Class size: Maximum 16 students
Credits: 4
Meeting Time: Wed/Fri, 1:30-3:20
Location: South Campus Center Rm 308

Course Description:
This course will use a mix of theoretical and applied readings to gain an understanding of 3 qualitative methods: phenomenology, discourse analysis, and grounded theory. The course will be taught in modules, one for each method. Each will begin with a brief overview of the philosophy, epistemology, and academic discipline that informs the method, followed by critical readings of published articles that use the method.

Course Objectives: By the end of the course, students will:
1. Gain an understanding of:
   - the history and philosophy that inform each of the methods
   - the types of data/questions that are appropriate to each of the methods
   - what the method entails (i.e., how to apply the method in practice)
   - the different types of results and products that would come from using each of the methods
   - the intended audience who would read and appreciate the analysis done using each of the methods (this may include examining issues involving the translation of one language, discipline, context or country to another).
2. Develop critical reading skills, becoming attuned to how authors use language to re-present their data and achieve the purpose of their writing.
3. Apply all three methods to a research topic of interest to experiment with fit and approach for domestically and internationally-focused projects.

Target audience: Graduate students in bioethics, public health, global health, nursing, social work, medicine, anthropology and other social sciences who would like to design a research project using phenomenology, discourse analysis, or grounded theory.

Prerequisites: At least one course on qualitative research or permission by instructor. Add code required.

Course Policies:
Attendance: Because this class will use a seminar format to discuss the readings, attendance and participation is critical to the success of the class. One excused absence will be allowed (you must notify me in advance either by email, phone/voice mail, or in person); you will lose points for other absences.

Class participation: You will be required to submit at least 2 questions/comments on the assigned readings by 8:00 pm on the day before class. Questions/comments will be posted on the course discussion board and used in large and small group discussions in class. You may choose to continue these conversations on the discussion board, but that is optional. Your active participation in all discussion activities is encouraged.
Electronic submissions: All assignments must be submitted using the Canvas course webpage. All submissions must be received by the due date/time.

Late assignments: In the interest of fairness, any assignments received after the due date and time will receive 2 points off for each day late. If you have extenuating circumstances that will require re-negotiating deadlines, please give me as much warning as possible. You must have prior approval from me to avoid late penalties.

Quality of your writing: Since high quality writing is a requirement for successful qualitative research, I expect that you will have proof-read your papers for spelling and grammatical errors before turning them in. I will be paying attention to style as well as content. In general, you will lose points for sloppiness and gain points for eloquence. If you know you have trouble in these areas, please let me know so I can take that into consideration as I grade your papers. Your best strategy is to have someone else review and proof your papers. However, I realize that is a luxury few can systematically work in. For guidance, please refer to The Elements of Style, by William Strunk, Jr., (http://www.bartleby.com/141/) and Style: Ten Lessons in Clarity & Grace, by Joseph M. Williams. Both are excellent references for organizing and improving your writing.

There are many free and helpful resources available to you through the Odegaard Writing & Research Center (http://depts.washington.edu/owrc/) and I encourage you to use them. You are allowed up to 3 15-minutes sessions per week.

Policy on Academic Conduct
The Department of Bioethics and Humanities abides by UW Arts and Sciences, Graduate School, and School of Medicine policies governing academic conduct and follows all applicable state laws. Please see [link] for further details.

Disability access and other accommodations: Your experience in this class is important to me. If you have already established accommodations with the Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 (phone, [voice and/or TDD]), uwdrw@uw.edu (email) or disability.uw.edu (website). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and DRS. It is the policy and practice of the UW to create inclusive and accessible learning environments consistent with federal and state law.

Grading:
The distribution of grade points is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class discussions and course website postings</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>Short paper 1: Phenomenology</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>Short paper 2: Discourse analysis</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>Short paper 3: Grounded theory</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>400</td>
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</tbody>
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Grades are computed based on the University of Washington established scale. Please see [link] for a chart that compares letter grades against the 4.0 grade scale.
**Course Philosophy:**
I have designed this class to be highly interactive based on critical reading and discussion of all the assigned reading materials. My teaching philosophy is that students will get out of a class that which they invest in it. I envision this class to be something like a group consulting firm. Each of you brings different experience and expertise to this work. My hope is this class will be a supportive environment where you can learn to articulate your thoughts and explanations of these interpretive approaches, and develop your ‘voice’ so you can easily communicate your understanding to others, particularly colleagues who know little about these methods.

I perceive my role as (1) a resource for guiding us through this material, and (2) a facilitator for small and large group discussions. I will participate in these discussions and contribute my thoughts on the readings, but prefer students to take the lead. I believe that this material will be better understood through the practice of talking and writing about it. The group discussions are intended to be a safe place to learn and apply critical thinking to understanding theory and application of qualitative methods in practice. In addition, the assignments are intended to help you practice writing and presenting about methods. My goal is to help you learn how to choose the ‘best’ method for your study, by linking your chosen method to your research question(s), intended audience, purpose, and end-products.

**Feedback, suggestions, assessment and summative evaluations:**
Seminar members are encouraged to suggest alternative readings and topics for seminar discussion and otherwise recommend ways to maximize our study time together. I welcome continual feedback and assessment of seminar substance and process. In addition, I will ask for a written (anonymous) mid-course evaluation. A formal course evaluation will be collected online through the Educational Assessment Center during the last class session. Participation in these feedback and evaluation processes is voluntary.

**Course Requirements:**
- **There are 3 written assignments:** 3 short summaries of the methods (due at the end of each module). Students will use the same topic for all 3 writing assignments. Topics that are of personal interest to students, such as a research proposal, master's project or thesis topic, are strongly encouraged.
- **Formatting your papers:** All written assignments should be double spaced with 1” margins on all sides and use Arial/Helvetica 11-point font. Please put your name in the header and page numbers in the footer, beginning on the first page. Page limits are noted below.
- **Posting comments to the course discussion board:** Students will be expected to post comments, questions and observations on the readings and other students' posts by the end of day before class (i.e., 8:00 pm on Tuesday/Thursday for Wednesday/Friday's class). I will compile the postings and circulate before class to print and bring to class. Students get credit for posting although the content of the posts are not graded. The purpose of the posts is to share ideas about the readings ahead of time in order to make the best use of class time and group discussions. You will be allowed up to 2 “pass” days on posting, meaning that you may skip 1-2 posts and get credit for them. However, to reward consistent posting, students can earn 10 bonus points by posting before the deadline for every class requiring comment.
Written summaries of each of the 3 methods: Students will write 3 short papers that will be due the last class of the relevant module (see below for dates). For each paper, students will write a **4-7 page summary** of the strengths, limitations, and features of the method as they apply to the chosen research topic. Papers will be graded on writing style (organization and progression of ideas, clear and concise writing, correct spelling and grammar) and a thoughtful discussion of:

1. How does this method fit with your data and research question(s)?
2. What is the purpose of this analysis?
3. What different products would come from using this method?
4. Who is the intended audience (i.e., who would read and appreciate the analysis done in this way)?
5. How would you apply this method in practice (i.e., what types of questions would you ask, how would you collect the data, from whom, in what format)?

You may decide that this method is not a good fit with your research topic, in which case you may write this paper from the stance of why it isn’t a good fit. Either way, I’ll expect you to demonstrate sufficient understanding to accept or reject this method as it pertains to your project.

Use the following as your guide for organizing your papers:

1. **Background:** 1-3 paragraphs to set up the topic, the gap in knowledge/research (and thus rationale for why you need to do this study).

2. **Research question/purpose:** 1 paragraph summarizing the purpose of the research. This can be written either as a question to be answered or a statement with the question embedded in it.

3. **Methodology:** 1-3 paragraphs that introduce the fundamentals/background about your approach (phenomenology/discourse analysis/GT), positionality/epistemology (point of reference for how you view the world and plan to approach this project), and an explanation of why this approach is a good fit, given your purpose.

4. **Methods/Procedures:** 2-3 pages to make it transparent what you will actually DO
   a. **Data sources:** Where will your data come from (i.e., interviews, observations, focus group, extant texts)?
   b. **Data collection:** How will you gather it? If you will involve interactions with people, you should say something about recruitment here — how will you find these individuals and recruit them to your study (i.e., letters (from you or through an intermediary), flyers, hanging out in places where people congregate, etc.). You should also include a description of the kinds of questions you will ask, to give the reader a sense of what will come from the interviews/focus groups. You may include these in the body of the text, as a table, or an appendix. Specificity is very helpful here.
      If your data are from extant texts, how will you identify relevant ones (i.e., databases, search strategies, etc.)
      Similar to interviews, what questions will you ‘ask’ of the data?
   c. **Data analysis:** What will you do with the data once you have it? In this section, you should describe your process of deconstructing and reconstructing the text, within and across your texts. This usually entails some kind of coding process to “break the text apart” (so describe what you think that will look like) and re-synthesizing/organizing codes into final product (e.g., grounded theory, thematic description, etc.). You can also talk about other analytic techniques that you will use along the way to help you get to the final product, e.g., bracketing, reflexivity, memoing, etc.

5. **Audience/Product:** This is the ‘so what’ section: Give the reader an idea of what to expect from this analysis, a grounded theory or thematic description or policy analysis but specifically about your topic. This should circle back to your research question — i.e., pretend the study is done — what will you have? This will, of course, change by the time you
really do it, but the point is to sell the idea that you will produce something and here’s your current vision of what that will be. This is also the place to suggest the audience(s) for whom this product will be relevant (this forecasts, for example, which journal might publish it).

6. **Limitations**: You may include a final section articulating what this analysis WON’T do – this isn’t meant to be a critique of the method. Rather, it is an honest statement of the limitations of using this approach. Very often, after setting up what it’s not, people end these sections with a “however” statement that allows you to restate its strengths.

- You will be expected to bring a hard copy of your paper to class the day it is due for discussion in small groups with your classmates. **You will be allowed to make revisions following the class discussion but must turn in your final version to me for grading no later than 8:00 p.m. the day it is due.** I will provide written feedback on these papers.

**Required Texts:**

**Optional/Recommended Texts:**
**Phenomenology:**

**Discourse Analysis:**

**Grounded Theory:**
Week 1: Course Overview/Big themes in qualitative methods

Class 1 - January 6: Introductions, Course review, Student interest/expectations

Class 2 - January 8: Writing and metaphor, Subjectivity/Reflexivity, Position/Voice

Week 2: Phenomenology - History & Philosophy

Class 3 - January 13: Philosophical and theoretical ideas
- van Manen. (2014). Phenomenology of Practice: Chapters 4, 5 (skim for names/background), 8 & 9; Chapters 6-7 optional (again, skim for names).

Class 4 - January 15: Planning, Implementing and Analyzing a Phenomenological study
- van Manen M. (2014). Phenomenology of Practice: Chapters 10-13; Chapter 14 optional (skim for technique).
- Optional: Handouts from IIQM seminar on understanding phenomenology. See also www.phenomenologyonline.com

Week 3: Applications of phenomenology in the literature

Class 5 - January 20: Examples of studies in the literature

Class 6 - January 22: Examples of studies in the literature
Week 4: Applications of phenomenology to your work
Class 7 - January 27: Wrap-up discussion
  ➢ Roundtable discussion of outstanding issues and questions.

Class 8 - January 29: Discussion of draft papers
  ➢ Paper #1 due. In small groups, you will discuss your paper and how it relates to your research question/project. Papers due via Canvas Assignments page by 8:00 pm Saturday January 30th.

Week 5: Introduction to discourse analysis
Class 9 - February 3: Discourse analysis

Class 10 - February 5: Discourse analysis
- Gee JP. An Introduction to Discourse Analysis: Theory and method, Chapters 7-12 (skim chapter 9 on transcription practices).

Week 6: Applications of discourse analysis in the literature
Class 11 - February 10: Examples of studies in the literature

Class 12 - February 12: Examples of studies in the literature
- Sheach Leith VM. Consent and nothing but consent? The organ retention scandal. Soc Health Ill. 2007; 29(7):1023–42.

Week 7: Applications of discourse analysis to your work
Class 13 - February 17: Wrap-up discussion
- Roundtable discussion of outstanding issues and questions.

Class 14 - February 19: Discussion of draft papers
  ➢ Paper #2 due. In small groups, you will discuss your paper and how it relates to your research question/project. Papers due via Canvas assignments by 8:00 pm Saturday February 20th.
Week 8: Grounded theory - History & Philosophy

Class 15 - February 24: Grounded theory: Overview and concepts
- Birks M. & Mills J. Grounded Theory: A Practical Guide, Appendix 1; Chapters 1, 2, & 3.

Class 16 - February 26: Grounded theory: Coding, rigor and theory generation
- Charmaz, K. Constructing Grounded Theory, Chapters 3, 4, & 5.

Week 9: Applications of grounded theory in the literature

Class 17 - March 2: Examples of studies in the literature

Class 18 - March 4: Examples of studies in the literature

Week 10: Applications of grounded theory in your work

Class 19 - March 9: Wrap up discussion
  - Roundtable discussion of outstanding issues and questions.

Class 20 – Date to be determined course wrap up & evaluation

I will be out of town on 3/11. We will discuss what day/time in finals week works to meet for the last class. We will discuss paper #3 and complete online course evaluations.
  - Paper #3 due via Canvas assignments 8:00 pm Wednesday March 17th.