CHS M216 / ANTHRO M284  
QUALITATIVE RESEARCH METHODOLOGY  

Thursday 3:00-5:50 PM  
Room 61-235 CHS, School of Public Health  

Instructor:  Marjorie Kagawa-Singer  
E-mail:  mkagawa@ucla.edu  
Office:    41-240B CHS  
Office Hours:  Wednesday 1:30-2:30 pm, Thursday 12:30-1:30 pm  
Class Website:  http://classes.sscnet.ucla.edu/course/view.php?name=10S-ANTHROM284-1  

Course Description and Objectives  

This class is an intensive seminar-field course in ethnographic research and methodology. The course examines the inductive qualitative, in-depth techniques used by anthropologists. Many of these approaches are introduced through a series of exercises that require the application of one or multiple techniques. Emphasis is placed on the uses of qualitative methodology in research and evaluation related to health care delivery. Use of deductive strategies in a mixed-methods approach will also be discussed.  

The course objectives are to:  
1. Familiarize students with qualitative research methods,  
2. Compare and contrast inductive and deductive research paradigms,  
3. Develop research skills in the application of inductive methods, separately and  
4. Introduce the elements of mixing the inductive and deductive paradigms.  

Grading Criteria  

Grades will be based on the following criteria:  
Assignments 1-5 (graded on 1-10 scale; 10 = excellent)  
55%  
Class participation  
10%  
Class demonstration  
10%  
Assignment 6 (Final Paper)  
25%  
Late papers will be dropped 1 point.  

The final examination is the final paper (Assignment 6, due on Monday, June 7, at 12:00 noon). No sit down examination is scheduled at this time.
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<th>Assignments</th>
<th>Due Date</th>
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<tr>
<td>1. Observe a person eating (5-8 page report).</td>
<td>Monday, April 12</td>
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Assignments 2-3 should include the following elements:
A. Background on how you chose your subject/activity
B. State your research question
C. Your expectations
D. Methodology (as appropriate to 4-6)
   a) How you selected your site
   b) Grand Tour
   c) Mini-tour
   d) Spradley’s 9 elements (p. 78)

2. Observe people waiting (clinic, airport, etc.) for at least one hour (5-10 page report). | Monday, April 19 |
4. Informal Interview (2-5 page discussion, plus Notes and list of general questions). | Monday, May 17 |
5. Formal Interview (2-5 page discussion, include the questionnaire, and provide suggested revisions). | Tuesday, June 1 |
6. Final Paper: Discuss the differences in the theoretical approaches of the deductive and inductive approaches Then clearly present an argument for use of the inductive approach for your research question. (8-10 page report). | Monday, June 7 12:00 p.m. |

While the critique for the previous assignments were based on a hands-on exercise, the final paper will be a theoretical essay.

In the final paper, compare and contrast the inductive and deductive research paradigms/approaches. Include definitions of each, and discuss how each informs the other. Base your descriptions or definitions on the epistemology of science. Evaluate advantages and disadvantages of each. Then discuss how each paradigm could be used in your own project and why you would choose the design that seems most appropriate. Students who are specifically interested in vulnerable and/or minority populations may want to discuss how the inductive and deductive research paradigms inform the scientific knowledge of the populations.

**Length:** 8-10 pages
ALL assignments should specifically cite references, classes, and slides.

- Whenever you cite references, please include the sources (e.g., Bernard, 2006).
- When you cite the class, include the date (e.g., CHSM216/AnthroM284, Kagawa-Singer, 4/15).
- When you cite presentation slides from the class, please specify the title (e.g., Slide #x, lecture 4).
- For quotations, please include the page number as well (e.g., Bernard, 2006, p.216).
- Include a full reference list. The list of references does not count for the page number.
- Incorporating additional readings from outside the class or the recommended readings is encouraged.

NOTE: Students working on projects or dissertations may use the same topic for each of the assignments with approval from the instructor for assignments 2, 4, 5, and 6.

Assignments are due by 4:00 PM on the due date except the final, which is due at 12 noon. Assignments and raw notes must be submitted in hard copy. E-mailed assignments will not be accepted.

All assignments should include 3 parts:
1. Your raw field notes
2. Your findings in typed process recording format: objective observations and separate subjective reactions/opinions/interpretations
3. A 2-5-page critique and analysis of the process and what you learned from the exercise. This analysis should also include a description of what you would do differently next time to improve your skill at the methodology. This critique should also incorporate your readings with citations.

Each student will also be responsible for participating in one of three class presentations that will be used to demonstrate the techniques and stimulate class discussion on each topic. The presentation session consists of a 40 minute demonstration "skit", ~15 minute presentation group led discussion of the topic, and ~15 minute discussion of the readings. Students should come prepared with questions for the presenting group.

1. Ethical Issues: Develop and demonstrate through role-play 2-3 ethical problems that might arise in field work, focusing on vulnerable populations. April 29.
2. Focus Group: Demonstrate "good" and "bad" facilitation of inductive and deductive focus groups. May 13.
3. Semi-structured Interview: Demonstrate a "good" and a "bad" interview. May 27.
Required Texts

Required texts are available in the Health Sciences Bookstore (also check Amazon)


4. Many readings will also be available on the class website: http://classes.sscnet.ucla.edu/course/view.php?name=10S-ANTHROM284-1

Recommended Readings


6. Scrimshaw, Susan C.M., Hurtado, Elena (1987) *Rapid Assessment Procedures for Nutrition and Primary Health Care: Anthropological Approaches to Improving Programme Effectiveness*. UCLA Latin American Center/United Nations University. (Also available in French and Spanish from the UCLA Latin American Center.)
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<td>April 1</td>
<td>Introduction, Research Methodologies</td>
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<td>2</td>
<td>April 8</td>
<td>Formulating the Question, What Constitutes Data?</td>
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<td>Assignment 1</td>
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<td>Observe a person eating</td>
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<td>3</td>
<td>April 15</td>
<td>Doing Field Work – Ethics</td>
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<td>Assignment 2</td>
<td>April 19</td>
<td>Observe a waiting room</td>
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<td>April 22</td>
<td>Participant Observation</td>
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<td>5</td>
<td>April 29</td>
<td>Informal Interviewing – Qualitative Interviewing</td>
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<td>Assignment 3</td>
<td>May 3</td>
<td>Participant Observation</td>
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<td>6</td>
<td>May 6</td>
<td>Focus Groups</td>
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<td>7</td>
<td>May 13</td>
<td>Measurement, Scales and Sampling</td>
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<td>Assignment 4</td>
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<td>8</td>
<td>May 20</td>
<td>Qualitative Data Analysis</td>
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<td>9</td>
<td>May 27</td>
<td>Combining Methodologies / Mixed Method</td>
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<td>Assignment 5</td>
<td>June 1</td>
<td>Formal Interview</td>
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<td>10</td>
<td>June 3</td>
<td>Data Analysis, Triangulation, and Write-up</td>
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<td><strong>FINAL PAPER</strong></td>
<td>June 7</td>
<td><strong>Due 12:00 noon</strong></td>
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### Reading Assignments

* Indicates that **one** of **three** brief class presentations will be held this day.

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<tr>
<td>1</td>
<td>April 1</td>
<td>Introduction, Real Science, &amp; Research Methodologies</td>
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**Reading:**

**Required:**

**Recommended:**
- Scrimshaw & Hurtado (1987), Chapter 1.

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<tr>
<th>2</th>
<th>April 8</th>
<th>Formulating the question: What constitutes valid data?</th>
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**Reading:**

**Required:**
- Spradley, Chapter 3 & Step 1 & 4, pp. 39-52, 73-84.
- Bernard, Chapters 11 & 15.
Recommended:

Scrimshaw & Hurtado, Chapter 2.


3 April 15    Doing Fieldwork – Ethics

Reading:


Spradley, Step 3, pp. 63-72 & Step 6 100-111.

Bernard, Statement on Professional and Ethical Responsibilities of the Society for Applied Anthropology. (on the class website.)

The Belmont Report:
http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm

Recommended:


4 April 22 Participant Observation

Reading:


Spradley, Step 2, pp. 53-62.

Bernard, Chapter 13.

Recommended:

Scrimshaw & Hurtado; scan entire monograph.


5 April 29 Informal Interviewing

*Class demonstration: Ethics*

Reading:

Required: Bernard, Chapter 9.

Spradley, Step 5, pp. 85-99, & 7, pp. 112-121.

Spradley, Step 8, pp. 122-130.

Spradley, Step 1. Locating an Informant, pp. 45-54, & Step 2, Interviewing an Informant, pp. 55-58.

*  6 May 6  Focus Groups
    TBA

Reading:

Required:  Bernard, Chapter 9.

Spradley, Step 3, pp. 63-72.


Recommended:


7  5 May 13  Measurement, Scales and Sampling
    *Class Demonstration: Focus Groups*

Reading:

Required:  Bernard, Chapters 6 & 12.

Spradley, Step 7. Making a Taxonomic Analysis, pp. 112-121.


Recommended:


8 May 20 Qualitative Data Analysis

Reading:

Required: Scrimshaw & Hurtado, Chapter 3. Available on class website.


Recommended:


* 9 May 27 Combining Methodologies & Interdisciplinary Research

Class demonstration: Informal/Unstructured interviews

Reading:


Recommended:


10 June 3 Data Analysis, Triangulation, and Write-up

Reading:

Required: Bernard, Chapters 16 & 17.

Scrimshaw & Hurtado, Chapters 5 & 6. Available on class website.


Recommended:

