Qualitative Research Methodology
CHS M216 / ANTHRO M284

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

Instructor: Marjorie Kagawa Singer, PhD
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: https://moodle2.sscnet.ucla.edu/course/view/14S-ANTHROM284-1

Special Reader: Katrina Kubicek
Email: kfkubicek@gmail.com
Office Hours: Tuesday 1:30-2:30 pm

Course Description
This class is an intensive seminar-field course in ethnographic research and methodology. Students will learn about the inductive qualitative, in-depth techniques used by anthropologists. The major approaches are introduced through lecture and a series of exercises that require the application of one or more techniques. The course focuses on the use of the inductive (interpretive) approach and of qualitative methods in research and evaluation related to public health and health care delivery. Use of deductive strategies in a mixed-methods approach will also be discussed.

Class structure
1. The first half of each class is formal lecture. The beginning of sessions following assignment due dates will be devoted to debriefing on the assignment.
2. The second half of each class consists of student-led discussion of the readings. The group leading the discussion should pick one methodological paper on the topic of the week and use one of the assigned papers to discuss the following:
   a. Identify the main findings
   b. Discuss the pros and cons of the approach in depth
   c. Critique whether or not alternative strategies might have been more productive
   d. Discuss what implications these findings have for an intervention
   e. Identify what implications these findings might have for the science of public health

Please let the class know of your decision via the class website. The rest of the class will be responsible for reading that paper and must be prepared to compare and contrast any of the other required and suggested readings to bring to bear on the discussion.

Grading Criteria
Grades will be based on the following criteria:
Assignments 1-5 AND Leading of Group Discussion *One point will be deducted from late papers.
(graded on 1-10 scale*; 10 = excellent) 50%
Class participation 10%
Class demonstration 15%
Assignment 6 (Final Paper) 25%

No sit-down final examination is scheduled at this time. The final paper (Assignment 6) is due on Monday, June 9 at 12:00 noon.
**Course Objectives**

1. Compare and contrast inductive and deductive research paradigms
2. Familiarize students with the most frequently used qualitative research methods
3. Introduce the fundamentals of these research skills in the application of inductive methods
4. Introduce the elements to mix the inductive and deductive paradigms in a single study

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<thead>
<tr>
<th>Course Objective</th>
<th>ASPH Competencies</th>
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<tr>
<td>Compare and contrast inductive and deductive research paradigms</td>
<td><strong>A7</strong> Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.</td>
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<tr>
<td>Familiarize students with the most frequently used qualitative research methods</td>
<td><strong>E1</strong> Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.</td>
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<td><strong>G6</strong> Apply the principles of community-based participatory research to improve health in diverse populations.</td>
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<td><strong>K7</strong> Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.</td>
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<td>Introduce the fundamentals of these research skills in the application of inductive methods</td>
<td><strong>F7</strong> Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.</td>
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<td><strong>J2</strong> Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.</td>
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<td><strong>K7</strong> Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.</td>
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<td>Introduce the elements to mix the inductive and deductive paradigms in a single study</td>
<td><strong>A7</strong> Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.</td>
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<td><strong>J9</strong> Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.</td>
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<td><strong>J10</strong> Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).</td>
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Assignments  |  Due Dates
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The guides for page length are for the analysis only. The raw notes and the typed, reflective notes in the process recording are not part of the page count.

1. **Unobtrusive Observation**  
   Monday, April 21  
   Observe a person eating for ~30 minutes.  
   Approach: You are an alien from another world. What would you describe of what you observe? What does the observation tell you about the behavior?  
   5-8 page analysis

2. **Unobtrusive Observation**  
   Monday, April 28  
   Observe people waiting (clinic, bank, bus stop, concert, etc.) for at least one hour.  
   5-10 page analysis

3. **Participant Observation**  
   Monday, May 5  
   Engage in participant observation for at least one hour. *Always use pseudonyms.*  
   5-10 page analysis

4. **Semi-structured Interview**  
   Monday, May 19  
   Conduct an interview lasting ~45 minutes to 1 hour.  
   Transcribe 15 minutes of your audio-recorded interview.  
   2-5 page discussion, plus notes and list of questions (worded as inductive questions)

5. **Formal Interview**  
   Monday, June 2  
   Conduct a formal structured interview lasting ~15-25 minutes.  
   10-15 questions based on assignment #4’s findings  
   2-5 page discussion; include the questionnaire and provide suggested revisions  
   **No process recording is due with this assignment.**

6. **Final Paper**  
   Monday, June 9, 12:00 pm  
   Discuss the differences in the theoretical approaches of the deductive and inductive research paradigm approaches. Then, clearly present an argument for the use of the inductive approach for your research question.  
   10-12 page report

Assignments 2 and 3 should include the following elements:

A. Background on how you chose your subject/activity
B. Research question
C. Your expectations
D. Methodology  
   a) How you selected your site  
   b) Grand Tour  
   c) Mini-tour  
   d) Spradley’s 9 elements (p. 78)
Assignment & Final Paper Guidelines

Assignments 1-5 are due by 4:00 pm; the final paper is due at 12:00 noon. Assignments and raw notes must be submitted in hard copy. E-mailed assignments will not be accepted.

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

All assignments should specifically include and cite readings, classes, and slides.
- Include the sources when citing readings (e.g., Bernard, 2006).
- For quotations, include the page number as well as the author and year (e.g., Bernard, 2006, p. 216).
- When you cite the class, include the date (e.g., CHSM216/AnthroM284, Kagawa Singer, 4/14).
- When you cite presentation slides from the class, specify the title (e.g., Slide #x, lecture 4).
- Include a full reference list. The list of references does not count in the total page limit.
- Incorporating additional readings from outside the class or the recommended readings is encouraged.

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 (see sample format below)
3. A 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.

While the critiques for assignments 1-5 are based on the hands-on exercise, the final paper is to 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 strengths and weaknesses 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 their populations of interest.

Final Paper length: 10 - 12 pages
Class Demonstration & Discussion Guidelines

Each student will 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 an ~30 minute demonstration "skit", ~20 minute presentation, and group-led discussion of the topic and 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 24**.

2. **Focus Group**: Demonstrate "good" and "bad" facilitation of inductive and deductive focus groups. **May 15**.

3. **Semi-structured Interview**: Demonstrate a "good" and a "bad" interview. **May 29**.
**Required Texts**

Required texts are available in the UCLA Health Sciences Bookstore. You may also order new, used, or rental copies from online bookstores; approximate prices are noted below.

   - UCLA – New $66.59, Used $51.00, Rental available
   - Amazon.com – New $37.50, Used $32.98
   - Textbooks.com – New $57.07, Rent $19.99

   - UCLA – New $117.35, Used $101.25, Rental available
   - Amazon.com – New $113.49, Used $12.87
   - Textbooks.com – Used $69.18, Rent $93.99

3. All additional readings will be available on the class website: [https://moodle2.sscnet.ucla.edu/course/view/14S-ANTHROM284-1](https://moodle2.sscnet.ucla.edu/course/view/14S-ANTHROM284-1)

**Recommended Classic Resource Readings**


<table>
<thead>
<tr>
<th>Session</th>
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<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>April 3</td>
<td>Introduction and Research Methodologies</td>
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<tr>
<td>2</td>
<td>April 10</td>
<td>Formulating the question: What constitutes data? What are the ethics of qualitative fieldwork?</td>
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<td>3</td>
<td>April 17</td>
<td>Participant Observation</td>
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<td><strong>Assignment 1</strong> April 21 Observe a person eating</td>
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<td>4</td>
<td>April 24</td>
<td>Semi-structured Interviewing – Qualitative Interviewing</td>
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<td><strong>Class Demonstration: Ethics</strong></td>
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<td><strong>Assignment 2</strong> April 28 Observe people waiting</td>
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<td>5</td>
<td>May 1</td>
<td>Qualitative Data Analysis</td>
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<td>Guest Lecturer: Hannah Nguyen, Ph.D.</td>
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<td><strong>Assignment 3</strong> May 5 Participant Observation</td>
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<td>6</td>
<td>May 8</td>
<td>Focus Groups</td>
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<td>7</td>
<td>May 15</td>
<td>Measurement, Scales and Sampling</td>
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<td><strong>Class Demonstration: Focus Groups</strong></td>
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<td><strong>Assignment 4</strong> May 19 Semi-structured Interview</td>
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<td>8</td>
<td>May 22</td>
<td>Combining Methodologies / Mixed Methods</td>
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<td>9</td>
<td>May 29</td>
<td>Data Analysis and Triangulation</td>
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<td><strong>Class Demonstration: Semi-structured/Unstructured Interviews</strong></td>
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<td><strong>Assignment 5</strong> June 2 Formal Interview</td>
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<td>10</td>
<td>June 5</td>
<td>Write-up of Inductive Study – Making the iterative linear Discussion re: application in practice and research</td>
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<td><strong>FINAL PAPER</strong></td>
<td>June 9</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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<td>1</td>
<td>April 3</td>
<td>Introduction, Real Science &amp; Research Methodologies</td>
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<tr>
<td>2</td>
<td>April 10</td>
<td>Formulating the question: What constitutes valid data?</td>
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<td>Overview of data collection techniques</td>
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<td>Doing Fieldwork - Ethics</td>
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Required: Bernard, Chapter 10 (Interviewing III: Cultural Domains) and Chapter 14 (Direct and Indirect Observation).

Spradley, Chapter 2.

Spradley, Step 1, pp. 39-52; and Step 4, 73-84.


**Doing Fieldwork – Ethics**

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


Statement on Professional and Ethical Responsibilities of the Society for Applied Anthropology: [http://www.sfaa.net/about/ethics/](http://www.sfaa.net/about/ethics/)

Recommended:


**Doing Fieldwork – Ethics**


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<td>3</td>
<td>April 17</td>
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**Required:**
Bernard, Chapter 12 (Participant Observation).

Spradley, Step 2, pp. 53-62; Spradley, Step 5, pp. 85-99.


**Recommended:**
Geertz C. Deep Play: Notes on the Balinese Cockfight. Reprinted from *The Interpretation of Cultures*.


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**Required:**
Bernard, Chapter 8 (Interviewing I: Unstructured and Semistructured).

Spradley, Step 1, Locating a Social Situation, pp. 39-52; Step 3, Making an Ethnographic Record, pp. 63-72; Step 7, Making a Taxonomic Analysis, pp. 112-121; Step 8, Making Selected Observations, pp. 122-129.


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<td><strong>Qualitative Data Analysis</strong>&lt;br&gt;Guest Lecturer: Hannah Nguyen, Ph.D.</td>
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**Required:** Spradley, Chapter 3. The Ethnographic Research Cycle, pp. 26-37.


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**Required:** Bernard, Chapter 8 (Interviewing I: Unstructured and Semistructured).

Spradley, Step 3, pp. 63-72.


**Recommended:**


**Session Date Topic**

| * 7 | May 15 | Measurement, Scales and Sampling  
*Class Demonstration: Focus Groups* |

**Required:**
- Bernard, Chapter 5 (Sampling 1: The Basics) and Chapter 11 (Scales and Scaling).
- Spradley, Step 7. Making a Taxonomic Analysis, pp. 112-121.
- Spradley, Step 9. Making a Componential Analysis, pp.130-139.

**Recommended:**
- Kagawa Singer M and Emmons KM, eds. Behavioral Constructs and Culture for Cancer Screening. *Health Educ Behav* 36 (5 suppl). [http://heb.sagepub.com/content/36/5_suppl](http://heb.sagepub.com/content/36/5_suppl)
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*Class demonstration: Semi-structured/Unstructured Interviews*

**Required:**

- Bernard, Chapter 15 (Introduction to Qualitative and Quantitative Analysis), Chapter 18 (Text Analysis I: Interpretive Analysis, Narrative Analysis, Performance Analysis, and Conversation Analysis), and Chapter 19 (Text Analysis II: Schema Analysis, Grounded Theory, Content Analysis, and Analytic Induction).
Spradley, Step 11.


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Note: For this article, please note HOW it is written and compare what you learn from this style of write-up versus an AJPH article.

