



Department of
Methodology

MY421
Qualitative Research Methods
2013-14

Dr. Flora Cornish (MT) and Dr. Jen Tarr (LT)
Department of Methodology
London School of Economics and Political Science

Course Information

Description

This course is intended for students with little or no prior knowledge of qualitative methods and will introduce key methods of data collection and analysis in qualitative research. It will cover aspects of qualitative research design including indicators of quality and research ethics. The course covers the classic sources of qualitative data: interviews, focus groups, participant observation and documents. It also introduces recent developments in the use of visual and online data. Three widely-used data analysis methods are covered: thematic analysis, content analysis and discourse analysis. Students will also learn several methods of data analysis, including thematic analysis, content analysis and discourse analysis.

The course is fundamentally a practical course, which aims to equip students to sensitively and critically design, carry out, report, read, and evaluate qualitative research projects. Lectures serve to introduce topics. Practical experience is structured by a workbook. The workbook provides the foundation for the seminars, formative and summative assignments, which culminate in a small-scale research project undertaken by the students.

Learning Objectives

- To provide a solid understanding of the core methods of qualitative data collection and analysis;
- To enable students to critically compare the strengths and weaknesses of the common methods of qualitative data collection and analysis;
- To provide, through seminar activities, hands-on experience with key methods of qualitative data collection and analysis;
- To develop professional skills for the conduct and documentation of research practices, through completion of a workbook, and writing up a research project

Teaching Staff

Dr. Flora Cornish (MT course convenor and lecturer, seminar leader)

Dr. Jen Tarr (LT course convenor and lecturer, seminar leader)

Dr. Aude Bicquelet (lecturer, seminar leader)

Dr. Alasdair Jones (LT lecturer, seminar leader)

Dr Stavroula Tsirogianni (seminar leader)

Professor Martin Bauer (seminar leader)

Dr. Elena Gonzalez-Polledo (seminar leader)

Teaching Arrangements

10 x 90 minute lectures

7 x 90 minute seminars

Lectures introduce students to the key conceptual and practical issues of qualitative methods in general, and a range of specific techniques in particular. They prepare students for their practical work, which is undertaken through the workbook and seminars. Lectures are interactive, and depend on students' active participation. You will be expected to read one article per week, and come to the lecture prepared to discuss it.

Research is a skill, calling for practical experience. The workbook provides the backbone for your practical work during the course, for the seminars, and for the summative assignment. Seminars involve a range of hands-on exercises, and almost all require some preparation. The series of seminars is designed to enable students to collect and analyse a meaningful body of data on an important contemporary theme. Please read the seminar activities carefully each week, and come to class prepared.

Lectures: MT: Wednesdays 15.00-16.30, CLM.3.02.

LT: Thursdays 14:00-15:30, CLM.2.02

Seminars:

You should register for a seminar group using LSE For You. Seminars will be held in weeks 2, 3, 4, 5 and 8, 9, 10. Due to the interactive nature of these seminars it is important that you attend the same seminar group each week.

The workbook

The practical part of this course is structured by a workbook, which is detailed at the end of this course guide. Each week, there is a practical task to undertake and to be documented. Seminars follow the workbook, which provides instructions on the preparation required for seminars, and outlines the seminar activities. It is important to keep your workbook up to date, so that you can participate fully in seminars. The workbook also provides the foundation for your formative and summative assignments.

Assessment

MY421 is assessed through practical work of collecting, analyzing and commenting on qualitative data. Completion of the workbook will provide you with all the materials you need as the basis for your summative assignment. The summative assignment is to write-up a small-scale project, based on a selection of the materials in the workbook. The formative assignment is to submit a portion of the workbook. The requirements for each assignment are fully detailed below.

Course theme: 'future cities'

Each year, we take a research theme of contemporary importance, to provide a coherent focus for seminars and students' research towards their project. The theme for 2013-14 is 'future cities'. As humanity increasingly lives in cities, what does the future hold for cities, and what future do citizens want for their cities? What makes cities functional, dysfunctional, pleasant, unpleasant, sustainable or unsustainable? How do Londoners imagine the desirable and undesirable future possibilities for their city? What might London tell us about the future of cities?

Students will select one of the research questions below, to focus their inquiries. In your seminar groups, you will work in small groups, each group addressing the same research question. This question will drive your project (constituting your summative assignment), and your related seminar work. Your empirical material will be about some aspect of London as a city.

Select one of the following research questions to focus your practical work:

- *Quality of urban life*: How do Londoners imagine the desirable and undesirable future possibilities for their neighbourhood?
- *Sustainability*: In what ways are Londoners concerned (or not) about the sustainability of their use of energy and resources?
- *Social cohesion & diversity*: How do Londoners engage with cultural and ethnic diversity in their city?
- *Public and private space*: What do Londoners value in city's public spaces?
- *Surveillance and technology*: How do Londoners weigh up the pros and cons of the increasing power of technology to record their behaviour?

You may focus or modify these research questions. You might want to focus on a specific group of 'Londoners' or a specific 'public' space, or specific 'sustainability'-related behaviour such as energy use or recycling, for instance.

Readings and Course Materials

Each lecture has an associated reading list. The readings are available in the LSE Library. You are expected to read one specific reading (which provides an example of a qualitative study, to be discussed in the lecture) each week. The link to the article will be clearly available on Moodle. You should aim to read at least one other relevant reading each week, to develop your understanding of the methods. Please see the FAQ section below for a more detailed explanation of the reading lists.

Textbooks:

There is no one set text for this course. The following are useful **general textbooks** which are consonant with the pragmatic approach taken in MY421.

- Seale, C., Gobo, G., Gubrium, J.F. & Silverman, D. (2004). *Qualitative research practice*. London: Sage. [Available through the LSE library as an e-book]
- Flick, U. (2009) *An Introduction to Qualitative Research*, London: Sage

Edited handbook: The following text, edited by Department of Methodology staff, is a compilation of chapters on key and novel methods, with helpful, pragmatic discussions of the purposes and quality of qualitative research.

- Bauer MW & G Gaskell (2000) *Qualitative Researching with Text, Image and Sound*, London: Sage,

For some more specific and in-depth discussions, the following **reader** contains extracts from many original key texts on various methods (quantitative and qualitative) and can help you to find key authors and debates.

- Seale, Clive (2004) *Social Research Methods: A Reader*, London: Routledge

Background readings on the theme of ‘future cities’

The following are some readings which provide examples of qualitative research on cities, following the themes of the research questions outlined above. They are intended to provide examples of what kind of research you might undertake, and a potential starting point for the brief literature review you will carry out as part of the introduction to your summative assignment.

Researching possible futures

Blass, E. (2003) *Researching the Future: Method or Madness? Futures*, 35(10): 1041-1054.

[http://www.ashridge.org.uk/Website/IC.nsf/wFARATT/Researching%20the%20Future:%20Method%20or%20Madness/\\$file/ResearchingThe%20Future.pdf](http://www.ashridge.org.uk/Website/IC.nsf/wFARATT/Researching%20the%20Future:%20Method%20or%20Madness/$file/ResearchingThe%20Future.pdf)

Curtis S, Cave B, Coutts A.(2002) Is urban regeneration good for health? Perceptions and theories of the health impacts of urban change. *Environment and Planning C: Government and Policy* 20(4) 517 – 534

Pooley, C., Horton, D., Scheldeman, G., Mullen, C., Jones, T., Tight, M., Jopson, A. and Chisholm, A. (2013) Policies for promoting walking and cycling in England: a view from the street. *Transport Policy*, 27: 66-72.

Urban neighbourhoods

Anderson, E. 1992 *Streetwise: Race, Class and Change in an Urban Community*. University of Chicago Press, Chicago. [Esp. Chapter 8].

Kearns, R. 1991. ‘The place of health in the health of place: The case of the Hokianga special medical area,’ *Social Science & Medicine* 33(4): 519–530.

Morrow, V.M. 2000 “‘Dirty looks’ and “trampy places” in young people’s accounts of community and neighbourhood: implications for health inequalities,’ in *Critical Public Health* 10(2): 141-152

Sustainability

Horne, R., Maller, C. and Lane, R. 'Remaking Home: The Reuse of Goods and Materials in Australian Households,' in Lane, R. and Gorman-Murray, A. [eds] 2011 *Material Geographies of Household Sustainability*. Ashgate, Farnham. Pp.89-111, Chap. 6.

Steinbach, R., Green, J., Datta, J. and Edwards, P. 2011 'Cycling and the city: A case study of how gendered, ethnic and class identities can shape healthy transport choices,' *Social Science & Medicine* 72: 1123-1130.

Social cohesion

Ortega-Alcázar, I. and Dyck, I. 2012 'Migrant narratives of health and well-being: Challenging 'othering' processes through photo-elicitation interviews,' in *Critical Social Policy* 32(1): 106-125.

Datta, A. 2012 "'Mongrel City": Cosmopolitan Neighbourliness in a Delhi Squatter Settlement,' in *Antipode* 44(3): 745-763

Wilson, H.F. 2011 'Passing propinquities in the multicultural city: the everyday encounters of bus passengering,' in *Environment and Planning A* 43(3): 634 - 649.

Public & private space

Dixon, J., Levine, M. & McAuley, R. (2006). Locating Impropriety: Street Drinking, Moral Order, and the Ideological Dilemma of Public Space. *Political Psychology*, 27(2), 187-206.

McInroy, N. 2000 'Urban Regeneration and Public Space: The Story of an Urban Park,' *Space and Polity* 4(1): 23-40.

Spinney, J. 2010 Performing resistance? Re-reading practices of urban cycling on London's South Bank, *Environment and Planning A*, 42(12): 2914 - 2937.

Security & surveillance

Caldeira, T. 2001 *City of Walls: Crime, Segregation, and Citizenship in São Paulo*. University of California Press, Berkeley. [Esp. Chapter 7].

Klauser, F. (2009). Interacting forms of expertise in security governance: the example of CCTV surveillance at Geneva International Airport. *British Journal of Sociology*, 60(2), 279-297.

Short, E. & Ditton, J. (1998). Seen and now heard: Talking to the targets of Open Street CCTV. *British Journal of Criminology*, 38(3): 404-428.

Moodle

The course uses Moodle for distributing course material, online quizzes, and the submission of the formative and summative assignments. All lectures will be recorded and put up on Moodle after the lecture. Lecture slides will also be made available. NB: Rarely, there are difficulties with the recording equipment which means that part of a given lecture may not be fully recorded. You should therefore not rely on this as a substitute for being there.

Lecture & seminar schedule

Week	Lecture topic	Lecturer (MT)	Lecturer (LT)	Seminar topic
1	Introduction & Quality Indicators	Dr Flora Cornish /Dr Jen Tarr	Dr Jen Tarr / Dr Flora Cornish	
2	Interviews	Dr Flora Cornish	Dr Alasdair Jones	Quality indicators
3	Focus groups	Dr Flora Cornish	Dr Flora Cornish	Topic guides
4	Participant Observation	Dr Flora Cornish	Dr Alasdair Jones	Participant observation
5	Documents & Ethics	Dr Jen Tarr	Dr Alasdair Jones	Ethics
6	New Media: Visual and Digital Data	Dr Jen Tarr	Dr Jen Tarr	Seminar break: Upload formative coursework
7	Thematic Analysis	Dr Aude Biquelet	Dr Aude Biquelet	
8	Content Analysis	Dr Aude Biquelet	Dr Aude Biquelet	Thematic Analysis
9	Discourse Analysis	Dr Jen Tarr	Dr Jen Tarr	Content Analysis
10	Contemporary debates	Dr Jen Tarr / Dr Flora Cornish	Dr Flora Cornish / Dr Jen Tarr	Discourse Analysis

Lecture outlines

Lecture 1: Introduction & Quality Indicators in Qualitative Research

This lecture will introduce the course and its structure and will then explore one of the key issues in qualitative research, namely how to make judgements about its quality. While quantitative research has traditionally prioritized issues of *validity* and *reliability*, there has been significant debate within qualitative research as to whether these concepts are relevant or appropriate. The emphasis of the lecture will be on giving students the practical skills to evaluate what constitutes good quality qualitative research.

Introductory readings

Seale, C., Gobo, G., Gubrium, J.F. & Silverman, D. (2004). *Qualitative research practice*. London: Sage, Chapter 24 (Quality in Qualitative Research).

Bauer MW & G Gaskell (2000) *Qualitative Researching with Text, Image and Sound*, London: Sage, Chapter 1.

Flick, U. (2009) *An Introduction to Qualitative Research*, London: Sage. Chapter 11 'Sampling.'

Key texts

Altheide D L and J M Johnson (1994) 'Criteria for assessing interpretive validity in qualitative research', in N K Denzin and Y S Lincoln (eds) *Handbook of Qualitative Research*, London: Sage, 485-499

Brinkman, S. (2012). *Qualitative Inquiry in Everyday Life: Working with everyday life materials*. London: Sage. (especially Chapter 2: The epistemology of working with everyday life materials, and Chapter 9: Conclusions: On quality)

Kirk, J. and Miller, M. (1986) *Reliability and Validity in Qualitative Research*, London: Sage.

Seale, C. (1999) *The Quality of Qualitative Research*, London: Sage.

Contemporary debates

Barbour R (2001) 'Checklist for improving the rigour in qualitative research: a case of the tail wagging the dog?' *British Medical Journal*, 5 May 2001, 1115-1117.

Blaikie, N.W.H. (1991) 'A critique of the use of triangulation in social research', *Quantity and Quality* 25, 115-36.

Lincoln, Y. and Denzin, N. 'The seventh moment: Out of the past' in N K Denzin and Y S Lincoln (eds) *Handbook of Qualitative Research*, 2nd edition, London: Sage, p1047.

Koro-Ljungberg, M. (2010) 'Validity, responsibility and aporia', *Qualitative Inquiry*, 16(8): 603-10.

Tracy, S. (2010) 'Qualitative Quality: Eight 'Big Tent' criteria for excellent qualitative research' *Qualitative Inquiry*, 16(10): 837-51.

Examples:

Collins, F.L. (2012) 'Researching mobility and emplacement: examining transience and transnationality in international students' lives', *Area*, 44(3): 296-304.

DeHanas, D.N. and Pieri, Z.P., (2011): Olympic proportions: The expanding scalar politics of the 'Olympic mega mosque' controversy', *Sociology* 45(5): 798-814.

Lecture 2: Qualitative Interviews

Interviewing skills are a foundation for much qualitative research. Although interviews build on the researcher's everyday social skills, they constitute a peculiar kind of interaction requiring careful preparation and conceptualization. This lecture will introduce different types of qualitative interview, discuss the construction of a topic guide, and cover key conceptual and practical concerns in interview studies. We will consider the interpersonal dimensions of the interviewer-interviewee relationship and their significance for the design and interpretation of interview studies, and will critically debate the kinds of claims that can legitimately be made from interview data.

Essential Reading

Lewis, P, Newburn, T, Taylor, M, McGillivray, C, Greenhill, A, Frayman, H and Proctor, R (2011) Reading the riots: investigating England's summer of disorder. The London School of Economics and Political Science and The Guardian, London, UK.

[http://eprints.lse.ac.uk/46297/1/Reading%20the%20riots\(published\).pdf](http://eprints.lse.ac.uk/46297/1/Reading%20the%20riots(published).pdf)

Introductory readings

Gaskell, G. (2000) 'Individual and Group Interviewing' in M. Bauer and G. Gaskell (eds), *Qualitative Researching: Text, Image and Sound*, London: Sage, pp 38-56.

Kvale, S., & Brinkmann, S. (2008). *InterViews: Learning the Craft of Qualitative Research Interviewing*. SAGE Publications.

Hopf, C. (2004). 'Qualitative Interviews: An Overview'. In U. Flick, E. von Kardoff, & I. Steinke (Eds.), *A Companion to Qualitative Research* (pp. 203-208). London: Sage.

Wengraf, T. (2001) *Qualitative Research Interviewing: Semi-Structured, Biographical and Narrative Methods*, London: Sage, pp 72-110.

Key texts

Becker, H. and Geer, B. (2004) 'Participant Observation and Interviewing: A Comparison' (and a subsequent exchange with Martin Trow) in Seale, C. (ed) *Social Research Methods: A Reader*, London: Routledge.

Dexter, L.A. (1970) *Elite and Specialised Interviewing*, Evanston, IL: Northwestern University Press.

Finch, J. (1992) 'It's Great to Have Someone to Talk To: Ethics and Politics of Interviewing Women' in Hammersley, M. (ed) *Social Research: Philosophy, Politics and Practice*, London: Sage.

Foddy, W. (1993) *Constructing Questions for Interviews and Questionnaires: Theory and Practice in Social Research*, Cambridge: Cambridge University Press.

Gubrium, J.F. and Holstein, J.A. (2002) *Handbook of Interviewing Research: Context and Method*, Thousand Oaks and London: Sage.

Hermans, H. (2004). 'Interviewing as an Activity'. In U. Flick, E. von Kardoff, & I. Steinke (Eds.), *A Companion to Qualitative Research*, London: Sage (pp. 209-213).

Holstein, J.A. and Gubrium, J.F. 'The Active Interview' in D. Silverman (ed), *Qualitative Research: Theory, Method and Practice*, 2nd edition, London: Sage, pp 140-161.

James, N. and Busher, H. (2009) *Online Interviewing*, London: Sage.

Kvale, S. (2007) *Doing Interviews*, London: Sage.

Oakley, A. (2005) 'Interviewing women: A contradiction in terms?' in Oakley, A. (ed) *The Ann Oakley Reader: Gender, Women and Social Science*, Bristol: Policy Press.

Wengraf, T. (2001) *Qualitative Research Interviewing: Semi-Structured, Biographical and Narrative Methods*, London: Sage.

Contemporary debates

Anderson, J. Adey, P., Bevan, P. (2010) 'Positioning Place: Polylogic Approaches to Research Methodology', *Qualitative Research*, 10(5): 589-604.

De Kok, B., & Widdicombe, S. (2010). Interpersonal Issues in Expressing Lay Knowledge. *Journal of Health Psychology*, 15(8), 1190–1200.

Hammersley, M. (2010) 'Reproducing or constructing?: Some questions about transcription in social research,' *Qualitative Research* 10(5): 553-569.

Harper, D. (2002) 'Talking about pictures: A case for photo elicitation', *Visual Studies*, 17(1): 13-26. <http://www.nyu.edu/classes/bkg/methods/harper.pdf>

Hoong Sin, C. (2007) Ethnic-matching in qualitative research: reversing the gaze on 'white others' and 'white' as 'other' *Qualitative Research* 7(4): 477-499

Michael, M. (2004). On Making Data Social: Heterogeneity in Sociological Practice. *Qualitative Research*, 4(1), 5–23. doi:10.1177/1468794104041105

Potter, J. and Mulkay, M. (1985) 'Scientists' interview talk: interviews as a technique for revealing participants' interpretative practices' in Brenner, M., Brown, J., Canter, D. (eds) *The Research Interview: Uses and Approaches*, London: Academic Press.

Schostak, J.F. (2006) *Interviewing and Representation in Qualitative Research*, Maidenhead: Open University Press.

Elite interviews

For those doing elite interviews, any of the Symposium, 'Interview Methods in the Social Sciences', (2002) *PS: Political Science and Politics*, 35(4): 663-88) but particularly:

Goldstein, K. 'Getting in the Door: Sampling and Completing Elite Interviews', pp 669-72

Aberbach, J. and Rochman, B. 'Conducting and Coding Elite Interviews', pp673-6

Examples

Alexander, C. 2011 'Making Bengali Brick Lane: claiming and contesting space in East London,' *British Journal of Sociology* 62(2): 201-220.

Busanich, R., McGannon, K. and Schinke, R.J. (2012) Expanding understandings of the body, food and exercise relationship in distance runners: A narrative approach, *Psychology of Sport and Exercise* 13: 582-590.

Kennelly, J. and Watt, P. (2011) 'Sanitising public spaces: The spatial experiences of marginalized youth in 2010 Vancouver and 2012 London', *Sociology* 45(5): 765-781.

Steinbach, R., Green, J., Datta, J. and Edwards, P. 2011 'Cycling and the city: A case study of how gendered, ethnic and class identities can shape healthy transport choices,' *Social Science & Medicine* 72: 1123-1130.

Lecture 3: Focus Groups

Focus groups are a form of group interview particularly suited to exploring socially shared knowledge and group processes of discussion and debate. They are a popular means of getting a quick snapshot of "the public's point of view", but this lecture will suggest that their special methodological strength is in providing an opportunity for observing collective argumentation and debate. The lecture will consider the situations in which one might choose to use focus groups, issues to consider in designing a focus group study, and how to manage group dynamics so as to produce useful data.

Essential reading

Crossley, M. L. (2002). Could you please pass one of those health leaflets along?: exploring health, morality and resistance through focus groups. *Social Science & Medicine*, 55(8), 1471–1483.

Introductory readings

Krueger, R. A., & Casey, M.A. (2000). *Focus Groups. A Practical Guide for Applied Research*. Thousand Oaks: Sage.

Morgan, D.L. (1997). *Focus Groups As Qualitative Research* (2nd edition). Thousand Oaks: Sage.

Key readings

Belzile, J.A. & Oburg, G. (2012). Where to begin? Grappling with how to use participant interaction in focus group design. *Qualitative Research*, 12(4), 459-472.

Fern, E. F. (1982). The use of focus groups for idea generation: the effects of group size, acquaintanceship, and moderator on response quantity and quality. *Journal of Marketing Research*, 19, 1–13.

Fern, E. F. (2001) *Advanced Focus Group Research*. Thousand Oaks, CA: Sage.

Kitzinger, J. (1994) The methodology of focus groups: The importance of interaction between research participants, *Sociology of Health and Illness*, 16(1): 104-121.

Lunt, P., & Livingstone, S. (1996). Rethinking the focus group in media and communications research. *Journal of Communication*, 46(2), 79–98.

Marková, I., Linell, P., & Grossen, M. (2007). *Dialogue in focus groups: Exploring socially shared knowledge*. London: Equinox Publishing Ltd.

Morgan, D.L. & Krueger, R.A. (1998). *The Focus Group Kit*. Thousand Oaks: Sage. (6 volumes)

Morgan, D.L. (1993) *Successful Focus Groups: Advancing the State of the Art*. Newbury Park, CA: Sage.

Wilkinson, S. (2006). Analysing interaction in focus groups. In Drew, P., Raymond, G., & Weinberg, D. (Eds.), *Talk and interaction in social research methods* (pp. 72–93). London: Sage Publications.

Contemporary debates

Agar, M., & MacDonald, J. (1995). Focus groups and ethnography. *Human Organization*, 54(1), 78–86.

Bezile, J.A. and Oberg, G. (2012) Where to begin?: Grappling with how to use participant interaction in focus group design, *Qualitative Research* 12(4): 459-472.

Dolan, P., Cookson, R., & Ferguson, B. (1999). Effect of discussion and deliberation on the public's views of priority setting in health care: focus group study. *BMJ*, 318(7188), 916-919.

Johnson, A. (1996). "It's good to talk": The focus group and the sociological imagination. *The Sociological Review*, 44(3), 517-538.

Examples

Marková, I., Linell, P., & Grossen, M. (2007). *Dialogue in focus groups: Exploring socially shared knowledge*. London: Equinox Publishing Ltd.

Evans, M., Stoddart, H., Condon, L., Freeman, E., Grizzell, M., & Mullen, R. (2001). Parents' perspectives on the MMR immunisation: a focus group study. *The British Journal of General Practice*, 51(472), 904.

Schulze, B., & Angermeyer, M. C. (2003). Subjective experiences of stigma. A focus group study of schizophrenic patients, their relatives and mental health professionals. *Social Science & Medicine*, 56(2), 299–312.

Stoll-Kleemann, S., O'Riordan, T., & Jaeger, C. C. (2001). The psychology of denial concerning climate mitigation measures: evidence from Swiss focus groups. *Global Environmental Change*, 11(2), 107–117.

Tiggemann, M., Gardiner, M., & Slater, A. (2000). "I would rather be size 10 than have straight A's": A focus group study of adolescent girls' wish to be thinner. *Journal of Adolescence*, 23(6), 645–659.

Lecture 4: Participant Observation

Participant observation is a method for the researcher to understand how a particular community or social setting 'works' – by both participating in the setting, and by observing how others participate in the setting. It is especially suited to uncovering the informal, often unarticulated social rules and patterns of our collective lives. Data are typically captured in fieldnotes. This

lecture will introduce key debates regarding the role of the participant observer and introduce strategies for making observations and writing fieldnotes.

Essential reading

Graeber, D. (2007). Introduction: You begin with rage, you move on to silly fantasies. In D. Graeber. *Direct action: An ethnography*. Edinburgh: AK Press. pp. 1-16.

Introductory readings

Hammersley, M. and Atkinson, P. (1994) *Ethnography: Principles in Practice*, 2nd ed. London: Routledge.

Jorgensen, D. L. (1989). *Participant observation: a methodology for human studies*. Sage.

Key texts

Clifford, J. and Marcus, G.E. (1986) *Writing Culture: The Poetics and Politics of Ethnography*, Berkeley: University of California Press, *particularly the Introduction*

Emerson, R.M, Fretz, R.I. and Shaw, L.I. (1995) *Writing Ethnographic Fieldnotes*, Chicago: University of Chicago Press.

Geertz, C. (2003) *The Interpretation of Cultures*, New York: Basic Books. (Chapter 1 on thick description)

Hammersley, M. (1992) *What's Wrong With Ethnography: Methodological Explorations*, London: Routledge.

Hine, C. (2000) *Virtual Ethnography*, London: Sage.

Marcus, G. (1998) *Ethnography Through Thick and Thin*, Princeton: Princeton University Press.

Pink, S. (2007) *Doing Visual Ethnography*, 2nd edition, London: Sage.

Rosaldo, R. (1993) *Culture and Truth: The Remaking of Social Analysis*, London: Routledge.

Schatz, (2009). *Political Ethnography: What Immersion Contributes to the Study of Politics*. Chicago: University of Chicago Press.

Stacey, J. (1988) 'Can There Be a Feminist Ethnography?' *Women's Studies International Forum*, 11(1): 21-27.

Willis, P. (2000) *The Ethnographic Imagination*, Cambridge: Polity Press.

Ybema, S., Yanow, D., Wels, H., & Kamsteeg, F.H. (2009). *Organizational Ethnography: Studying the Complexity of Everyday Life*. London: Sage.

Contemporary Debates

Hastrup, K. (1995) *A Passage to Anthropology: Between Experience and Theory*, London and New York: Routledge.

James, A. and Hockey, J.H. (1997) *After Writing Culture: Epistemology and Praxis in Contemporary Anthropology*, New York: Routledge.

Newton, E. (1993) 'My best informant's dress: The erotic equation in fieldwork', *Cultural Anthropology* 8(1): 3-23.

Vrasti, W. (2008) 'The strange case of ethnography and International Relations', *Millennium: Journal of International Studies*, 37 (2): 279-301.

Williams, M. (2007). 'Avatar watching: participant observation in graphical online environments', *Qualitative Research*, 7(1), 5-24.

Examples

Foster, J. (1995). Informal social control and community crime prevention. *British Journal of Criminology*, 35(4), 563-583.

Goffman, E. (1961). *Asylums : Essays on the Social Situation of Mental Patients and Other Inmates* New York: Doubleday. (especially chapter: The Underlife of a Public Institution: A Study of Ways of Making Out in a Mental Hospital)

Howe, P. D. (2008). The tail is wagging the dog: Body culture, classification and the Paralympic movement. *Ethnography* 9(4): 499-517.

Moore, F. (2006). Strategy, power and negotiation: social control and expatriate managers in a German multinational corporation. *The International Journal of Human Resource Management*, 17:3): 399-413.

O'Riain, S. 2000. 'Net-working for a living: Irish software developers in the global marketplace,' in Burawoy et al. 2000 *Global Ethnography: Forces, Connections, and Imaginations in a Postmodern World*. University of California Press, Berkeley. Pp. 175-202, Chap. 6.
<http://burawoy.berkeley.edu/Books/GE/Oriain.pdf>

Wacquant, L. (1998). A Fleshpeddler at Work: Power, Pain, and Profit in the Prizefighting Economy, *Theory and Society*, 27(1), 1-42.

Lecture 5: Documents & Ethics

The first part of this session will introduce ethical issues in qualitative research. We will then move on to discussing documents as a primary source of qualitative data. Documents provide contemporary and historical perspectives on what is or has been written about a topic. They are critical to any historical work but are also central to research in fields such as law and politics. We will look at how to select and collect documents for qualitative research, and what kinds of research questions they can be used to answer. We will also introduce some key resources and examine the limitations of documentary and archival work.

Essential reading

Leiby, M. (2009) Digging in the Archives: The promise and perils of primary documents', *Politics & Society* 37(1): 75-99.

Ethics

Dixon-Swift, V, James, E.L, Liamputtong, P (2008) (eds). *Undertaking Sensitive Research in the Health and Social Sciences*, Cambridge: Cambridge University Press.

Farrimond, H. (2013). *Doing Ethical Research*. Basingstoke: Palgrave Macmillan.

Hammersley, M and Traianou, A. (2012) *Ethics in Qualitative Research: Controversies and Contexts*, London: Sage. For a quick summary see Jen Tarr's review here:

<http://blogs.lse.ac.uk/lsereviewofbooks/2013/01/28/book-review-ethics-in-qualitative-research-controversies-and-contexts/>

Mauthner, M., Birch, M., Jessop, J., Miller, T. (2002) *Ethics in Qualitative Research*, London: Sage.

Lee-Treweek, G. & Lingokle, S. (2000) *Danger in the Field: Risk and Ethics in Social Research*. London: Routledge

Liamputtong, P. (2006) *Researching the Vulnerable: A Guide to Sensitive Research Methods*, London: Sage.

Documents

Introductory readings

Flick, U. (2009) *An Introduction to Qualitative Research*, London, Sage, Chapter 19.

Prior, L. (2004) 'Documents' in Seale, C Gobo G, Gubrium JF and Silverman D (eds) *Qualitative Research Practice*, London: Sage pp 345-360.

Key texts

Atkinson, P. and Coffey, A. (2004) 'Analysing documentary realities', in D. Silverman (ed.), *Qualitative Research: Theory, Method and Practice*, 2nd edition, London: Sage, pp 56-75.

Hill, M. R. (1993) *Archival Strategies and Techniques*, Newbury Park, CA: Sage.

Hodder, I. (2000) 'The Interpretation of Documents and Material Culture' in N. Denzin and Y.S. Lincoln, (eds) *Handbook of Qualitative Research*, 2nd ed, London: Sage, pp. 703-716.

Iacovetta, F., and Mitchinson, W. (1998) *On the Case: Explorations in Social History*, Toronto: University of Toronto Press.

McLeod, J. and Thomson, R. (2009) *Researching Social Change: Qualitative Approaches*, London: Sage.

Prior, L. (2003) *Using Documents in Social Research*, London: Sage.

Saldana, J. (2003) *Longitudinal Qualitative Research: Analysing Change through Time*, Alta Mira Press, New York.

Scott, J. (1990) *A Matter of Record: Documentary Sources in Social Research*, Cambridge: Polity Press.

Scott, J. (2006) *Documentary Research*. London: Sage. (Four volumes; comprehensive).

Contemporary debates

Spivak, G. C. (1985) 'The Rani of Sirmur: An Essay in Reading the Archives', *History and Theory*, 24 (3): 247-272.

Thomson, R. and Holland, J. (2003) 'Hindsight, Foresight and Insight: The challenges of Longitudinal Qualitative Research', *International Journal of Social Research Methodology*, 6(3): 233-244.

Trouillot, M.R. (1995) *Silencing the Past: Power and the Production of History*, Boston: Beacon Press.

Examples

Hubble, N. (2005) *Mass Observation and Everyday Life: Culture, History and Theory*, Basingstoke: Palgrave Macmillan.

Savage, M. (2007) 'Changing social class identities in Post-War Britain: Perspectives from Mass-Observation' *Sociological Research Online*, 12(3): <http://www.socresonline.org.uk/12/3/6.html>

Sheridan, D. (1993) Writing to the Archive: Mass Observation as Autobiography, *Sociology*, 27(1): 27-40.

Lecture 6: New Media: Visual and Digital Data

Two key developments have recently been changing the face of qualitative research: first, greater access to and distribution of images through digital cameras mobile phones, and second, the rise of the Internet, particularly through blogs, social media such as Twitter and Facebook, and online forums. We will discuss how to apply more traditional qualitative methods to these settings and what challenges and opportunities are offered by new media.

Essential Reading

Radley, A. (2010) What people do with pictures, *Visual Studies*, 25(3): 268-79.

Harlow, S. (2012) 'Social media and social movements: Facebook and an online Guatemalan justice movement that moved offline', *New Media & Society*, 14(2): 225-243.

Introductory readings

Flick, U. (2009) *An Introduction to Qualitative Research*, London, Sage, Chapters 18 and 20.

Hine, C. (ed) (2005) *Virtual Methods: Issues in Social Research on the Internet*, London: Berg.

Mitchell, C. (2011) *Doing Visual Research*, London: Sage.

Digital Methods

Key texts

Fielding, N., Lee, R.M, and Blank, G. (2008) *The Sage Handbook of Online Research Methods*, London: Sage.

Golub, A. (2010) 'Being in the World (of Warcraft): Raiding, Realism and Knowledge Production in a Massively Multiplayer Online Game', *Anthropological Quarterly* 83(1): 17-45. Hine, C. (2000) *Virtual Ethnography*, London: Sage.

Kozinets, R. V. (2010) *Netnography: Doing Ethnographic Research Online*, London and Thousand Oaks: Sage.

Malaby, T. (2009) *Making Virtual Worlds: Linden Labs and Second Life*, New York: Cornell University Press.

Miller, D. (2011) *Tales from Facebook*, Cambridge: Polity Press.

Pink. S. (2007) *Doing Visual Ethnography*, London: Sage.

Turkle, S. (1996) *Life on the Screen: Identity in the Age of the Internet*, London: Weidensfield and Nicolson.

Turkle, S. (2011) *Alone Together: Why We Expect More from Technology and Less from Each Other*, New York: Basic Books

Contemporary debates

Hookaway, N. (2008) 'Entering the blogosphere: some strategies for using blogs in social research', *Qualitative Research* 8(1): 91-113.

Markham, A. and Baym, N.K. (2009) *Internet Inquiry: Conversations about Method*, London: Sage.

Murthy, D. (2011) 'Twitter: Microphone for the Masses?' *Media, Culture & Society*, 3(5) 779-789.

Visual Methods

Key texts

Banks, M. (2001) *Visual Methods in Social Research*, London: Sage.

Barthes, R. (2000) *Camera Lucida: Reflections on Photography*, London: Vintage.

Berger, J. (1972) *Ways of Seeing*, London: Penguin.

Berger, J. (1980) *About Looking*, London: Writers and Readers.

Collier, J. and Collier, M. (1986) *Visual Anthropology: Photography as a Research Method*, Albuquerque: University of New Mexico Press.

Heath, C., Hindmarsh, J., and Luff, P. (2010) *Video in Qualitative Research: Analysing Social Interaction in Everyday Life*, London: Sage.

Papademas, D. (2009) 'IVSA Code of Research Ethics and Guidelines', *Visual Studies* 24(3): 250-257.

Pink, S. (2007) *Doing Visual Ethnography*, 2nd edition, London: Sage.

Prosser, J. (1998) *Image-Based Research: A Sourcebook for Qualitative Researchers*, London: Falmer Press.

Rose, G. (2006) *Visual Methodologies*, 2nd ed, London: Sage. Sontag, S. (1979) *On Photography*, London: Penguin.

Van Leeuwen, T. and Jewitt, C. (eds) (2001) *Handbook of Visual Analysis*, London: Sage.

Contemporary debates

Bagnoli, A. (2009) 'Beyond the Standard Interview: The Use of Graphic Elicitation and Arts-Based Methods', *Qualitative Research*, 9(5): 547-70.

Harper, D. (2002) Talking About Pictures: A Case for Photo Elicitation, *Visual Studies*, 17(1): 13-26.
<http://www.nyu.edu/classes/bkg/methods/harper.pdf>

Moreno-Figueroa, M.G. (2008) 'Looking Emotionally: Racism, Photography and Intimacy in Research', *History of the Human Sciences* 21(4): 66-83.

Pink, S (2009) *Sensory Ethnography*, London: Sage.

Examples

Rendon, M.J. and Nicolas, G. (2012) Deconstructing the Portrayals of Haitian Women in the Media: A Thematic Analysis of the Images in the Associated Press Photo Archive, *Psychology of Women Quarterly*, 36(2): 227-239.

Boneito-Montegut, R. (2010) Ethnography goes online: Toward a user-centred methodology to research interpersonal communication on the Internet, *Qualitative Research*, 11(6): 716-735.

Joanou, J.P. (2009) 'The bad and the ugly: Ethical concerns in participatory photographic methods with children living and working on the streets in Lima, Peru', *Visual Studies* 24(3): 214-223.

Ben-Harush, O., Carroll, J-A, Marsh, B. (2013) 'Using mobile social media and GIS in health and place research', *Continuum: Journal of Media & Cultural Studies* 26(5): 715-730.

Lecture 7: Thematic Analysis

Thematic Analysis (TA) is a research method for the subjective interpretation of the content of text through the systematic process of coding and identifying themes or patterns. TA goes 'beyond merely counting words' to examining language for the purpose of classifying large amounts of text into a large number of categories that represent similar meanings. This lecture will introduce the

epistemological foundations underpinning this method; it will also discuss sampling strategies (or corpus construction) and codebook design. The second part of the lecture will present various models of Thematic Analysis (i.e.; inductive; deductive; hybrid and network models) and their application to social science research. Finally, the lecture will consider various strategies to improve the robustness of the results yielded by TA.

Essential reading

Attride-Stirling, J. (2001) 'Thematic Networks: an Analytic Tool for Qualitative Research', *Qualitative Research* 1(3): 385-405.

Introductory readings

Flick, U. (2009) 'Thematic Coding' in *An Introduction to Qualitative Research*, 4th edition, London: Sage.

Ryan, G.W. and Bernard, H.R. (2000) 'Data management and analysis methods' in Denzin & Lincoln, eds, *Handbook of Qualitative Research*, 2nd ed, London: Sage.

Key texts

Boyatzis, RE (1998) *Transforming Qualitative Information*, Thousand Oaks, CA: Sage (Chapter 5 and 6)

Braun, V, Clarke, V (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology* 3: 77- 101.

Fereday, J. and Cochrane, E.M. (2006) 'Demonstrating Rigor Using Thematic Analysis: A hybrid approach of inductive and deductive coding and theme development,' *International Journal of Qualitative Methods*, 5(1): 80-92

Saldaña, J. (2009). *The Coding Manual for Qualitative Researchers*. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA

Miles, M.B., Huberman, A.M. (1994) *Qualitative Data Analysis: An expanded sourcebook* (2nd edn.) London & Thousand Oaks, CA: Sage.

Contemporary Debates

Thomas, J. and Harden, A. (nd) 'Methods for the thematic synthesis of qualitative research in systematic reviews' *Methods for Research Synthesis Node, Evidence for Policy and Practice Information and Co-ordinating (EPPI-)Centre, Social Science Research Unit, 18 Woburn Square, London WC1H 0NS* <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=188>

Seale C (1999) 'Quality in qualitative research' *Qualitative Inquiry* 5:465-478.

Oakley, A. (2002) 'Social science and evidence-based everything: the case of education', *Educational Review* 54: 277-286.

Examples

Seale, C, Ziebland, S, Charteris-Black, J. (2006) 'Gender, cancer experience and internet use: A comparative keyword analysis of interviews and online cancer support groups', *Social Science & Medicine*, 62(10): 2577-2590

Mays N, Pope C, Popay J. (2005) 'Systematically reviewing qualitative and quantitative evidence to inform management policy making in the health field', *Journal of Health Service Research Policy*, 10(1):S1:6-19.

Lecture 8: Content Analysis

Content Analysis (CA) was famously defined by Berelson as 'a research technique for the objective, systematic, and quantitative description of the manifest content of communication' (1952). It can also be thought of as a 'summarizing, quantitative analysis of messages that relies on the scientific method (including attention to objectivity-intersubjectivity, a priori design, reliability, validity, generalizability, replicability and hypothesis testing). This lecture will look at the ways in which classical content analysis bridges the worlds of qualitative and quantitative research. We will discuss issues of sampling, corpus construction, definitions of units of analysis and units of coding. The second part of the lecture will then move on to consider how texts may be represented in a matrix format via coding and how results can be obtained via statistical analyses.

Essential readings

Cunningham, G. B., Sagas, M., Satore, M. L., Amsden, M. L., & Schellhase, A. (2004). Gender representation in the NCAA News: Is the glass half full or half empty? *Sex Roles: A Journal of Research*, 50(11/12), 861-870

Hirschman, E.C. (1987). People as products: Analysis of a complex marketing exchange. *Journal of Marketing*, 51. (98-108).

Introductory readings

Bauer MW (2000) 'Classical content analysis: a review', in: Bauer, M. and Gaskell, G. (eds) *Qualitative Researching with Text, Image and Sound*, London: Sage, pp.131-151.

Franzosi R P (2004) 'Content analysis,' in: Hardy, M. and Bryman, A. (eds) *Handbook of Data Analysis*, Thousand Oaks: Sage, pp 547-565.

Mayring P (2000) 'Qualitative content analysis', *Forum Qualitative Social Research*, 1(2) (June).

Key texts

Franzosi R P (2004) *From Words to Numbers: Narrative, Data and Social Science*, New York: CUP.

Krippendorff, K (2004) *Content Analysis: An Introduction to its Methodology*, 2nd edition, London: Sage.

Neuendorf K A (2002) *The Content Analysis Guidebook*, London: Sage.

Weber, R P (1985) *Basic Content Analysis*, Beverly Hills: Sage.

Contemporary debates

Althaus S L, J A Edy, P F Phalen (2001) 'Using substitutes for full-text news stories in content analysis: which text is best?' *American Journal of Political Science*, 45(3): 707-724.

Janowitz M (1976) 'Content analysis and the study of socio-political change,' *Journal of Communication*, 26(4): 10-21.

Kracauer S (1952) 'The challenge of qualitative content analysis', *Public Opinion Quarterly*, 16: 631-42.

Krippendorff, K (2004) 'Reliability in content analysis: some common misconceptions and recommendations', *Human Communication Research*, 30(3): 411-33.

Markoff J, G Shapiro, S R Weitman (1974) 'Toward the integration of content analysis and general methodology', in: Heise, D R (ed) *Sociological Methodology* San Francisco, Jossey-Bass.

Neumann W R (1989) 'Parallel content analysis: old paradigms and new proposals', *Public Communication and Behavior*, 2: 205-289

Woolley J T (2000) 'Using media-based data in studies of politics', *American Journal of Political Science*, 44: 156-173.

Examples

Bauer MW, Petkova, K, Boyadijeva, P. and Gorney, G. (2006) 'Long-term trends in the public representation of science across the Iron Curtain: 1946-1995', *Social Studies of Science*, 36(1): 99-131.

Barcus FE (1961) 'A content analysis of trends in Sunday comics, 1900-1959', *Journalism Quarterly*, 38:171-180.

Gamson W and A Modigliani (1989) 'Media discourse and public opinion on nuclear power: a constructionist approach', *American Journal of Sociology*, 94: 53-78.

Trumbo C (1996) 'Constructing climate change: claims and frames in US news coverage of an environmental issue', *Public Understanding of Science*, 5(3): 269-83.

Lecture 9: Discourse Analysis

Discourse analysis is a general term for ways of looking at text as a form of social interaction. Analysts in this tradition have a clear theoretical perspective or slant on the research which is embedded in their approach. In this lecture we will explore various methods of discourse analysis you are likely to encounter including conversation analysis, rhetorical analysis, argumentation analysis and critical discourse analysis. We will examine the strategies these methods use for

reading and interpreting texts of various kinds. Specific applications will include newspaper articles and interview transcripts.

Essential Reading

Wodak, R. and Matouschek, B. (1993) 'We are dealing with people whose origins one can clearly tell just by looking: Critical Discourse Analysis and the study of neo-racism in contemporary Austria', *Discourse & Society* 4(2): 225-248.

Introductory readings

Seale, C., Gobo, G., Gubrium, J.F. & Silverman, D. (2004). *Qualitative research practice*. London: Sage, chapters 10-12.

Flick, U. (2009) *An Introduction to Qualitative Research*, 4th edition, London: Sage, chapters 24 and 25.

Potter, J. (2004) 'Discourse analysis as a way of analyzing naturally occurring talk', in Silverman, D. (ed) *Qualitative Research: Theory, Method and Practice*, 2nd edition, London: Sage.

Key texts

Fairclough, N. (1992). *Discourse and Social Change*. Oxford: Polity Press.

Kendall, G. And Wickham, G. (1999) *Using Foucault's Methods*, London: Sage.

Leach J (2000) Rhetorical analysis, in: Bauer MW & G Gaskell (eds) *Qualitative researching with text, image and sound. A practical handbook for social researchers*, London, Sage, pp 207-226.

Liakapolous, M. (2000) Argumentation analysis, in Bauer MW & G Gaskell (eds) *Qualitative researching with text, image and sound. A practical handbook for social researchers*, London, Sage, pp 152-171.

Parker, I. (1992). *Discourse Dynamics*. Routledge: London.

Potter, J & Wetherell, M. (1987). *Discourse and Social Psychology: Beyond Attitudes and Behaviour*. London: Sage.

Titscher, S., Meyer, M., Wodak, R. and Vetter, E. (2000) *Methods of Text and Discourse Analysis*, London: Sage.

Wetherall, M., Taylor, S. & Yates, S.J. (Eds) (2001). *Discourse Theory and Practice: A Reader*. London: Sage.

Contemporary Debates

Billig, M.(2008) 'The language of Critical Discourse Analysis: the case of nominalization,' *Discourse & Society*, 19(6): 763-800.

Chouliaraki, L. and Fairclough, N. (1999) *Discourse in Late Modernity: Rethinking Critical Discourse Analysis*, Edinburgh: Edinburgh University Press.

Fairclough, N. (2008) 'The language of Critical Discourse Analysis: A reply to Michael Billig', *Discourse & Society* 19(6): 811-819.

Hammersley, M. (2003) 'Conversation analysis and discourse analysis: Methods or paradigms?' *Discourse & Society* 14(6) 751-781.

Examples

Charteris-Black, J. (2006) 'Britain as a container: Immigration metaphors in the 2005 election campaign', *Discourse & Society* 17(5): 563-81.

Forchtner, B. and Kølvrå, C. (2012) 'Narrating a "new Europe" from "bitter past" to self righteousness?' *Discourse & Society* 23(4): 377-400.

Stokoe, E. (2010) 'I'm not gonna hit a lady: Conversation analysis, membership categorization and men's denials of violence towards women', *Discourse & Society*, 21(1): 59-82.

Lecture 10: What can we say with qualitative methods? Contemporary debates

In a discussion format, the lecturers unpack some of the knotty challenges to qualitative research, along with cutting-edge responses to those challenges. At this stage in the course, students now have a strong understanding of the tools in their qualitative toolbox and experience of implementing them. However, the power of these tools for making social scientific claims has historically been a controversial issue. The lecture provides a brief historical contextualisation of debates over the validity claims of qualitative methods, as exemplified in the 'realism' vs. 'social constructionism' divide. It suggests that a contemporary 'turn to practice' offers an alternative way of thinking about, and producing, valid claims in qualitative research. The lecturers discuss action, embodiment, values and relationships as key themes in a practically-validated qualitative social science.

Essential reading

Sandercock, L. & Attili, G. (2012). Unsettling a settler society: film, phronesis and collaborative planning in small-town Canada. In Flyvbjerg, B., Landman, T., & Schram, S. (Eds) (2012). *Real Social Science: Applied Phronesis*. Cambridge: Cambridge University Press.

Introductory readings

Bauer, M.W. & Gaskell, G. (2000) Quality, Quantity & Knowledge interests. In M.W. Bauer & G. Gaskell (Eds). *Qualitative Researching with Text, Image and Sound*. London: Sage.

Key readings

Adkins, L. and Lury, C. (2009) 'Introduction: What is the Empirical?' *European Journal of Social Theory*, 12(5): 5-20. (See also this special issue as a whole, on 'What is the Empirical?')

Denzin, N and Lincoln, Y. (2011) *The Sage Handbook of Qualitative Research*, Thousand Oaks: Sage, Introduction.

Cornish, F. & Gillespie, A. (2009). A pragmatist approach to the problem of knowledge in health psychology. *Journal of Health Psychology*, 14, 1-10.

Flyvbjerg, B. (2001). *Making social science matter: Why Social Inquiry Fails and How it Can Succeed Again*, Cambridge: Cambridge University Press.

Latour, B. (2007) *Reassembling the Social: An Introduction to Actor Network Theory*, Oxford: Oxford University Press.

Law, J. (2004) *After Method: Mess in Social Science Research*, London: Routledge.

Lury, C. and Wakeford, N. (2012) *Inventive Methods: the Happening of the Social*, London and New York: Routledge

Tarr, J. and Thomas, H. (2011) 'Mapping Embodiment: Methodologies for Representing Pain and Injury'. *Qualitative Research*, 11(2): 141-57.

Travers, M. (2009) 'New Methods, Old Problems: A Sceptical View of Innovation in Qualitative Research', *Qualitative Research*, 9(2): 161-79.

Unger, R. (2007). *The Self Awakened: Pragmatism Unbound*. Cambridge, MA: Harvard University Press. www.law.harvard.edu/unger/english/pdfs/pragmatism.pdf

Examples

Flyvbjerg, B., Landman, T., & Schram, S. (Eds) (2012). *Real Social Science: Applied Phronesis*. Cambridge: Cambridge University Press.

(Chapters 6-14 are examples of practically-validated social science; see the review by Flora Cornish for some pointers:

<http://blogs.lse.ac.uk/lsereviewofbooks/2012/09/06/real-social-science-applied-phronesis-bent-flyvbjerg/>)

Assessment

Formative Assessment

The formative assessment for MY421 is to submit a portion of your completed workbook (the activities for weeks 3-5), with a brief introductory cover page, to introduce your research topic. The submission should include:

1. A cover page which includes:
 - a. Your research question or aim
 - b. One paragraph elaborating briefly on the purpose of the research
 - c. Identification of three areas / questions that you wish to have feedback on
2. An interview topic guide OR a focus group topic guide
3. Participant Observation notes (1-4 pages)
4. A sample of documents, supplemented by a completed cover page for each one

The workbook provides the foundation for your summative assignment, and we will aim to give you feedback that will be useful in developing your project for the summative assignment.

Deadline: 4pm on Friday of Week 6.

Submission: Electronic submission via Moodle. An upload link will be available on the MY421 Moodle site. Moodle will allow you to upload ONE file only. PDF is the preferred file format. The filename of your submission is very important. The first part of the filename should be the course code, followed by your name, e.g. MY421-Loic Wacquant.pdf. Please also ensure your name is on the first page of your document.

MY421 Summative Assessment

MY421 is assessed 100% by coursework, in the form of a project, based on data collected and analysed during the course.

Length: 4,000-4,500 words for the write-up of the project; Appendices should not run to more than 20 pages.

Deadline: 4pm Tuesday 29 April 2014.

Submission: Electronic submission via Moodle. An upload link will be available on the MY421 Moodle site. Please compile the project report and the appendices into a single file. Moodle will allow you to upload ONE file only. PDF is the preferred file format. The filename of your submission is very important. The first part of the filename should be the course code, followed by your candidate number, e.g. MY421-18042.pdf or MY421_23756.pdf. Please also ensure your candidate number is on the first page of your document.

Instructions:

This assignment is a write-up of a small research project, based on the workbook which you complete as a part of the course, and supplemented with material from the workbook in the appendices. Your project should report on 2 sources of data (one 'found', one 'researcher-generated'), and one approach to data analysis. The structure should be as follows, below. The word counts are suggestions rather than requirements.

1. Introduction, with a brief literature review, leading to the research question(s). (c. 500 words)
2. Methods (c.1200 words)
 - a. Justify and describe your methods of data collection. You must include TWO sources of data,
 - i. ONE of Interviews, Focus Groups, or Participant Observation, AND
 - ii. ONE of Documents, Visual, or Digital data
 - b. Justify and outline your method of data analysis. You should use ONE method of analysis (thematic analysis, content analysis OR discourse analysis)
3. Findings (c.1200 words): Provide a brief account, illustrated with examples, of the findings of your analyses of the data
4. Discussion. (c.1100 words) This section should include 3 sub-sections
 - a. Discussion of findings: critically discuss the meaning and significance of the (tentative) findings; compare the findings from the three data sources.
 - b. Ethics and Reflexivity
 - c. Methodological strengths and limitations: Reflect on what went well or badly, the quality of the study, and how to improve the study if it was to be developed further.
5. Appendices (max 20 pages)
 - Appendices are based on the workbook. For the methods that you have chosen to use for the project, only, use the workbook to present the appropriate documentation for each method. You may present *excerpts* of interview, fieldnote or document data, in order to keep within the page limit. You do NOT need to submit the full workbook, only those sections relevant to the methods you have chosen. The requirements for each method are as follows. Please submit only the pieces that are applicable to your project.
 - Interviews: Topic guide, interview cover sheet, transcribed interview
 - Focus group: Topic guide, focus group cover sheet, transcribed focus group
 - Participant Observation: cover sheet,(excerpts of) fieldnotes
 - Documents: Cover sheet, assessment of quality criteria
 - Visual/online data: Cover sheet
 - Thematic Analysis: Codebook with examples of coding
 - Content Analysis: Completed codebook
 - Discourse Analysis: a list of key discursive structures or elements which structured your analysis, with an example for each

MY4M1/MY4M2 Summative Assessment

(ONLY for those students taking one of the 'package' courses, which include MY400, MY421 and either MY451 or MY452).

MY4M1 and MY4M2 are assessed 100% by coursework, in the form of a project, based on data collected and analysed during the course.

Length: 2,500-3,000 words for the write-up of the project; Appendices should not run to more than 15 pages.

Deadline: 4pm Tuesday 29 April 2014.

Submission: Electronic submission via Moodle. An upload link will be available on the MY421 Moodle site. Please compile the project report and the appendices into a single file. Moodle will allow you to upload ONE file only. PDF is the preferred file format. The filename of your submission is very important. The first part of the filename should be the course code, followed by your candidate number, e.g. MY421-18042.pdf or MY421_23756.pdf. Please also ensure your candidate number is on the first page of your document.

Instructions:

This assignment is a write-up of a small research project, based on the workbook which you complete as a part of the course, and supplemented with material from the workbook in the appendices. Your project should report on ONE source of 'researcher-generated' data, analysed using ONE approach to data analysis. The structure should be as follows, below. The word counts are suggestions rather than requirements.

1. Introduction, with brief literature review, leading to the research question(s). (c. 400 words)
2. Methods: (c. 900 words)
 - a. Justify and describe your chosen method of data collection. You may choose ONE of Interviews, Focus Groups, or Participant Observation
 - b. Justify and outline your method of data analysis. You should use ONE method of analysis (thematic analysis, content analysis OR discourse analysis)
3. Findings: (c.900 words) Provide a brief account, illustrated with examples, of the findings of your analyses of the data
4. Discussion (c.700 words). This section should include 3 sub-sections
 - a. Discussion of findings: critically discuss the meaning and significance of the (tentative) findings; compare the findings from the three data sources.
 - b. Ethics and Reflexivity
 - c. Methodological strengths and limitations: Reflect on what went well or badly, the quality of the study, and how to improve the study if it was to be developed further.

5. Appendices (max 15 pages)

- Appendices are based on the workbook. For the methods that you have chosen to use for the project, only, use the workbook to present the appropriate documentation for each method. You may present *excerpts* of interview, fieldnote or document data, in order to keep within the page limit. You do NOT need to submit the full workbook, only those sections relevant to the methods you have chosen. The requirements for each method are as follows. Please submit only the pieces that are applicable to your project.
 - Interviews: Topic guide, interview cover sheet, transcribed interview
 - Focus group: Topic guide, focus group cover sheet, transcribed focus group
 - Participant Observation: cover sheet,(excerpts of) fieldnotes
 - Documents: Cover sheet; assessment of quality criteria
 - Visual/online data: cover sheet
 - Thematic Analysis: Codebook with examples of coding
 - Content Analysis: Completed codebook
 - Discourse Analysis: a list of key discursive structures or elements which structured your analysis, with an example for each

MY421 Workbook

This workbook provides the structure for the practical work which you will undertake as part of the course. It is the basis of the seminars and generates the material which will be the basis of the project comprising your summative assessment.

From weeks 2-10, there is a practical activity to be completed and documented in the workbook, following the topic of that week's lecture. The workbook gives instructions for what you need to prepare for the seminar. During seminars you will develop your work further, in support of the development of your project. The purpose of the workbook is to develop your professional and practical skills as a researcher competent in conducting, and properly documenting their data collection and analysis processes.

Your project will be based on the theme of 'future cities', guided by one of the research questions (as listed above under 'course theme'). In seminars, you will sometimes work in groups, with students who are addressing the same research question working together.

The electronic version of the workbook is available on moodle. For the formative and summative assignments, you should download the workbook, and use the templates to complete your work electronically (i.e. not writing into the hard copies of the workbook by hand!)

Week 2: Quality indicators

This week's activity is to critically read two journal articles, using the quality criteria introduced in the lecture to help to critique them. The articles are linked to from the moodle page. This activity does not form a direct part of the summative assessment, but the critical reading skills are important across every aspect of the course.

Goia, D., Price, K.N, Hamilton, A.L., and Thomas, J. B. (2010) 'Forging an Identity: An Insider-Outsider Study of Processes Involved in the Formation of Organizational Identity', *Administrative Science Quarterly*, 55: pp 1-46.

Punch M (1993) Observation and the police: the research experience. In Hammersley, M. (ed). *Social Research: Philosophy, politics and practice*. London: Sage. pp181-199.

Seminar preparation: Read the two articles carefully, and assess them against the 7 quality criteria presented in the lecture:

1. Appropriate selection of method to suit question
2. Transparency
3. Reflexivity
4. Grounding interpretations in data
5. Triangulation
6. Transferability
7. Significance in relation to literature

Seminar activity: You will discuss the articles as a group, along the following lines:

- How well are the methods described?
- What makes you feel confident or not confident that the findings these researchers produce are likely to be valid and significant?
- To what extent does each article meet typical quality criteria? Does it matter?
- What kinds of knowledge claims can be made from this research?

Documentation: No documentation required this week

Week 3: Interviews and Focus Groups

This week's activity is to draft 2 topic guides, one for an interview and one for a focus group. You will discuss these topic guides in the seminar.

Seminar preparation: Bring ONE draft topic guide for an interview, and ONE draft topic guide for a focus group study to the seminar.

Use your research question to guide your design of the topic guide. You will work in groups in your seminar, with each group addressing the same research question. Think about who you might interview who can shed light on your research question, and tailor your questions to that participant group. Interviews and focus groups seek to elicit participants' experiences, views, or perspectives, so write suitable questions to do so. Try to write questions that are easy to answer and open-ended.

Consider the need to gather basic demographic information as well as probing the views of your research participants. Do include any images, vignettes, or other materials you think are appropriate.

A successful interview topic guide is not the same as a successful focus group topic guide. Think carefully about how to construct an interview topic guide to explore the interviewee's thinking about a topic, and how to construct a focus group topic guide to stimulate discussion.

Seminar activity: In the seminar, you will compare your interview topic guides within groups addressing the same research question, discussing the pros and cons of your various questions, as well as the overall structure of the topic guides. The class as a whole will then discuss focus group topic guides and how they differ from interview topic guides.

Documentation required for the workbook (and formative assignment):

- A topic guide for an interview
- A topic guide for a focus group

For the summative assignment, if you choose to use an interview or focus group, you should also include:

- A completed coversheet for your interview/focus group (see following page)
- A transcript of your interview/focus group

Interview cover sheet

The interview

Date and time:

Duration:

Place:

Contextual notes:

Interviewee

Demographic information (record only information that is relevant!):

Age

Gender

Education / employment status

Relation to the topic

Other

Other

Method of recruitment:

Focus group cover sheet

The focus group

Date and time:

Duration:

Place:

Number present:

Type of group: Homogenous / heterogeneous

Contextual notes:

Focus group participants

Sampling rationale for this group, i.e. what is common to this group that led to your choice to put them in one group? E.g.

Age-group

Relation to the topic

Area of expertise

Relevant demographic information on composition of the group:

(Define categories relevant to your study)

e.g. Numbers of male..... female participants

.....

.....

.....

Method of recruitment:

Week 4: Participant Observation

This week's activity is to conduct some participant observation, and to gain practice in writing fieldnotes.

Seminar preparation: Bring a sample of your fieldnotes to the seminar, structured using the template on the following page. (You are likely to need more than one page).

Choose a location in which to conduct your participant observation, on a theme related to 'the future of the city'. Think about a place where you can hang out relatively unobtrusively, perhaps chat to people informally, and with opportunities to observe events that relate to your research question. Participant observation takes some time: you should make 2 visits, or spend an extended period (e.g. 5 hours) observing a whole event unfolding. Observe how people interact with the space and with each other. What are the social norms in this setting? What happens if a person violates these norms? How does the space make you feel and behave (the 'participant' part)? Note down both your 'raw data' – observations of what happens – and your emerging 'analytic insights' – your thoughts on why this is interesting or what might underlie these observations.

Seminar activity: In your seminar groups you will discuss your fieldnotes.

- Which parts of the notes seem to work well, and which less well? What seems to be the difference?
- What challenges did you experience in collecting your data? What strategies might help address these challenges?
- What did you observe and what sort of 'findings' might a bigger study of this kind produce? How did you observe norms or rules?
- How did the varieties of site visited within the seminar group affect the observed behaviours? How did your own perspective, location, etc. influence what you wrote and saw?

Documentation: A set of fieldnotes, using the template on the next page.

Template for recording participant observation data

Date and place	Observations	Analytic insights, reflections

Week 5: Documents and Ethics

Two topics are covered this week. The topic of Ethics is addressed in the seminar. No preparation is required. The workbook activity deals with the collection of documents as research data.

Seminar preparation: None required.

Seminar activity: You will discuss the ethical quandaries below.

1. Your research report on women's feelings about with their home/work life balance has been picked up by one of the national papers. Your research showed that many women were dissatisfied with the way the workplace was unable to cope with their home demands and recommended structural changes within places of employment, but the article makes it sound as if you're arguing that women should think twice about becoming involved in the workforce. *To what extent are you responsible for their interpretation? What could you do about it?*
2. You are attracted to a participant with a peripheral role in your ethnographic research. The participant has asked you to dinner, and it is clear that they reciprocate your interest. Assuming neither of you is married or otherwise attached, *under what circumstances could you accept the invitation? Would the situation be different if the participant played a key role in your research?*
3. You have promised to give your transcripts to your interviewees before including them in your final thesis. Most of the interviewees seem uninterested and do not read them through, however, one of them responds immediately by telling you she did not say something you have transcribed and forbidding you to publish it. It is a useful piece of data and one you were hoping to use. You go back and listen to your recordings and it is definitely on the tape. *How would you proceed? What are your ethical responsibilities?*
4. You are doing a project on homelessness and are committed to ensuring your work adequately reflects your participants' experiences. Yet when you show your analysis to your participants in a focus group at the end of the project, they tell you that they 'can't understand a bloody word it says.' *Does it matter? Why or why not?*
5. Your archival research on a historical figure of minor significance has turned up evidence of links to Nazism during the 1930s which, to the best of your knowledge, have not been acknowledged in any previous work on the topic. *Under what circumstances should you mention this in your research? Would it be different if this historical figure had living relatives? Would it matter if you knew them personally?*
6. During a research interview on adults' memories of their educational experiences, a participant reveals to you that he was abused by one of his teachers and that he attempted suicide. *How would you deal with this situation? What are your ethical responsibilities as a researcher? Now imagine the participant is 18 years old and just leaving school. Does that change the situation?*

7. The organisation you work for has bad data management practices. Despite promising anonymity and confidentiality to research participants, Interview and focus group data is stored on the office network where anyone can access it, and individuals' initials instead of full names are used as a guarantee of 'anonymity'. A separate file, also accessible on the network, lists personal data including full names, contact details, and annual salaries. Your boss shrugs off your concerns, saying it doesn't matter. *What are your ethical responsibilities? What could you do?*

Workbook activity: Collecting and critically evaluating documents

Collect three text-based documents that are relevant to your project's research question. They might be newspaper articles, blogs, archival material, official reports, or any other form of substantial text-based document.

Evaluate the documents you have collected. How do they demonstrate:

- 1) Authenticity
- 2) Credibility
- 3) Representativeness
- 4) Meaning

Documents Cover Sheet

1.	Title: Date of Publication: Type: Source: How did you find this document?
2.	Title: Date of Publication: Type: Source: How did you find this document?
3.	Title: Date of Publication: Type: Source: How did you find this document?

Week 6: Visual and Digital Data

There is no seminar this week as you are expected to be preparing your formative coursework submission. However, you may wish to use visual or digital data for your project. If you choose to do so, please fill in the following cover sheet. If you are using images you should have a small pool of them, 5-10. Please complete the cover sheet for each one. If you are using digital data you may select an appropriate sample size, e.g. around 15-30 tweets, one short web forum discussion, 5-10 blog entries, 10-15 comments from the comments section of a newspaper, etc.

Images cover sheet

Image source:
Date, if available:
Subject:
Who produced the image?
How did you locate it?
To what extent is it representative? (It need not be representative, but you need to be clear about why not).

Digital Data cover sheet

Source:
Date(s) produced:
Date of last access (for websites, forums, etc):
How did you locate it?
To what extent is it representative? (It need not be representative, but you need to be clear about why not).

Week 7: Break

Week 8: Thematic Analysis

For the three analysis seminars, you will analyse the data presented at the end of the workbook (p.44) (i.e. online discussion forum data on 'How would you improve the world?').

Seminar preparation:

- 1) Read the material provided
- 2) Identify sub-categories (or themes) and categories in the data
- 3) Draft a codebook

Seminar activity: Compare and discuss codebooks

Documentation required: A completed codebook

Note that, for the summative assignment, you will be analyzing data that you have collected yourself, not the data provided in the workbook. This means, that, should you choose to conduct Thematic Analysis for your summative assignment, you will first of all complete the codebook template for the dataset provided ('How would you improve the world?' discussion). Later, you will analyse your own data, completing a new version of the codebook. Your appendix should contain only the codebook which has been completed for your own data.

Thematic Analysis Codebook template

Category	Sub-category	Description	Example
Cat 1>	Sub-Cat 1a>		
	Sub-Cat 1b>		
	Sub-Cat 1c> (...)		
Cat 2>	Sub-Cat 2a>		
	Sub-Cat 2b>		
	(...)		
Cat 3>	Sub-Cat 3a>		
	Sub-Cat 3b>		
(...)	(...)		

Week 9: Content Analysis

You will conduct a content analysis on the same data as last week (p.44).

Seminar preparation:

- 1) Identify independent and dependent variables in the data
- 2) Identify measurements and values for your variables
- 3) Code the data

Seminar activity: Compare and contrast your CA and TA codebooks

Documentation required: A completed CA codebook.

Note that, for the summative assignment, you will be analyzing data that you have collected yourself, not the data provided in the workbook. This means, that, should you choose to conduct Content Analysis for your summative assignment, you will first of all complete the codebook template for the dataset provided ('How would you improve the world?' discussion). Later, you will analyse your own data, completing a new version of the codebook. Your appendix should contain only the codebook which has been completed for your own data.

Week 10: Discourse Analysis

Seminar preparation: None required.

Seminar activity: Using the data provided on p.44 of this workbook, start to develop a discourse analysis, using the following guidance:

A) Which of the extracts are arguments? Select three. Break apart the arguments as you would in argumentation analysis: are there warrants (claims), backing evidence, qualifiers, claims, rebuttals? What are they? How is the argument structured?

B) Following rhetorical analysis, which of these extracts are based on ethos, which on pathos and which on logos?

C) What might critical discourse analysis say about these extracts? For instance, you could consider: who is the audience, and who are the authors? How are particular words or turns of phrase used to back up the points the authors are making? Do they employ any abstract notions such as fairness, justice, or accountability? If so, how? How does this type of discourse reproduce particular social relationships and/or power relationships?

Documentation required:

Note that, for the summative assignment, you will be analyzing data that you have collected yourself, not the data provided in the workbook. This means, that, should you choose to conduct Discourse Analysis for your summative assignment, you will first of all complete the template for the dataset provided ('How would you improve the world?' discussion). Later, you will analyse your own data, completing a new version of the template. Your appendix should contain only the template which has been completed for your own data.

Discursive Structure or Element	Example

Dataset for the three analysis seminars: Thematic Analysis, Content Analysis and Discourse Analysis

How would you improve the world? Share your ideas.

Internet discussion forum 26/09/2013

<https://witness.theguardian.com/assignment/522f3cbde4b0cbc84ec2be74>

Contributors	Posts
<p>DeborahDuffin 32 Leicester</p>	<p>The only way we will ever improve the world is by looking honestly at ourselves. We create the world in which we live. If we want things to change we must change ourselves. How many of us campaign against climate change then fly to foreign parts; how many of us berate our consumer society while we clamour for the latest consumer goods; how many of us despair at the actions of global companies, banks, celebrities, then support them through our choices in life? We must question every action we take, every decision we make, every need we have. It is down to us, me, you, all of us. We all want someone else to do it for us, but it is us who must chose differently. Most of us don't want to change what we do - we want governments to do it for us - but they never will - they have their own agendas. If we want to save our planet, we must live simply; if we want a more peaceful world we must live more peaceably, if we want a more understanding world we must extend understanding to those we meet. Are we willing to change ourselves?</p>
<p>Jon Nicholls 29 Dublin</p>	

<p>Shammi Paranjape 43 Goa</p>	<p><u>Reduce sensory overload and stimulation and increase inner growth</u> Life in this world is not just about, 1-the senses and their gratification 2- material possessions 3- looks 4- style 5- ease Life in this world is about rising to our greatest heights as human beings. We can change the world for the better...by beginning with ourselves. How can we change this big wide world, when we cannot change even an inch, a negative trait, in our own personality? Let us all work on ourselves, to be kinder, more compassionate, loving and forgiving human beings, and the world will take care of itself. Let us reverence each other and all of creation and believe in the power of Truth, Beauty, and Goodness.</p>
<p>Nandini Mazumder 29 New Delhi</p>	<p>I want a world where water will not mean disease, And there will be enough to quench the thirsty. And no one will have to walk miles in search of water. I want a world where food will nourish and satiate the hungry, A world where food is not a bio-chemical poison. I want a world free of wars, weapons and arsons. No more Hiroshima-Nagasaki, no more Chernobyl's, no more Bhopal's, I want a world free of holocausts and partitions; a world free of mindless violence. A world without the countless killing fields from Sri Lanka to Syria. I want a world where the air will not be toxic-fumes – fatal and rancid. I want a world where rain will still mean water and not acid, Rain, under which lovers can celebrate the heavenly bliss and the Taj can glisten in all its splendour.</p>
<p>Grace Campbell 20 Liverpool</p>	<p>It is hard to believe that in 2013, after centuries of historic happenings and revolts, our 'democracy' is still dominated by a male, Etonian elite. This is a tragedy in itself, and a shame for the future, because I fear that we will be looking at this pale faced government for a long, long time. When a brain is filled with knowledge, its thoughts are fuelled. When we learn politics, we learn of our fundamental rights. When we learn geography, we learn of the environment that houses us and is slowly wasting away. When we learn history we are taught of the battles our human race has been through before us. In making higher education harder to reach, the coalition government are trying to teach us that knowledge is not our freedom, it is something to be bought. If I had the power to change their law, I would use it in a moment.</p>
<p>Sophie McAdam</p>	<p>We live in a supposed democracy; we vote based on what we are promised</p>

<p>34 Toronto</p>	<p>by potential leaders during election campaigns. But what is democracy if our elected leaders break their pledges as soon as they win power? What we currently have is a democracy that is absolutely worthless. It's an illusion, it's a lie, and we urgently need to give the power back to the people. The only way we can ensure that leaders consistently represent the views of the electorate is to make it impossible for politicians to break their original campaign promises. We need a contract between the people and those we choose to represent us, enshrined in law. Say you're going to close Guantanamo but instead start drone attacks? You're out. Say you're going to invest in green energy but instead start fracking? You're out. Say you will support the poor, disabled and vulnerable but instead support crippling welfare cuts that force people on to the street? You're out. While the despicable practice of political duplicity continues, we do not have- and we will never have- true democracy.</p>
<p>Selena Montgomery, 27 Washington, DC</p>	<p>The revolution will not be televised but starts from within in each of us . it will then cause an effect that can move mountains. where there is life there is hope. where there is hope we can have dreams where we have dreams we can have fire in our bellies . where we have fire in our bellies we have passion. where we have passion we have a cause. where we have a cause we will take action. where we take action need I say more.</p>
<p>Christopher Brown 32 London</p>	<p>We need to get better at documenting, sharing and learning. Why does the international development sector continue to train poor girls and women to become tailors when people no longer use tailors? Why is it expected that all vulnerable, poorly educated young people, with a few days training, will become successful business men and women? There is no excuse for replicating poor programmes that have failed time and time again. We need to put different types of people in the same room. If child protection specialists just talk to other child protection specialists they're never going to see the problems from a different view point. We need to get out of our 'boxes' and see how others would tackle the problems we face, those in the business world, those in the arts world - we need to get creative and we need to learn.</p>
<p>Brian Fitzgerald 27 Vancouver</p>	<p>Preserve 2 pristine polar seas Add equatorial rainforests (intact) Set aside 2/5ths of the world's oceans Sprinkle with reallocated military spending Whisk in 1 energy revolution Season with sustainable agriculture Add fresh, clean drinking water Let cool.</p>
<p>Jiwankshetry 43</p>	<p>Improving the world is too lofty a goal for anyone as an individual. But with a level of organization it becomes possible to improve the nation and the</p>

<p>Aberdeen</p>	<p>world itself.</p> <p>To start with, I would educate the young in a way different from what they are taught in class: scoring high in mathematics and science is not all about learning in life. They should pay equal attention to what is ongoing in the neighborhood, country and the world. Then they should try to analyze the developments focusing on how those developments affect their lives; how things are interrelated and how a person is connected to the society.</p> <p>The next step would be the development of critical and creative faculty in those young people. With sustained efforts it is possible to help them read between the lines as the spoken or written words are often used to hide many more words and meanings today.</p> <p>This would obviously help the young minds to both discover their own potentials and limitations and to rationally prioritize things in life including a proper choice of career. This will also help them optimize the use of tools and gadgets: why be lost in a social media site if 10 crucial news/views on world development can be read at the same time?</p>
<p>Laura Brătianu, 32 Krakow</p>	<p>I grew up with a huge park in front of my building block and we used to spend all our days together, playing football then talking up until late in the night. We were so many friends... and all our families were friends and shared between them. Not everything was perfect but it did feel like a community. Now that place has been transformed in more building blocks. And i live now in the most polluted capital of EU where there are literally no places to go and play football without paying a hourly fee. In summer days we used to play football from 17 to 21 when sun will set... Now, we have to fight with cars for every usable part of the road...</p>
<p>Sam Daliell 43 Swansea</p>	<p>Eliminate all weapons, from hand guns to nuclear bombs. Therefore no military needed anywhere. The money saved can easily fix most environmental, poverty and health care problems around the world.</p>
<p>Simone Riddle Ama 47 Guatemala</p>	<p>Offering income earning opportunities that involve women in productive work, and organising mutual support networks called Women's Circles are two ways that AMA (asociacion de mujeres del altiplano www.amaguato.org) has been empowering Mayan women in the highlands of Guatemala for over 20 years. Women have the time to participate in these opportunities because of AMA's healthy stoves building programme. These smokeless stoves reduce the time women have to spend cooking by up to one third, cut carbon emissions, prevent deforestation and reduce the risk of lung related illnesses, which is the largest killer in Guatemala. Healthy stoves and the Women's Circle model are two ideas I think could dramatically improve the lives of women and their communities worldwide.</p>

Frequently Asked Questions

What should I be reading?

Each week we assign one example reading which you should be prepared to discuss in the lecture. Beyond that, it depends on your level of experience. If you are very new to a topic, then begin with one of the introductory readings and move on to a key text. If you are more experienced or considering using a particular method for your dissertation work, choose items from the list of key texts. If you have advanced knowledge of a particular method, then read the contemporary debates. Generally speaking you should **expect to read two of the assigned readings** each week.

HOWEVER, unlike other courses you will take at LSE, the emphasis of this course is on developing skills, not exhaustively reading about methodological debates. Students can read a great deal about qualitative research without being any wiser as to what it looks like in practice. Development of practical skills should come first and as such, your seminar exercises take priority.

Sometimes a whole book is listed. Do I have to read all of it?

If a whole book is listed, it is because the entire book is relevant. At a graduate level, you are expected to know how to read selectively for relevant information. You don't 'have to' do anything, but we expect you to make reasonable choices which balance your interests, skills and workload.

Do I have to cite the readings to do well in coursework?

The short answer is yes, we expect you to demonstrate some knowledge of the readings in your assessed work. This is not about reading for reading's sake; it is about showing you are aware of the key debates, principles, or techniques in a particular method. For instance: if you are proposing to use interviews, how are you using them? If you are using discourse analysis, whose steps are you following? Show how the readings apply to your particular example or problem.

Can you give me advice about my specific research project?

Yes, we can! The Department Methodology has weekly surgery hours on Thursdays, 10-12 in COL.8.13. One of us will be available to give you advice about any aspect of your own work, although please note if you have specific questions about MY421 content, it is better to come see the course convenor during her office hours.

I want to learn more about qualitative research. What other courses can I take?

The Department of Methodology offers several specialist courses including MY426 (Doing Ethnography); MY427 (Qualitative Research with Non-Traditional Data); MY428 (Qualitative Text Analysis); and MY429 (Special Topics in Qualitative Research Methods, which is a course on Modern Methods of Introspection). MY591 offers a series of workshops teaching computing packages for qualitative data analysis. Learn more about these courses on their moodle sites. Your lecturers and seminar leaders will be happy to talk more about any of these courses and advise you about which to take.