

Qualitative Research Methodology POS 6707

Professor Anderson

Tuesday Periods 5-7
11:45-2:45

This is a course about how to use qualitative methods to collect different kinds of data. It is useful for graduate students who think they may use qualitative methods in their own research. The emphasis is upon doing research rather than reading about it. The requirements are several. In addition to doing the reading required for the course, students do a research project using one or more of these methods. Additionally, you have a special assignment for Tsing (see below). At the end of the semester I have scheduled time for research presentations. We will talk about this scheduling when we are all together.

Assignments

- 1) do all the reading by the date listed for each book or article
- 2) create, carry out, present, and write up an individual research project using any method on this syllabus. The written part of this assignment should be 25 pages long. Try to link your research for this class to your research interests more generally, either your dissertation or your Honors Thesis.
- 3) always attend class. Acceptable excuses = illness or a professional conference.

For a website on qualitative methods and small N research see: <http://smalln.spri.ucl.ac.be/>

The assigned books are a combination of methods books and books on a research issue that also exemplify a particular qualitative method. The methods books are quite costly. I have found all the books on Amazon. I will also ask course reserves to make these books available.

books

These are books on specific qualitative methods (N=5)

- 1) Richard A. Krueger and Mary Ann Casey, *Focus Groups: A Practical Guide for Applied Research*, Newbury Park, CA, Sage, 2014 [ordered UF textbook adoption website](#)
- 2) Catherine Lutz and Lili Abu-Lughod, *Language and the Politics of Emotion*, Cambridge, 1990 [ordered UF textbook adoption website](#)
- 3) Jane A. Edwards and Martin D. Lampert, *Talking Data: Transcription and Coding in Discourse Research* [ordered UF textbook adoption website](#)
- 4) Herbert J. Rubin and Irene S. Rubin, *Qualitative Interviewing - The Art of Hearing Data*, Thousand Oaks, CA, Sage, 1995 [ordered UF textbook adoption website](#)
- 5) Uwe Flick, *An Introduction to Qualitative Research* [ordered UF textbook adoption website](#)

These are books that exemplify the use of these same qualitative methods (N=9)

- 6) Richard Fenno, *Home Style: House Members in Their Districts*, originally published Boston,

Little Brown, 1978 now republished in the Longman Classics Series

<https://www.amazon.com/Home-Style-Members-Districts-Classics/dp/032112183X>

available for purchase or rent on Amazon. This book exemplifies participant observation.

ordered UF textbook adoption website

7) Nancy Scheper-Hughes, *Death Without Weeping*. This book exemplifies participant observation. **ordered UF textbook adoption website**

8) Anna Lowenhaupt Tsing, *In the Realm of the Diamond Queen: Marginality in an Out of The Way Place*, Princeton, 1993. This book exemplifies participant observation. **ordered UF textbook adoption website**

9) Press, Andrea L. and Elizabeth R. Cole, *Speaking of Abortion: Television and Authority in the Lives of Women*. Chicago, 1999. This book exemplifies focus groups. **ordered UF textbook adoption website**

10) James Scott, *Domination and the Arts of Resistance: Hidden Transcripts*, Yale, 1990. This book exemplifies participant observation and discourse analysis. **ordered UF textbook adoption website**

11) Victor Klemperer, *The Language of the Third Reich: LTI: Lingua Tertii Imperii: A Philologists Notebook*, Althone Press, London, New Brunswick, NJ, 2000 (originally in French, *LTI: La Langue du III^e Reich: Carnets d'un Philologue*, also available in German, *LTI - Notizbuch Eines Philologen*, Reclam Verlag, Leipzig, 1975) This book exemplifies participant observation and discourse analysis. Read this book in any language you wish. **ordered UF textbook adoption website**

12) David Mayhew, *Congress: The Electoral Connection*, Yale, 1974 this book exemplifies participant observation and elite in-depth interviews.

13) Kristen Renwick Monroe, *The Heart of Altruism*. This book exemplifies in depth interviews. **ordered UF textbook adoption website**

14) E. Digby Baltzell, *Puritan Boston and Quaker Philadelphia: Two Protestant Ethics and the Spirit of Class Authority and Leadership*, Transaction Press, New Brunswick, 1996. This book exemplifies archival research. **ordered UF textbook adoption website**

Articles

Caitlin Andrews-Lee, "The Politics of Succession in Charismatic Movements: Routinization versus Renewal in Argentina, Venezuela, and Peru," *Comparative Politics*, January, 2020, Vol 52, # 2, pp 289-315. This article exemplifies focus groups.

Sam Mejias and Shakuntala Banaji, "A Better Brexit for Young People," UK Youth Perspectives and Priorities for Brexit Negotiations, for which I have a pdf and will upload to canvas. This study was done by two professors at LSE October 2017, published by Parliamentary Group on a Better Brexit for Young People cited in Norris and Inglehart, 2019, note 80 p 405 This article exemplifies focus groups.

For your information: Readings from this syllabus span the social sciences with special emphasis upon the work of political scientists. Fenno, Scott, Mayhew, and Monroe were/are political scientists. Scheper-Hughes and Tsing are anthropologists. Press and Baltzel are/were sociologists. Cole is a Communications Department faculty member. Klemperer was a linguist; today at UF he would have had a faculty position in the Linguistics Department.

Date Topic and Reading

January 11-25 **Participant Observation**

January 11: Richard Fenno, *Home Style* (undergraduates read the Introduction, Chapter 1 and Chapter 7)

January 18: Scheper-Hughes, *Death Without Weeping* (doctoral students read enough of this book to get the message. You don't need to read the entire book. undergrads read first and last chapters)

January 25: Anna Tsing, *In the Realm of the Diamond Queen* (undergraduates read the first and last chapters and two other chapters of your choice)

Special assignment: Jot down some notes on Tsing. Please answer this question and bring your answer to class and share it: What would a political scientist have done with these data, this method? After class upload to Canvas a 5 page summary of your response to this question.

Consider here the demands and compromises of the participant observer. How far do you go with observing and where do you become a participant? If you participate, what will you do? How far will you enter these peoples' lives? Also, note the reactions of Tsing and Scheper-Hughes (both women) to the impending death of a child. Where do you stand here? What would you do? To confront these dilemmas, this is to do participant observation. This is not easy research.

February 1-8 **Focus Groups**

(undergraduates read all of Press and Cole, all of Brexit, and all of the Andrews-Lee article. Then read only one chapter from Krueger and Casey)

- 1) Krueger and Casey, *Focus Groups: A Practical Guide for Applied Research*
- 2) Mejias and Banaji, "A Better Brexit for Young People,"
- 3) Andrea Press and Elizabeth Cole, *Speaking of Abortion*
- 4) Caitlin Andrews-Lee, "The Politics of Succession," from *Comparative Politics*, see above

February 15-22 **Discourse Analysis**

(undergraduates read all of Scott what the graduate students read)

Here please be aware that there are now computer programs that will do discourse analysis for you. You need to learn to use one of those programs. You can use UTube to do that. One such program free at UF is NVivo

February 15

- 1) Abu-Lughod and Lutz, "Introduction: Emotion, Discourse and the Politics of Everyday Life," Chap 1 in Lutz and Abu-Lughod, *Language and the Politics of Emotion*
- 2) Edwards, "Principles and Contrasting Systems of Discourse Transcription," in Edwards and Lampert, *Talking Data: Transcription and Coding in Discourse Research*
- 3) Du Bois and Schuetze-Coburn, "Outline of Discourse Transcription," in *Talking Data:*

Transcription and Coding in Discourse Research

4) James C. Scott, *Domination and the Arts of Resistance: Hidden Transcripts*

February 22 (undergraduates read what the graduate students read)

- 1) White, "Moral Discourse and the Rhetoric of Emotions," Chapter 3 in Lutz and Abu-Lughod, *Language and the Politics of Emotion*
- 2) Lutz, "Engendered Emotion: Gender, Power and the Rhetoric of Emotional Control in American Discourse," Chap 4 in Lutz and Abu-Lughod, *Language and the Politics of Emotion*
- 3) Lampert and Ervin-Tripp, "Structured Coding for the Study of Language and Social Interaction," in *Talking Data: Transcription and Coding in Discourse Research*
- 4) Victor Klemperer, *The Language of the Third Reich*

March 1-15 **In-depth Interviewing** (Spring Break comes in the middle of this section)

March 1

- 1) Herbert J. Rubin and Irene S. Rubin, *Qualitative Interviewing - The Art of Hearing Data*, Thousand Oaks, CA, Sage, 1995
- 2) Uwe Flick, *An Introduction to Qualitative Research*
- 3) David Mayhew, *Congress: The Electoral Connection* (this book actually combines interviews with participant observation. It exemplifies the use of elite interviews. It shows how to combine multiple qualitative methods.)

March 8 Spring break: no class

March 15

- 1) Kristen Renwick Monroe, *The Heart of Altruism*

March 22 **Archival Research**

Digby Baltzell, *Puritan Boston and Quaker Philadelphia*

March 29 research week

April 5-19 student research presentations, 3 per week

Date TBD research paper due