

Psyc 8005 Human Science Methodologies
Psyc 6083 -- Research Methods
University of West Georgia / Psychology

Instructor:

Neill Korobov, Ph.D.

Office: Melson 117 Phone: 678-839-0608

Email: Nkorobov@westga.edu

Office hrs: Mon: 11-2, 3:15-5:15 & Wed: 9-2 (or email me to set-up time to meet—I am flexible and with a bit of advance notice I can accommodate most requests)

INTRODUCTION

“Anyone who wants to know the human psyche will learn next to nothing from experimental psychology. He would be better advised to abandon exact science, put away his scholar's gown, bid farewell to his study, and wander with human heart throughout the world. There in the horrors of prisons, lunatic asylums and hospitals, in drab suburban pubs, in brothels and gambling-hells, in the salons of the elegant, the Stock Exchanges, socialist meetings, churches, revivalist gatherings and ecstatic sects, through love and hate, through the experience of passion in every form in his own body, he would reap richer stores of knowledge than text-books a foot thick could give him, and he will know how to doctor the sick with a real knowledge of the human soul.”

-- Carl Jung

Human science research is at a distinct place and time in the history of the social sciences. Norman Denzin and Yvonna Lincoln identify the history of the field as one characterized "more by breaks and ruptures than by a clear, evolutionary, progressive movement from one stage to the next...moving farther and farther away from grand narratives and single, overarching ontological, epistemological, and methodological paradigms" while imagining a future characterized by "a continued performative turn in qualitative inquiry". This future is now, the seventh moment, characterized by social sciences, humanities, and educational fields becoming sites for critical conversations about race, gender, class, nation, freedom, and community. Becoming qualitative researchers means examining the theories, paradigms, and techniques that surround this mode of inquiry, while simultaneously entering into study about and dialogue with communities whom we engage to answer their (and our own) questions.

This course has a twofold purpose: 1) to expose you to the knowledge base, tradition, and theory of human science research and 2) to offer you a real opportunity to practice qualitative research. In exposing you to the discipline and inquiry of qualitative research, I intend to provide opportunities for us to develop critical conversations about the nature of qualitative research as you develop a grounded knowledge of the use of qualitative research methodology. This course will allow you to explore theoretical underpinnings, controversies and debates, as well as consider methodological strategies in preparation for designing a research project and writing it up for presentation to colleagues in the field. The opportunity to practice qualitative research is intended to contribute to your thinking about various epistemological, methodological, and intellectual considerations in doing human science research.

COURSE OBJECTIVES

“The world does not speak. Only we do. The world can, once we have programmed ourselves with a language, cause us to hold beliefs. But it cannot propose a language for us to speak. Only other human beings can do that.”

-- Richard Rorty

- Understand the historical traditions that have shaped human science research in the social sciences
- Appreciate the core distinctions between quantitative and qualitative modes of inquiry
- Understand and take a position on the most salient debates and controversies within qualitative research
- Articulate a nuanced understanding of several varieties of qualitative research, e.g., critical discourse analysis, interpretive phenomenological analysis, ethnography, participatory action research, grounded theory, narrative analysis, and mixed-methods research.
- Specific understanding and application of qualitative methodology through the completion of a pilot research project (SPARC).
- Understanding the role of researcher subjectivity and reflexivity in relation to the research project.
- Ability to analyze and critique research design and findings; Ethics

EVALUATION

The questions which one asks oneself begin, at last, to illuminate the world, and become one's key to the experiences of others. One can face in others what one can face in oneself.
 -- James Mark Baldwin

Reflection Summaries & Data Analysis Homework Assignments (100 pts total/ 10 pts each)

A reflection summary is a 1-page or less (typed, single-spaced, 12 font, 1 inch margins) thought essay on one or more provocative ideas from the readings. A reflection summary will be due EACH FRIDAY. You must turn in 10. The reflection summary must pertain to the readings for the upcoming week. In other words, do not turn in a reflection summary for readings we have already discussed. The reflection summary should be a combination of expository (summarizing, clarifying) and critical (questioning, integrating, extending) writing. At the very end of it, you must pose 1-2 questions that intrigue you that you think we might use in class discussion. At times, instead of doing a Reflection Summary, you will do a Data Analysis Homework assignment that will be modeled on data sets and analytical methods that have been discussed in class. Directions for these will vary and will be explained in class.

Grading:

- 10 = Exemplary expository and critical reflection; no problems
- 9 = Solid work in both areas; minor problems
- 8 = One area (expository or critical) is lacking
- 7 or less = Both areas are notably underdeveloped

Qualitative Research Project (100 pts)

Your qualitative research project will take the form of a) a final 8-10 page paper, not including data and appendices) and b) an in-class presentation in front of your peers on empirical qualitative data (either that you collect or already existing data) or a theoretical idea related to qualitative methods. You will receive a separate handout with detailed instructions. A one-page (single-spaced) summary of your proposal will be turned in ahead of time (see schedule for date).

SPARC Self-evaluation (50 pts)

You are required to present your in-progress (or completed) research findings at SPARC in March. Your presentation need not be a comprehensive or final product. Most of you will present an up-to-date work-in-progress. Following this presentation, you will write a one-page self-evaluation of it (how it went, how it was received, where you are headed next, strengths,

weaknesses, etc). Further directions for this will be given in class. If for whatever reason you do NOT end up presenting at SPARC, you will receive a zero for this assignment, no exceptions.

Class Participation (50 pts)

At the beginning of the semester, we will divide the readings among the students. Each student will be responsible for several of the readings. “Responsible” means **facilitating** a class discussion on the day that we are scheduled to discuss those readings. On the day you are facilitating class discussion, you are expected to bring in some type of handout, worksheet, audio/video clip, etc. to facilitate discussion or illustrate your ideas. Please use power-point only in case of emergency. These “props” are required and will be turned in to me. See schedule for sign-up slots. In addition, regular attendance (regular = no more than 2 absences; see below for consequences for missing additional classes) and progressively active participation in this class is essential. The class is a very hands-on class that will require active and enthusiastic participation in order for everyone to learn. Active participation will include open acceptance and encouragement of other’s views.

0-2 absences = No penalty
3 absences = Best grade you can receive is a B
4 or more = Best grade you can receive is a C

CLASS READINGS & MATERIALS

“Language enters life through concrete utterances, and life enters language through concrete utterances”
Mikhail Bakhtin

Camic, P. M., Rhodes, J. E., & Yardley, L. (2003). *Qualitative research in psychology: Expanding perspectives in methodology and design*. Washington, DC: American Psychological Association.

Yates, S., Taylor, S., & Wetherell, M. (Eds.). (2001). *Discourse as data: A guide for analysis*. London: Sage.

A corpus of additional required (and recommended) readings will be available on e-reserve.

You will need a tape recorder and one audiotape. You will need to do the following within the first 3 weeks of class:

- (1) Tape and transcribe a friend telling a personal story about a momentous life event (2-3 min)
- (2) Tape and transcribe a catch-up conversation between 2 friends (10 minutes)

** Doctoral students will meet an additional 20 minutes each class

COURSE SCHEDULE

“The primary human reality is persons in conversation”
Rom Harré

CRY = Camic, Rhodes, Yardley book

WTY = Wetherell, Taylor, Yates book

I. Theoretical Issues in Human Science Research

JAN 12 -- SOCIAL CONSTRUCTIONISM AND HERMENEUTICS

Fish, S. -- *Is there a Text in this Class?*

Freedman & Combs – *The Narrative Metaphor...*

Gergen, K – *An Invitation to Social Construction*

Packer, M. – *Hermeneutic Inquiry in the Study of Human Conduct*

JAN 19: -----MLK DAY, NO CLASS-----

JAN 26 -- EPISTEMOLOGICAL ISSUES IN QUALITATIVE RESEARCH

Presenters: _____ & _____

CRY – Chapters 1-4 (p. 3-69)

Optional:

Patton, M – Ch. 1, *The Nature of Qualitative Inquiry*

Patton, M – *Top Ten Pieces of Advice to a Graduate Student...*

II. Towards a (New) Vocabulary for Understanding Qualitative Research

FEB 2 -- ISSUES OF VALIDITY, RELIABILITY, GENERALIZABILITY

Presenters: _____ & _____

Kvale, S. – Ch. 13, *The Social Construction of Validity*

Patton, M – (only pp. 581-588) of Ch. 9, *Enhancing the Quality and Credibility...*

WTY – Ch. 8 (only pp. 318-324), *Evaluating and Applying DA work*

Silverman – Ch. 7, *Validity and Reliability*

FEB 9 -- FRAMING, FOOTING, & POSITIONING – NEW VOCABULARIES FOR HUMAN SOCIALITY

Presenters: _____ & _____

Goffman, E. -- *Footing*

Tannen, D. – *Framing in Discourse*

Korobov & Bamberg – ‘*Strip Poker!*’ *Positioning Identities...*

Optional:

Davies & Harre – *Positioning: The Discursive Reproduction of Selves*

**** Research Proposal Due in class**

Feb 16th – NO CLASS

III. Varieties of Qualitative Methods

FEB. 23 -- ETHNOGRAPHY (EG), AE, & PARTICIPATORY ACTION RESEARCH (PAR)

Presenters: _____ & _____

CRY – Chs. 10 and 12
Olson -- *The Role of Voice in the (Re)Construction of a Battered Woman's Identity*
Rambo – *Impressions of Grandmother*
Hollander – *Am I Allright?*
Ellis -- *Grave Tending: With Mom at the Cemetery*

Optional:

Atkinson et al.. – Ch. 8, *Ethnomethodology & Ethnography* (critique of EG!!)
Atkinson et al.. – Ch 23, *The Ethics of Ethnography*
Atkinson et al.. – Ch. 25, *Ethnographic Interviewing*
Atkinson et al.. – Ch. 26, *Narrative Analysis in Ethnography*
Atkinson et al.. – Ch. 33, *Postmodernism, Post-structuralism and Post-critical Ethnography: of Ruins, Aporias, and Angels*

MAR. 2 – INTERPRETIVE PHENOMENOLOGICAL ANALYSIS (IPA)
(DATA-ANALYSIS HOMEWORK)

Presenters: _____ & _____

CRY – Giorgi, A.P. – Ch. 13, *The Descriptive Phenomenological Psychological Method*
Shaw, R.L. – *Why use interpretive phenomenological analysis in Health Psychology?*
Lavie & Willig – “*I don’t feel like melting butter*”: *IPA of the experience of ‘inorgasmia’*

Optional:

Atkinson et. al. – Ch. 9, *Phenomenology and Ethnography*

MAR. 9 -- GROUNDED THEORY (GT)
(DATA-ANALYSIS HOMEWORK)

Presenters: _____ & _____

CRY – Henwood & Pidgeon – Ch. 8, *Grounded Theory in Psychological Research*

Mar 16: -----MIDTERM BREAK -----

MAR 23 – CRITICAL DISCOURSE ANALYSIS (CDA)
(DATA-ANALYSIS HOMEWORK)

Presenters: _____ & _____

CRY – Potter, J. – Ch. 5, *Discourse Analysis and Discursive Psychology*
WTY – Ch. 4, *The Construction of M.E.: The Discursive Action Model*
WTY – Ch. 5, *Analysing Masculinity: Interpretive Repertoires, Ideological Dilemmas...*

Optional:

WTY – Ch. 1 *Locating and Conducting Discourse Analytic Work*
Wetherell & Edley, *Negotiating Hegemonic Masculinity: Imaginary Positions...*

MAR. 30 -- NARRATIVE ANALYSIS
(DATA-ANALYSIS HOMEWORK)

Presenters: _____ & _____

Ochs & Capps – *Living Narrative (Ch. 1)*
Moissinac – “Mr. Lanoe hit on my mom”
Moissinac – *Prejudicial expressions...* (will email)

Optional:

Korobov – *Mitigating the seriousness of romantic problems.* (email me to get)
Bamberg – *Slut bashing article* (email me to get)

V. Data Collection Techniques

APR. 6 -- ETHNOGRAPHIC NOTE-TAKING, INTERVIEWS, FOCUS GROUPS, AND HYBRIDS

[In-class interviewing]

Presenters: _____ & _____

J. Potter chapter on Interviewing and the Commentaries (saved in folder)
Wilkinson, S. – *Focus Groups: A Feminist Method*
Wilkinson, S. -- *Analyzing Interaction in Focus Groups*

Optional:

Kvale, S. – Ch. 1 (pp. 3-7 only), *Interviewing as Research*
Kvale, S. – Ch. 7, *The Interview Situation*
Kvale, S. – Ch. 10, *The 1,000 Page Question*
Atkinson et al – Ch. 24, *Participant Observation and Fieldnotes*

VI. Analysis and Interpretation

APR. 13 -- QUALITATIVE ANALYSIS AS CRAFT-SKILL, NOT RECIPE [OPEN TOPICS—ROGERS?]

Presenters: _____ & _____

Braun and Clarke Reading
Rogers/Gloria video and reading?
Patton, M. – Ch. 8, *Qualitative Analysis and Interpretation*

Patton, M. – Ch. 9, *Enhancing the Quality and Credibility of Qualitative Analysis*

APR. 20 -- WHAT (GOOD) QUALITATIVE ANALYSIS IS NOT: ANALYTIC SHORTCOMINGS

Presenters: _____ & _____

Korobov & Bamberg – *Positioning a Mature Self in Interactive Practices*
+ commentaries

Antaki et al – *Discourse Analysis Means Doing Discourse Analysis...*

Optional:

Kvale, S. – Ch. 11, *Methods of Analysis*

Kvale, S. – Ch. 12, *The Plurality of Interpretations*

VII. Presentations

Apr. 27 Class Presentations

Complete List of All Readings

- Antaki, C., Billig, M., Edwards, D., & Potter, J. (2003). Discourse analysis means doing analysis... *Discourse Analysis Online, 1*. Retrieved from <http://www.shu.ac.uk/daol/articles/v1/n1/a1/antaki2002002-paper.html>
- Cortazzi, M. (2001). Narrative analysis in ethnography. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland, & L. Lofland (Eds.), *Handbook of ethnography* (pp. 384-394). London: Sage.
- Davies, B., & Harre, R. (2001). Positioning: The discursive reproduction of selves. In M. Wetherell, S. Taylor, & S. Yates (Eds.), *Discourse, theory, and practice: a reader* (pp. 261-271). London: Sage.
- Emerson, R., Fretz, R., & Shaw, L. (2001). Participant observation and fieldnotes. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland, & L. Lofland (Eds.), *Handbook of ethnography* (pp. 352-368). London: Sage.
- Fish, S. (1980). How to recognize a poem when you see one. In S. Fish, *Is there a text in this class?* (pp. 322-337). Cambridge, Massachusetts: Harvard University Press.
- Gergen, K. (1999). *An invitation to social construction*. London: Sage.
- Goffman, E. (2001). Footing. In M. Wetherell, S. Taylor, & S. Yates (Eds.), *Discourse, theory, and practice: a reader* (pp. 93-110). London: Sage.
- Heyl, B. (2001). Ethnographic interviewing. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland, & L. Lofland (Eds.), *Handbook of ethnography* (pp. 369-383). London: Sage.
- Korobov, N., & Bamberg, M. (2004). Positioning a 'mature' self in interactive practices.... *British Journal of Developmental Psychology, 22*, 471-492.
- Kvale, S. (1996). Interviewing as research. In S. Kvale, *InterViews: An introduction to qualitative research interviewing* (pp. 3-7). Thousand Oaks: Sage.
- Kvale, S. (1996). Methods of analysis. In S. Kvale, *InterViews: An introduction to qualitative research interviewing* (pp. 187-209). Thousand Oaks: Sage.
- Kvale, S. (1996). The interview situation. In S. Kvale, *InterViews: An introduction to qualitative research interviewing* (pp. 125-137). Thousand Oaks: Sage.
- Kvale, S. (1996). The 1,000 page question. In S. Kvale, *InterViews: An introduction to qualitative research interviewing* (pp. 176-186). Thousand Oaks: Sage.
- Kvale, S. (1996). The plurality of interpretations. In S. Kvale, *InterViews: An introduction to qualitative research interviewing* (pp. 210-228). Thousand Oaks: Sage.
- Kvale, S. (1996). The social construction of validity. In S. Kvale, *InterViews: An introduction to qualitative research interviewing* (pp. 229-252). Thousand Oaks: Sage.
- Lather, P. (2001). Postmodernism, post-structuralism, and post(critical) ethnography: of ruins, aporias, and angels. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland, & L. Lofland (Eds.), *Handbook of ethnography* (pp. 477-492). London: Sage.
- Lavie, M., & Willig, C. (2005). "I don't feel like melting butter": An interpretative phenomenological analysis of the experience of 'inorgasmia'. *Psychology of Health, 20*, 115-128.
- Maso, I. (2001). Phenomenology and ethnography. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland, & L. Lofland (Eds.), *Handbook of ethnography* (pp. 136-144). London: Sage.
- Murphy, E., & Dingwall, R. (2001). The ethics of ethnography. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland, & L. Lofland (Eds.), *Handbook of Ethnography* (pp. 339-351). London: Sage.
- Packer, M. (1985). Hermeneutic inquiry in the Study of Human Conduct. *American Psychologist, 40*, 1081-1093.
- Patton, M. (2002). Designing qualitative studies. In M. Patton, *Qualitative research & evaluation methods* (3rd Ed.) (pp. 209-257). Thousand Oaks: Sage.
- Patton, M. (2002). Enhancing the quality and credibility of qualitative analysis. In M. Patton, *Qualitative research & evaluation methods* (3rd Ed.) (pp. 541-588). Thousand Oaks: Sage.
- Patton, M. (2002). Qualitative analysis and interpretation. In M. Patton, *Qualitative research & evaluation methods* (3rd Ed.) (pp. 431-534). Thousand Oaks: Sage.
- Patton, M. (2002). The nature of qualitative inquiry. In M. Patton, *Qualitative research & evaluation methods* (3rd Ed.) (pp. 3-29). Thousand Oaks: Sage.
- Patton, M. (2002). Top ten pieces of advice to a graduate student... In M. Patton, *Qualitative research & evaluation methods* (3rd Ed.) (pp. 33-35). Thousand Oaks: Sage.
- Patton, M. (2002). Variety in qualitative inquiry. In M. Patton, *Qualitative research & evaluation methods* (3rd Ed.) (pp. 75-142). Thousand Oaks: Sage.
- Pollner, M., Emerson, R. (2001). Ethnomethodology and ethnography. In P. Atkinson, Coffey, A., Delamont, S., Lofland, J., & Lofland, L. (Eds.), *Handbook of ethnography*. London: Sage.
- Shaw, R. (2001). Why use interpretative phenomenological analysis in Health Psychology? *Health Psychology Update, 10*, 48-52.

Silverman, D. (1993). Validity and reliability. In D. Silverman, *Interpreting qualitative data: methods for analysing talk, text and interaction* (pp. 145-180). London: Sage.

Tannen, D., & Wallat, C. (1993). Framing in Discourse. In D. Tannen (Ed.), *Framing in Discourse* (pp. 57-76). New York: Oxford.

Wetherell, M., & Edley, N. (1999). Negotiating Hegemonic Masculinity: Imaginary Positions and Psycho-Discursive Practices. *Feminism & Psychology*, 9, 335-356.

Wilkinson, S. (1999). Focus Groups: A Feminist Method. *Psychology of Women Quarterly*, 23, 221-244.

Wilkinson, S. (2005). Analyzing interaction in focus groups. In P. Drew, G. Raymond, & D. Weinberg (Eds.), *Talking research*. London: Sage.

Olson -- *The Role of Voice in the (Re)Construction of a Battered Woman's Identity*

Rambo – *Impressions of Grandmother*

Hollander – *Am I Alright?*

Ellis -- *Grave Tending: With Mom at the Cemetery*

Ochs & Capps – *Living Narrative (Ch. 1) ['small stories']*

McAdams – *Continuity and Change in the Life story*

Korobov articles/chapters

Bamberg slut bashing piece

Moissinac piece