to one another.

A strict focus on “doing it right” can hamper creativity and energy. As such, practica are low-risk assignments with some graded pass/fail (+/-) and others worth 10-15 points each. All practica must be completed within two weeks of their due date to earn a B+ or higher in the course. Practica graded (+/-) will receive full points if they are complete to prompt and submitted on time. Announcements will be made on Canvas and in class about the format and expectations for peer feedback. Reading and generously providing constructive feedback will help your own practice and will support your peers.



Most practica will be viewable by your fellow classmates to enable collaboration and feedback and should not include confidential details. Each practicum should be identified by your name(s).

1. Theoretical or Social Issue/Problem, Data Sources, and Territory (+/-): Referencing material provided in Tracy Chapters 1, 2, and 3—in 3 or 4 paragraphs, describe a social and/or theoretical issue or “problem” you plan to explore in your research. In doing so, note several *sensitizing concepts* from experience or research that align with and will help you focus this research. Close this discussion with one or more *research questions* that could guide this study.

Next, as a *bricoleur*, what types of data could you piece together to answer your research questions? Name two potential field sites and/or group of participants for your study, and for each, discuss:

- a) How these data of interest are complementary with your theoretical, practical, or professional interests;
- b) How your background and experience affect the ability to gain access and meaningfully interact with these contexts or people; and
- c) Your plan of having access to these data by the close of week two.

Finally, what two qualitative territories (Tracy, #3) – case study, grounded theory, ethnography, phenomenology, narrative / autoethnography, participatory action research, and arts-based research – seem to most closely align with your research questions and potential data sources and how so?

2. Human Subjects Paperwork (+/-): Read Tracy, Chapter 4, for more information on human subjects training and certification. Become familiar with the university’s human subjects’ requirements and turn in the application forms (available at <http://researchintegrity.asu.edu/humans>). Complete the training at <https://researchintegrity.asu.edu/human-subjects/training> and print out or otherwise keep record of your certification. Your advisor or a faculty member mentor should serve as PI (if they cannot, please consult with me). Complete a first draft of the forms. Within two weeks, submit and follow up until approved.

3. Research Design, Map, and Narrative Tour (+/-): Reread Tracy, Chapters 4 & 5 with focus on research design and exploratory methods.

- a. Discuss your research design in 3-4 paragraphs. What kinds of data will you collect? Who are your participants and what is your sampling plan? Explain why these choices are appropriate (Chapters 4 & 5 can help with this), and how they make sense given your research questions and purposes?
- b. Complete a detailed map of a field site related to your study. Note key people (or types of people), artifacts, and objects and their relation to each other. Accompany the map with a ~3 paragraph narrative tour—a mini interpretation of the scene—that explains what the map says about research participants’ values, rules, priorities, ways of being, status, power, etc. Ask and answer the question: What does the map and tour tell me, conceptually about this place? (Try to see things as “evidence” of certain arguments.) Include as many “senses” (sight, sound, smell, taste, feel, mood) as possible.
- c. *Provide an updated version of your guiding research question(s) at the top of the practicum.*

4. Annotated Interview Guide, Rationale for Sample, & Pilot (10): Informed by Tracy, Chapter 7, engage in the following: **1** - in about 3 paragraphs, identify: a) your ideal interviewees and rationale; b) the type (or types) of interviews you will engage in; and c) the stance(s) that you will take. **2** - Then in numbered order write 15-20 key questions (accompanied by sub-questions or probes). For each question, annotate the guide by **identifying the types of questions asked** (aim for a mix). Additionally, ensure you incorporate relevant demographic questions or include them as a final list. **3** - Pilot the interview using with the technology planned and note in a paragraph what you learned through piloting it. *Provide an updated rendition of research question(s) at top of practicum.*

5. Annotated (Methodological) Bibliography (+/-): Identify, read, and annotate ~20 sources (15+ of which are primary scholarly sources) that provide a rationale for, methodologically inform, and theoretically ground your qualitative project. Provide the APA citation and write 3-5 sentences for each. **At least ten of these** sources must specifically inform the methodological design, qualitative territory, and methodological conduct of your project (students should draw from course readings, past and future).

6. Research Proposal (15): Review Tracy, Chapter 4. Together with your collaborators, write an 10-12-page research proposal in APA style including: 1) title, abstract, and key words; 2) introduction, purpose, and rationale; 3) literature review/conceptual framework (what do we already know about related issues from past literature and what theories helps explain the chosen phenomenon); 4) research questions; 5) proposed methodology, including research hours (or other details for virtual or arts-based research), types / numbers of interviewees, protocol, and logistics; 6) interview guide; 7) timeline for data collection.

7. Fieldnotes (10): Review Tracy, Chapter 6 and especially the Tips and Tools 6.1. Turn in 5-6 single-spaced typed pages of fieldnotes representing at least 2 hours of fieldwork. Use pseudonyms for confidential names or places. These should evidence incorporation of best practices for good field records (e.g., headings, time markings, thick description, dialogue and more as described in our course readings). *Note: Partners in a collaborative dyad must complete this practicum on their own. Provide an updated rendition of your guiding research question(s) at the top of the practicum.*

8. Analysis Codebook Based on Interview Transcripts (10): Review Tracy, Ch 9. After conducting and transcribing two interviews, open code at least 5-6 single spaced pages, first using 1st-level codes, and then 2nd-level codes. Then develop a codebook that focuses in on 15-20 codes that relate directly to your research focus. Include the name of the code, its explanation, and a real or hypothetical example from the data. Identify different levels or types of codes. *Note: each member of the collaborative research team must each conduct two interviews and open code 5-6 single-spaced pages, but the codebook should be based on all together. Provide an updated rendition of your guiding research question(s) at the top of the practicum.*

9. Article Format Models (+/-). Carefully review Exercise 13.2. Identify two “empirical qualitative models” – articles that exemplify (at least in part) what you hope to accomplish in your own qualitative project (see the exemplar articles on course website), and after which you can format your own paper. Create ~1-page article format models and refer to the following steps.

- a. For the two models, find articles that, format-wise “do” the same thing that you want to do in your own final paper. For example, if you are conducting a photovoice study, find another photo-voice study and see how it unfolds. If you are using a combination of fieldwork and interviews, find another qualitative study that does this too, and see how it unfolds.
- b. For each model, create an outline of what is done in the article and the amount of space (number of pages, words, or paragraphs) allotted. You might find that your exemplar article does something like the following (this is just an example):
 - Rationalizes the use of theory ABC as a new way of making sense of XYZ behavior (1.5 pages)
 - Bridges two different theories through a logical transition (2 sentences, middle of p. 4).
 - Methodology – 3 pages (pp. 11–13) and includes sections such as...
 - Findings – 8 pages and three different sections of _____, _____, and _____.
 - Conclusions that the author called _____ and different paragraphs focusing on _____, _____, _____.
- c. Use the model essay’s headers as a guide for the outline level of detail, but you are welcome to use more detail (e.g. you may want to note the way the author used a certain sampling or analysis strategy).

Provide an updated rendition of your guiding research question(s) at the top of the practicum.

10. Advanced Analysis Practicum (+/-): Choose one or more options from Tracy Exercise 10.1 and analyze data that are different from (or in addition to) that used in Practicum #9. For whichever approaches you choose, note your intention of the practice, show how the practice unfolded, provide a statement evaluating the value of engaging in the practice, and note your next step(s) in analysis. *Provide an updated rendition of your guiding research question(s) at the top of the practicum.*

11. Writing as Inquiry: Theorizing, Focusing, Outlining & Moving Toward a Shitty First Draft(10) –

The following are a collection of analysis, focusing, theorizing, and writing activities from Tracy Chapters 9, 10, and 12. Reviewing these chapters first will help with this practicum. The activities below are purposefully overlapping and are designed to generate writing (and rewriting) as a form of inquiry.

Drafting your methods section

1. Review Tips and Tools 4.3 and Researcher's Notepad 12.3 and affiliated material about methods section. Also review your article format models from Practica 10.
2. Write your paper's methods section, including a table or visual that shows details on data collection and participants (something that will eventually land in your appendix).

Abductive Theorizing

1. Choose a large range of your data and review it. Try to let go of favorite explanations and theories. What do you discover? Freewrite about these discoveries. Just let your fingers go.
 - a. As you do so, identify and explain a phenomenon that seems particularly surprising given past research or theory. Fill in this blank, [_____ phenomenon] is surprising [or interesting] given that past literature would suggest _____.
 - b. What could you name this phenomenon? Start with a common name. Then go back to the literature and consider if there are any disciplinary-specific notions that you might bring into the name to make this a *concept* (e.g., "double-faced emotional labor") or realize that there is already a good name for what you are finding and use that name (e.g., communication accommodation).
- c. How this phenomenon structurally like other more well-known & articulated concepts? Create one or more analogies for this concept (e.g., "this phenomenon is like...") and/or create a typology of the phenomenon or fit it into an existing typology. Doing so shows how it may subsume or be part of other concepts.
2. Create an *explanation* for the situation that would make your surprising or interesting finding (from #2) a matter of course. [e.g., in the dinnertime conversation example, the surprising or interesting fact was "Parents freaking out in response to their children's dinnertime questions." The *explanation* could be "Children's questions are viewed as disrespectful stalling techniques."] What is your explanation, hunch, or claim that accounts for your surprising finding(s)?
 - a. What are all the arguments and data to support this claim? To negate the claim?
 - b. What parameters would sharpen the claim (e.g., this is especially (un)likely to be the case when...)
3. How could the claim be tested or explored in the future (by yourself or someone else)?

Focusing and getting 'r done

1. Which literatures, topics, or theories am I already acquainted with?
2. In what ways does anything interesting in my data meaningfully intersect with, build upon, or problematize any of these literatures?
3. Who are the potential audiences of my study (your conceptual cocktail party)?
 - a. What researchers would benefit, appreciate, and learn from this study and why?
 - b. Who do I want to notice and read this work?
4. Given this discussion, what are the two to three primary areas of literature or theory that situate and contextualize my study? What are the puzzles, controversies, or unanswered questions in these literatures that my study makes connections with?
5. How could my research questions/foci and/or purpose statement be modified to provide an intuitive and logical link between the framing literatures/theories and the data? Rework so that they hook into *both* the framing literatures/theories and the emergent analysis.

Loosely outlining (See Researcher's Notepad 9.4 for an example)

1. What are the issues motivating the study [already demonstrated from past research or practice]?
2. What are my guiding research questions / purposes?
3. What are the 5-10 potential themes, claims, or codes in the data I have collected and analyzed that answer these research questions? Explain how they answer the research question.
4. Returning to your article format models from Practicum 9 (or in creating new ones), outline out (ala Researcher's Notepad 9.4) how you see your final paper or representation unfolding

Class Policies and Procedures

Use of Personal Electronic Devices in Class:

Please bring computers to class to facilitate workshops and peer feedback. However, research suggests that focus, comprehension, recall of ideas, and information processing increase when people hand-write their notes, read from physical paper, and read from documents *without* hyperlinks. For more information on this:



- <http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html>
- <http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom.html>
- <http://www.scientificamerican.com/article/reading-paper-screens/>

You're encouraged to make handwritten notes in class and on printed readings (and disable hyperlinks if reading scholarly articles online). Many of us are irresistibly drawn to our electronic devices. In the classroom, you are asked to turn off notifications and disconnect from e-mail, social media, and other Internet activities. ***When computer or phone use will enhance our collective work, Dr. Tracy will alert the class. Otherwise, please put away phones, close computers, and avoid being consumed by printed readings.*** If there is a situation in which you would like to request a special exception, contact Dr. Tracy.

Canvas and Technology Help: Students can navigate directly to the course Canvas website via myASU or <http://canvas.asu.edu>. If you need technical assistance, it is available via the Canvas "Help" icon located on the left-hand navigation menu and phone and live chat support are available 24/7 at <http://contact.asu.edu>. ASU Tech Studios provide a variety of walk-in support services on all ASU campuses: <https://uto.asu.edu/services/campus-it-resources/techstudio>. To learn the basics, refer to the Student Guide: <https://community.canvaslms.com/docs/DOC-10701> and the Canvas Glossary: <http://links.asu.edu/student-canvas-glossary>.

Due Dates, Late or Incomplete Work, Emergencies: Assignments will be marked down as much as 10% each day and will not be accepted more than two weeks past their due date (none will be accepted after the last day of class). In-class work (e.g., peer feedback, presentations, and class activities) will receive credit only on the day they are due. Incompletes are discouraged and only available if you: 1) experience serious documented illness or emergency; 2) finish more than half the coursework, 3) negotiate the incomplete before class end.

If you miss class or a due date because of an emergency, notify Dr. Tracy within 24 hours, following up with documentation / explanation. Students who miss a class due to a university-excused absence should alert Dr. Tracy at least two weeks before the absence (and make up the points within a week via meeting with a class assistance and sending an email to Dr. Tracy with notes from what was learned from the missed material). The following websites explain ASU's policies:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>; <http://www.asu.edu/aad/manuals/acd/acd304-02.html>.

Unique Academic Needs: Students with unique academic needs who would like to coordinate special accommodations should contact Dr. Tracy in the first couple sessions to discuss options and document their needs with ASU's disability resource center (<https://eoss.asu.edu/drc>).

Norms of Civility: Students are expected to arrive on time and stay for the entire class period, keep an alert and enthusiastic presence, pay attention to course material rather than other distractions (e.g., electronic devices), listen supportively and attentively, speak one at a time, avoid eating odiferous or noisy food, and help others stay focused. If we speak about sensitive or personal issues, please provide a safe and supportive classroom environment by respecting others' confidences. Violations of any of these requests may result in up to a 15-point grade deduction per incident.

Please become familiar with ASU's policy on "Handling Disruptive, Threatening, or Violent Individuals on Campus" at <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>, which explains how interfering with the peaceful conduct of university-related activities may be considered a crime. An instructor may also withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process.

Academic Integrity: Students should understand ASU's policies for academic integrity, available here: <https://provost.asu.edu/index.php?q=academicintegrity>. Students are warned against cheating or plagiarizing on any assignment or exam. Such activity includes excessive "help" or "editing" on assignments from others (if in doubt, ask), copying, misrepresenting research hours / activity, not following exam instructions (if applicable), and using past coursework, the Internet, the text, or other sources without proper citation. *If in doubt about what is appropriate use of past coursework or using this class's work toward another course's assignment, please ask.* Students are responsible for knowing APA 6th edition or 7th edition style for citing outside sources.

Course content, including lectures, power-points and course website resources are copyrighted material and students may not sell notes taken during the conduct of the course (see ASU's "Commercial Note Taking Services" policy: <http://www.asu.edu/aad/manuals/acd/acd304-06.html>). Students in violation of any of these expectations will face disciplinary action which may include being suspended or expelled from the Course, College or University; given an XE; referred to Student Judicial Affairs; and/or having his/her name kept on file.

Instructor's Mandated Reporting of Sexual Violence and Discrimination: Title IX is a federal law that provides that no person shall be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Advice from past students:

- If you don't have human subjects certification yet, do the training and get certified ASAP.
- Negotiate access and begin data collection ASAP. The people who really succeed are those who get access to a site early and begin collecting data as soon as they have access. Some get access but procrastinate about data collection and later discover that the access isn't what they thought it would be.
- Just start. Don't wait until you feel comfortable, until you've read all the background literature, or until you think you've got all of your ducks in a row. That will be too late. Just put one foot in front of the other and go.
- Always have tentative research questions to guide you. Expect that these will change/evolve, but have them and think about them as you are doing participant observation.
- Very few people in the field are going to understand exactly what you're doing and why. That's okay, and it's probably a good thing. Nevertheless, rehearse ahead of time a (strategically ambiguous) answer to the inevitable "What are you doing here?" question.
- Do the reading. Take some notes along the way. Writing = learning.
- Take the practica seriously. If you do, you have a serious head start on your final project.
- If you are frustrated, or need research ideas or inspiration, go see Sarah or the doctoral assistant. I felt lost and after chatting with them about the direction of my project, everything kind of came into focus.
- Always keep an audio recorder with you. When an idea about things you heard, things you saw, things you should look into, things to consider, speak record it before you forget.
- Learning is a fundamentally social process. When we share victories, defeats, and "best practices", we all learn more, and the process is more satisfying. Don't pretend that it's going any better or worse than it is.
- Exhibit a genuine curiosity about how participants see their world. Most people love to talk about themselves--their views and their experiences. They will do so if you make them feel interesting. And almost all of them are.
- Don't hesitate to document your personal feelings, thoughts, and analysis in field notes—they make great data.
- Be driven by the dilemmas practitioners face. When the dilemmas of your participants are at odds with your research questions, sit up and pay attention.
- There is a method in the practica—their structure and ordering. There were so many times during the semester where I damned them, but now that I'm out of the class, I repeatedly return to them as the building blocks for how to do a high-quality research project. I wish I would have realized that during the class, because the energy I spent complaining about them could have been much better used just making the doughnuts.
- *Be prepared to be flexible* as there are many unforeseen surprises (most of them good ones!) that you'll encounter while interviewing or observing. One of the most surprising things that happened to me was that what I thought I'd be observing and writing about (my expectations) were not as interesting as what was happening (my observations). That was probably one of the biggest lessons as well as one of the most intriguing aspects of the course. While it was disconcerting that I had to "dump" my original lit review and scramble to find articles about what I was observing, it ended up in a much better project!



| Schedule of Classes (subject to change per class or Canvas announcement) | |
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| Module & Date | Topic / Readings (to have completed) / Assignments Due (T=Tracy 2nd Edition qualitative book) |
| <p>1 1/15</p> | <p><i>Entering the Conversation of Qualitative Research That Matters</i></p> <p>Readings:</p> <p>T – Prologue: Is this Book for Me?</p> <p>T – #1 Developing Contextual Research that Matters</p> <p>T – #2 Entering the Conversation of Qualitative Research</p> <p>T – #3 Paradigmatic Reflections and Qualitative Research Territories</p> <p>Berkun, S. (2009). #35 – How to give and receive criticism. Website: http://scottberkun.com/essays/35-how-to-give-and-receive-criticism/</p> <p>To discuss: What has been your experience with peer feedback? What are your hopes or concerns about sharing your in-process work with others? With transparent critique?</p> <p>Due Friday 1/17- P #1: Theoretical or Social Issue/Problem, Data Sources, and Territory</p> |
| <p>2 1/22</p> | <p><i>Research Design and IRB</i></p> <p>Required readings:</p> <p>T – #4 Research Design: Sampling, Proposals, Ethics, and IRB</p> <p><i>Beyond Traditional Fieldwork and Interviewing: Artistic and Alternative Approaches</i></p> <p>Bhattacharya, K. (2013). Voices, silences, and telling secrets: The role of qualitative methods in arts-based research. <i>International Review of Qualitative Research</i>, 6(4), 604-627.</p> <p>Garcia, A. C., Standlee, A. I., Bechkoff, J., & Cui, Y. (2009). Ethnographic approaches to the internet and computer-mediated communication. <i>Journal of Contemporary Ethnography</i>, 38(1), 52-84.</p> <p>And One of the following:</p> <p>Hartwig, R. T. (2014). Ethnographic facilitation as a complementary methodology for conducting applied communication scholarship. <i>Journal of Applied Communication Research</i>, 42(1), 60-84.</p> <p>Wiederhold, A. (2015). Conducting fieldwork at and away from home: Shifting researcher positionality with mobile interviewing methods. <i>Qualitative Research</i>, 15(5), 600-615.</p> <p>Young, K. A. (2005). Direct from the source: The value of ‘think-aloud’ data in understanding learning. <i>Journal of Educational Enquiry</i>, 6(1), 19-33.</p> <p>And one of the following:</p> <p>Galman, S. A. (2009). The truthful messenger: Visual methods and representation in qualitative research in education. <i>Qualitative Research</i>, 9(2), 197-217.</p> <p>Kearney, K. S., & Hyle, A. E. (2004). Drawing out emotions: The use of participant-produced drawings in qualitative inquiry. <i>Qualitative Research</i>, 4(3), 361-382.</p> <p>Kurtz, L. C., Trainer, S., Beresford, M., Wutich, A., & Brewis, A. (2017). Blogs as elusive ethnographic texts: Methodological and ethical challenges in qualitative online research. <i>International Journal of Qualitative Methods</i>, 16(1), 1609406917705796.</p> <p>Novak, D. R. (2010). Democratizing qualitative research: Photovoice and the study of human communication. <i>Communication Methods and Measures</i>, 4(4), 291-310.</p> <p>Tracy, S. J., & Malvini Redden, S. (2016). Markers, metaphors, and meaning: Drawings as a visual and creative qualitative research methodology in organizations. In K. D. Elsbach and R. M. Kramer (Eds.), <i>Handbook of qualitative organizational research: Innovative pathways and ideas</i> (pp. 238-248). Routledge.</p> <p>Wagner, P. E., Ellingson, L. L., & Kunkel, A. (2016). Pictures, patience, and practicalities: Lessons learned from using photovoice in applied communication contexts. <i>Journal of Applied Communication Research</i>, 44(3), 336-342.</p> <p>Wilhoit, E.D., (2017). Photo and video methods in organizational and managerial communication research. <i>Management Communication Quarterly</i>, 31(3), 477-466.</p> <p>Due Friday 1/24 - P #2: Human Subjects CITI Completion Certificate and Paperwork</p> |

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| <p>3</p> <p>1/29</p> | <p><i>Negotiating Access and Exploring</i></p> <p>Required readings:</p> <p>T – #5 Negotiating Access and Exploring the Scene</p> <p>Wolfe, A. W., & Blithe, S. J. (2015). Managing image in a core-stigmatized organization: Concealment and revelation in Nevada’s legal brothels. <i>Management Communication Quarterly</i>, 29(4), 539–563.</p> <p>Download entries of interest from this ASU library resource. Given, L. M. (Ed.). (2008). <i>The SAGE Encyclopedia of Qualitative Research Methods</i>. Sage Publications.</p> <p>Read 3-4 articles from options below & familiarize yourself with your chosen qualitative territories. Those noted with an asterisk (*) resulted from work beginning in this course.</p> <p><u>Autoethnography (also see Week Seven)</u></p> <p>Adams, T. E., & Holman Jones, S. (2011). Telling stories: Reflexivity, queer theory, and autoethnography. <i>Cultural Studies↔Critical Methodologies</i>, 11(2), 108-116.</p> <p>Scott, J. A. (2013). Problematizing a researcher’s performance of “insider status” An autoethnography of “designer disabled” identity. <i>Qualitative Inquiry</i>, 19(2), 101-115.</p> <p><u>Ethnography & Ethnographic Methods</u></p> <p>Eger, E. K. (Online First, 2019). Co-constructing organizational identity and culture with those we serve: An ethnography of a transgender nonprofit organization communicating family identity and identification. <i>International Journal of Business Communication</i>. https://doi.org/10.1177/2329488419893738.</p> <p>Gist-Mackey, A. N. (2018). (Dis) embodied job search communication training: Comparative critical ethnographic analysis of materiality and discourse during the unequal search for work. <i>Organization Studies</i>, 39(9), 1251-1275.</p> <p>Tunçalp, D., & L. Lê, P. (2014). (Re) Locating boundaries: A systematic review of online ethnography. <i>Journal of Organizational Ethnography</i>, 3(1), 59-79.</p> <p>* Rivera, K. D. (2015). Emotional taint: Making sense of emotional dirty work at the U.S. border patrol. <i>Management Communication Quarterly</i>, 29(2), 198-228.</p> <p>* Rivera, K. D., & Tracy, S. J. (2014). Embodying emotional dirty work: A messy text of Patrolling the Border. <i>Qualitative Research in Organizations and Management: An International Journal</i>, 9(3), 201-222.</p> <p><u>Ethnography of Speaking</u></p> <p>Philipsen, G. (1975). Speaking “like a man” in Teamsterville: Culture patterns of role enactment in an urban neighborhood. <i>Quarterly Journal of Speech</i>, 61(1), 13-22.</p> <p>Duff, P. A. (2002). The discursive co-construction of knowledge, identity, and difference: An ethnography of communication in the high school mainstream. <i>Applied Linguistics</i>, 23(3), 289-322.</p> <p><u>Gender and Intersectionality</u></p> <p>*Fox, R. C. (2007). Gays grow up: An interpretive study on aging metaphors and queer identity. <i>Journal of Homosexuality</i>, 54(3/4), 33-61.</p> <p>*Goltz, D. B. (2009). Investigating queer future meanings: Destructive perceptions of ‘the harder path.’ <i>Qualitative Inquiry</i>, 15(3), 561-86.</p> <p>* Jones, S. (In Press). Negotiating transgender identity at work: A movement to theorize a transgender standpoint epistemology. <i>Management Communication Quarterly</i>.</p> <p>(continued below)</p> |
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| <p>3 1/29 cont</p> | <p><u>Online</u></p> <p>Dennis, A. R., Rennecker, J. A., & Hansen, S. (2010). Invisible whispering: Restructuring collaborative decision making with instant messaging. <i>Decision Sciences</i>, 41(4), 845-886.</p> <p>*Hommadova Lu, A., & Carradini, S. (Online First, 2019). Work–game balance: Work interference, social capital, and tactical play in a mobile massively multiplayer online real-time strategy game. <i>New Media & Society</i>, 1461444819889957. (Online)</p> <p>Kurtz, L. C., Trainer, S., Beresford, M., Wutich, A., & Brewis, A. (2017). Blogs as elusive ethnographic texts: Methodological and ethical challenges in qualitative online research. <i>International Journal of Qualitative Methods</i>, 16(1), 1609406917705796.</p> <p>Manning, J. (2014). Construction of values in online and offline dating discourses: Comparing presentational and articulated rhetorics of relationship seeking. <i>Journal of Computer-Mediated Communication</i>, 19(3), 309-324.</p> <p>*Shelton, C. C. & Archambault, L. M. (2018). Discovering how teachers build virtual relationships and develop as professionals through online teacherpreneurship. <i>Journal of Interactive Learning Research</i>, 29(4), 579-602. (online)</p> <p><u>Symbolic Interactionism</u></p> <p>Hickey, J. V., Thompson, W. E., & Foster, D. L. (1988). Becoming the Easter bunny: Socialization into a fantasy role. <i>Journal of Contemporary Ethnography</i>, 17(1), 67-95.</p> <p>Thompson, A. I. (2013). “Sometimes, I think I might say too much”: Dark Secrets and the performance of inflammatory bowel disease. <i>Symbolic Interaction</i>, 36(1), 21-39.</p> <p><u>Sensemaking</u></p> <p>Pratt, M. G. (2000). The good, the bad, and the ambivalent: Managing identification among Amway distributors. <i>Administrative Science Quarterly</i>, 45(3), 456-493.</p> <p>Bisel, R. S., Zanin, A. C., Rozzell, B. L., Risley-Baird, E. C., & Rygaard, J. A. (2016). Identity work in a prestigious occupation: Academic physicians’ local social constructions of distributive justice. <i>Western Journal of Communication</i>, 80(4), 371-392.</p> <p><u>Performance & Personal Narrative</u></p> <p>Fox, R. (2007). Skinny bones #126-774-835-29: Thin gay bodies signifying a modern plague. <i>Text and Performance Quarterly</i>, 27(1), 3-19.</p> <p>Bhattacharya, K. (2009). Negotiating shuttling between transnational experiences: A de/colonizing approach to performance ethnography. <i>Qualitative Inquiry</i>, 15(6), 1061-1083.</p> <p><u>Structuration</u></p> <p>Peterson, B. L., & McNamee, L. G. (2017). The communicative construction of involuntary membership. <i>Communication Quarterly</i>, 65(2), 192-213.</p> <p>Tracy, S. J., & Rivera K. D. (2010). Endorsing equity and applauding stay-at-home moms: How male voices on work-life reveal aversive sexism and flickers of transformation. <i>Management Communication Quarterly</i>, 24(1), 3-43.</p> <p><u>Phenomenology</u></p> <p>Kusenbach, M. (2003). Street phenomenology the go-along as ethnographic research tool. <i>Ethnography</i>, 4(3), 455-485.</p> <p>Montague, R. R. (2012). Genuine dialogue: Relational accounts of moments of meeting. <i>Western Journal of Communication</i>, 76(4), 397-416.</p> <p style="text-align: center;">(continued below)</p> |
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| <p>3 1/29 cont</p> | <p><u>Phronesis & Case Study</u> Tracy, S. J., & Huffman, T. P. (2017). Compassion in the face of terror: A case study of recognizing suffering, co-creating hope, and developing trust in a would-be school shooting. <i>Communication Monographs</i>, 84(1), 30-53. Zackariasson, P., Styhre, A., & Wilson, T. L. (2006). Phronesis and creativity: Knowledge work in video game development. <i>Creativity and Innovation Management</i>, 15(4), 419-429. Bardon, T., Brown, A. D., & Pez , S. (2017). Identity regulation, identity work and phronesis. <i>Human Relations</i>, 70(8), 940-965.</p> <p><u>Cultural Studies</u> *Chevrette, R., & Hess, A. (2015). Unearthing the Native past: Citizen archaeology and modern (non)belonging at the Pueblo Grande Museum. <i>Communication and Critical/Cultural Studies</i>, 12(2), 139-158. * McMullen, M. (2014). The old west of old town: Understanding visual simulacra as a means of staged authenticity. <i>Cultural Studies & Critical Methodologies</i>, 14(3), 260-268. Meade, M. R. (2017). In the shadow of the coal breaker: Cultural extraction and participatory communication in the Anthracite Mining Region. <i>Cultural Studies</i>, 31(2-3), 376-399.</p> <p>Other articles that emerged from / emerged in part from past work in COM 609: * Cripe, E. T. (2017). “You can’t bring your cat to work”: Challenges mothers face combining breastfeeding and working. <i>Qualitative Research Reports in Communication</i>, 36-44. * Cripe, E. T. (2008). Supporting breastfeeding (?): Nursing mothers’ resistance to and accommodation of medical and social discourses. In Zoller, H., and Dutta-Bergman, M. (Eds.) <i>Emerging perspectives in health communication</i> (pp. 63-84). Routledge. * Jensen, C. N., Bursleson, W., & Sadauskas, J. (2012, June). Fostering early literacy skills in children’s libraries: Opportunities for embodied cognition and tangible technologies. In Proceedings of the 11th International Conference on Interaction Design and Children (pp. 50-59). ACM. * Malvini Redden, S. (2012). How lines organize compulsory interaction, emotion management, and “emotional taxes”: The implications of passenger emotion management and expression in airport security lines. <i>Management Communication Quarterly</i>, 27(1), 121-149. * Scarduzio, J. A. (2011). Maintaining order through deviance?: The emotional deviance, power, and professional work of municipal court judges. <i>Management Communication Quarterly</i>, 25(2), 283-310.</p> <p>Due Friday 1/31 - Practicum #3 – Research Design, Map, and Narrative Tour</p> |
| <p>4 2/5</p> | <p><u>Field Roles and Field Focus</u> T – #6 Field Roles, Fieldnotes, and Field Focus Cruz, J. (2016). Following traces: An organizational ethnography in the midst of trauma. <i>Qualitative Research in Organizations and Management: An International Journal</i>, 11(4), 214-231. McKinnon, S. L., Johnson, J., Asen, R., Ch vez, K. R., & Howard, R. G. (2016). Rhetoric and ethics revisited: What happens when rhetorical scholars go into the field. <i>Cultural Studies & Critical Methodologies</i>, 16(6), 560-570. Tracy, S. J. (2014). Fieldwork horse-assery: Making the most of feeling humiliated, rebuffed, and offended during participant observation research. <i>Management Communication Quarterly</i>, 28(3), 459-466.</p> <p>(cont. below)</p> |

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| <p>4 Cont. 2/5</p> | <p><i>Planning the Interview</i> T – #7 Interview Planning and Design: Structuring, Wording, and Questioning Sample interview guides – Tracy appendix and Canvas Recommended if interested in using Mechanical Turk: Paolacci, G., & Chandler, J. (2014). Inside the Turk: Understanding Mechanical Turk as a participant pool. <i>Current Directions in Psychological Science</i>, 23(3), 184-188. Ryan, T. J. (July, 2018). Data contamination of MTurk. http://timryan.web.unc.edu/2018/08/12/data-contamination-on-mturk/</p> <p>Due Friday 2/7 - Practicum #4 – Annotated Interview Guide, Rationale for Sample, Pilot</p> |
| <p>5 2/12</p> | <p><i>Theorizing and Historicizing the Qualitative Landscape</i> Braithwaite, D. (2014). “Opening the door”: The history and future of qualitative scholarship in interpersonal communication. <i>Communication Studies</i>, 65(4), 441-445. Ellingson, L. L. (2009). Introduction to crystallization. In <i>Engaging crystallization in qualitative research: An introduction</i> (pp. 1-28). SAGE. Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2018). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. K. Denzin & Y. S. Lincoln (Eds.), <i>Handbook of Qualitative Research</i> (5th ed., pp. 108-150). SAGE. Pierre, E. S. (2014). A brief and personal history of post qualitative research: Toward “post inquiry”. <i>Journal of Curriculum Theorizing</i>, 30(2), 2-19. Review Tracy, Chapter 3 first half on paradigms</p> <p>Recommended readings: Cibangu, S. K. (2012). Qualitative research: The toolkit of theories in the social sciences. In A. Lopez-Varela (Ed.), <i>Theoretical and Methodological Approaches to Social Sciences and Knowledge Management</i> (pp. 95-126). INTECH. Small, M. L. (2009). ‘How many cases do I need?’ On science and the logic of case selection in field-based research. <i>Ethnography</i>, 10(1), 5-38.</p> <p>Due Friday 2/15 - Practicum #5: Annotated (Methodological) Bibliography</p> |
| <p>6 2/19</p> | <p><i>Fieldnotes</i> Review Tracy Chapter 6 Emerson, R. M.; Fretz, R. I. & Shaw, L. (2011). Writing fieldnotes I: At the desk, creating scenes on a page (Ch 3, pp. 45-88) & Writing fieldnotes II: Multiple purposes and stylistic options (Ch 4, pp. 89-128) in <i>Writing Ethnographic Fieldnotes</i> (2nd Ed). University of Chicago Press. Gill, R., Barbour, J., & Dean, M. (2014). Shadowing in/as Work: Ten Recommendations for Shadowing Fieldwork Practice. <i>Qualitative Research in Organizations and Management</i>, 9, 69-89. https://doi.org/10.1108/QR0M-09-2012-1100 Markham, A. (2013). Fieldwork in social media: What would Malinowski do?. <i>Qualitative Communication Research</i>, 2(4), 434-446. T – Appendix A, fieldnote</p> <p>Due Friday 2/21 – Research Proposal Due Monday 2/24 - Peer Feedback</p> |

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Decolonizing, Participatory, and Intersectional Approaches

(Review) T – #3 – Participatory Action Research & Feminist Approaches Sections
Stanton, C. R. (2014). Crossing methodological borders: Decolonizing community-based participatory research. *Qualitative Inquiry*, 20(5), 573-583.

Schrock, R. D. (2013). The methodological imperatives of feminist ethnography. *Journal of Feminist Scholarship*, 5(1), 48-60.

Christensen, A. D., & Jensen, S. Q. (2012). Doing intersectional analysis: Methodological implications for qualitative research. *NORA-Nordic Journal of Feminist and Gender Research*, 20(2), 109-125.

Autoethnography & Personal Narrative

Boylorn, R. M. (2011). Gray or for colored girls who are tired of chasing rainbows: Race and reflexivity. *Cultural Studies↔Critical Methodologies*, 11(2), 178-186.

<https://doi.org/10.1177/1532708611401336>

Foster, E. (2014). Communicating beyond the discipline: Autoethnography and the “N of 1”. *Communication Studies*, 65(4), 446-450.

Recommended readings:

Berry, K. (2011). The ethnographic choice: Why ethnographers do ethnography. *Cultural Studies↔Critical Methodologies*, 11, 165–177.

Bowleg, L. (2008). When Black+ lesbian+ woman≠ Black lesbian woman: The methodological challenges of qualitative and quantitative intersectionality research. *Sex Roles*, 59(5-6), 312-325.

Chaudhry, L. N. (1997). Researching ‘my people,’ researching myself: Fragments of a reflexive tale. *International Journal of Qualitative Studies in Education*, 10(4), 441-453.

Chawla, D. (2011). Between solids/monologues in brown: A mystery performance. *Cultural Studies? Critical Methodologies*, 11(1), 47-58.

Dutta, U. (2019). Conducting ethnographic research in low literate, economically weak underserved spaces: An introduction to Iconic Legisigns-Guided Interviewing (ILGI). *International Journal of Qualitative Methods*, 18, 1609406919855279.

Gajjala, R. (2002). An interrupted postcolonial/feminist cyberethnography: Complicity and resistance in the ‘cyberfield’. *Feminist Media Studies*, 2(2), 177–193.
<https://doi.org/10.1080/1468077022015085>

LeMaster, B., Shultz, D., McNeill, J., Bowers, G., & Rust, R. (2019). Unlearning cisheteronormativity at the intersections of difference: performing queer worldmaking through collaged relational autoethnography. *Text and Performance Quarterly*, 39:4, 341-370. <https://doi.org/10.1080/10462937.2019.1672885>

McDonald, J. (2013). Coming out in the field: A queer reflexive account of shifting researcher identity. *Management Learning*, 44(2), 127-143.

Mitra, R. (2010). Doing ethnography, being an ethnographer: The autoethnographic research process and I. *Journal of Research Practice*. 6(1), 4.

Due Friday 2/28: Practicum #7: Full set of formal fieldnotes

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| <p>8 3/4</p> | <p><i>Ethics</i> Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and “ethically important moments” in research. <i>Qualitative Inquiry</i>, 10(2), 261-280. Ellis, C. (2007). Telling secrets, revealing lives: Relational ethics in research with intimate others. <i>Qualitative Inquiry</i>, 13(1), 3-29.</p> <p><i>Eliciting Experience through Interviews & Focus Groups</i> T #8: Interview Practice: Embodied, Mediated, and Focus-Group Approaches Way, A. K., Zwier, R. K., & Tracy, S. J. (2015). Dialogic interviewing and flickers of transformation: An examination and delineation of interactional strategies that promote participant self-reflexivity. <i>Qualitative Inquiry</i>, 21, 720-731. https://doi.org/10.1177/1077800414566686</p> <p>T Appendix B – Focus Group Guide and Appendix C- Interview Transcription Excerpts</p> <p>And one of the following Ellingson, L.L. (2017). Interviewing bodies: Co-constructing meaning through embodied talk. In <i>Embodiment in qualitative research</i> (pp. 99-123). Routledge. Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. <i>Field methods</i>, 18(1), 59-82. Jensen, P. R., Cruz, J., Eger, E. K., Hanchey, J. N., Gist-Mackey, A. N., Ruiz-Mesa, K., & Villamil, A. (2019). Pushing beyond positionalities and through “Failures” in qualitative organizational communication: Experiences and lessons on identities in ethnographic praxis. <i>Management Communication Quarterly</i>, 0893318919885654.</p> <p>Recommended Timeline: Finish Data Collection</p> |
| <p>3/11</p> | <p>Spring Break – Yeee ha!</p> |
| <p>9 3/18</p> | <p><i>Grounded Theory, Case Study, Phenomenology</i> Eberle, T. S. (2014). Phenomenology as a research method. <i>The SAGE handbook of qualitative data analysis</i> (pp. 184-202). SAGE. Flyvbjerg, B. (2006). Five misunderstandings about case-study research. <i>Qualitative Inquiry</i>, 12(2), 219-245. Thornberg, R., & Charmaz, K. (2014). Grounded theory and theoretical coding. In U. Flick (Ed.), <i>The SAGE handbook of qualitative data analysis</i> (pp. 153-169). SAGE.</p> <p><i>Introduction to Data Analysis</i> T #9 –Data Analysis Basics: A Phronetic Iterative Approach</p> <p>Recommended readings: Bird, C. M. (2005). How I stopped dreading and learned to love transcription. <i>Qualitative Inquiry</i>, 11(2), 226-248.</p> <p>Due Frid 3/20: Practicum #8 –Analysis Codebook Based on Interview Transcripts (10)</p> |

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| <p>10 3/25</p> | <p><i>Playing with Data Analysis</i> Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. <i>Field Methods</i>, 15(1), 85-109.</p> <p><i>Creating and Evaluating Qualitative Inquiry – Criteria and The Politics of Evidence</i> T # 11 – Qualitative Quality: Creating a Credible, Ethical, Significant Study Bochner, A. (2000). Criteria Against Ourselves, <i>Qualitative Inquiry</i>, 6(2), 266-272. Denzin, N. K. (2012). Triangulation 2.0. <i>Journal of Mixed Methods Research</i>, 6(2), 80-88. Lopez, C., & Tracy, S. J. (In Press). Anchoring the big tent: How organizational autoethnography exemplifies and stretches notions of qualitative quality. In A. F. Herrmann's (Ed.), <i>The Routledge International Handbook of Organizational Autoethnography</i>. London: Routledge.</p> <p>Recommended readings: Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. <i>Organizational Research Methods</i>, 16(1), 15-31.</p> <p>Due Friday 3/27 - Practicum #9 – Article Format Models</p> |
| <p>11 4/1</p> | <p><i>Advanced Approaches for Analysis of Data Texts</i> T #10 – Advanced Data Analysis: The Art and Magic of Interpretation Maxwell, J. A. (2004). Using qualitative methods for causal explanation. <i>Field Methods</i>, 16(3), 243-264. Swedberg, R. (2016). Before theory comes theorizing or how to make social science more interesting. <i>The British Journal of Sociology</i>, 67, 5-22. https://doi.org/10.1111/1468-4446.12184 Huffman, T. P., & Tracy, S. J. (2018). Making claims that matter: Heuristics for theoretical and social impact in qualitative research. <i>Qualitative Inquiry</i>, 24, 558-570. https://doi.org/10.1177/1077800417742411</p> <p><i>Data Analysis Workshop</i> Reread & bring 20 pages of data (e.g., mix of observations and interviews)—both hard copy and electronic. Activities may include metaphor/drawing analysis or an Nvivo teamwork period, among other things.</p> <p>Due Friday 4/3 - Practicum #10: Advanced Data Analysis</p> |
| <p>12 4/8</p> | <p>Due: Practice Qualitative Comps Question and Answer</p> |

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| <p>13 4/15</p> | <p><i>Writing & Theorizing</i> Required readings: T#12 - Theorizing and Writing: Explaining, Synthesizing, and Crafting a Tale T #13 - Drafting, Polishing, and Publishing Corley, K. (2012). Publishing in AMJ—Part 7: What’s different about qualitative research?. <i>Academy of Management Journal</i>, 55(3), 509-513. Tracy, S. J. (2012). The toxic and mythical combination of a deductive writing logic for inductive qualitative research. <i>Qualitative Communication Research</i>, 1(1), 109-141. Due Friday 4/17 - P #11: Writing as a Form of Inquiry: Theorizing, Focusing, Outlining Due Monday 4/20 – Peer Feedback</p> |
| <p>14 4/22</p> | <p><i>Going Public, Making an Impact and Alternative of Representations</i> T#14 – Qualitative Methodology Matters: Exiting and Communicating Impact Also, check out: Sally Campbell Galman’s website at http://sallycampbellgalman.com/publications/ and this short comic: http://www.anthropology-news.org/index.php/2017/05/08/research-in-pain/ Patricia Leavy’s website and particularly her fictional work at: http://www.patricialeavy.com/fiction/ Kakali Bhattacharya’s website here http://kakali.org/ and her video on qualitative superheroes - https://www.youtube.com/watch?v=VRCRYfQDH4c Sarah J. Tracy’s website (www.sarahjtracy.com) and You-Tube channel https://www.youtube.com/channel/UCs650R3zTPitGjT2GuqUGuw/videos <i>Theory-Building and Writing as Inquiry Peer Review and Workshop</i> Recommended Readings Davis, M.S. (1971). That’s interesting! Towards a phenomenology of sociology and a sociology of phenomenology. <i>Philosophy of the Social Sciences</i>, 1(2), 309-344. Weick, K. E. (2007). The generative properties of richness. <i>Academy of Management Journal</i>, 50(1), 14-19.</p> |
| <p>15 4/29</p> | <p><i>Begin Final Paper Presentations</i> Due in class: Final Semester Project</p> |
| <p>5/6</p> | <p><i>Final Paper Presentation Spillover & Buffer</i></p> |