CHS M216 / ANTHRO M284
QUALITATIVE RESEARCH METHODOLOGY

Thursday 3:00-5:50 PM
Room 61-262 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: https://classes.sscnet.ucla.edu/course/view/13S-ANTHROM284-1

Special Reader: Darrah Kuratani
Email: dkuratani@ucla.edu
Office Hours: Thursday 1:00-2:00 pm

Course Description and Objectives

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.

The course objectives are to:
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

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>ASPH Competencies</th>
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<tbody>
<tr>
<td>Compare and contrast inductive and deductive research paradigms</td>
<td>A7) Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.</td>
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</tbody>
</table>
| Familiarize students with the most frequently used qualitative research methods | E1) Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.  
G6) Apply the principles of community-based participatory research to improve health in diverse populations.  
K7) Differentiate between qualitative and |
| Introduce the fundamentals of these research skills in the application of inductive methods | F7) Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.  
J2) 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.  
K7) Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity. |
| Introduce the elements to mix the inductive and deductive paradigms in a single study | A7) Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.  
J9) 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.  
J10) Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations). |

**Grading Criteria**

Grades will be based on the following criteria:

- Assignments 1-5 **AND** Leading of Group Discussion (graded on 1-10 scale*; 10 = excellent)  
  - 50%  
- Class participation  
  - 10%  
- Class demonstration  
  - 15%  
- Assignment 6 (Final Paper)  
  - 25%  

*One (1) point will be deducted from late papers.*

The final examination is the final paper (Assignment 6, due on **Monday, June 10 at 12:00 noon**). No sit-down examination is scheduled at this time.
Assignments | Due Date
-------------|-----------
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 22**
Observe a person eating for ~30 minutes (5-8 total page analysis).
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?

2. **Unobtrusive Observation** | **Monday, April 29**
Observe people waiting (clinic, bank, bus stop, concert, etc.) for at least one hour (5-10 page report).

3. **Participant Observation** | **Monday, May 6**
Always use pseudonyms
(5-10 page report).

4. **Semi-structured Interview** | **Monday, May 20**
(2-5 page discussion, plus
Notes and list of questions – worded as inductive questions)
45 minutes to 1 hour interview. Transcribe 15 minutes of your audio—recorded interview.

5. **Formal Interview** | **Monday, June 3**
Semi-structured interview (~15-25 minute interview, 10-15 questions based on assignment #4’s findings, 2-5 page discussion, include the questionnaire, and provide suggested revisions). **NO PROCESS RECORDING DUE WITH THIS ASSIGNMENT**

6. **Final Paper** | **Monday, June 10**
12:00 p.m.
Discuss the differences in the theoretical approaches of the deductive and inductive research paradigm approaches. Then clearly present an argument for use of the inductive approach for your research question. (10 – 12 page report).
While the critiques for the previous assignments were 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 the populations.

Length: 10 - 12 pages
ALL assignments should specifically include and cite readings, classes, and slides.

- Whenever you cite readings, please include the sources (e.g., Bernard, 2006).
- When you cite the class, include the date (e.g., CHSM216/AnthroM284, Kagawa-Singer, 4/14).
- 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 in the total page limit.
- 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 the Final Paper.

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

Class structure:
1. First half is formal lecture (The beginning of sessions following assignment due dates will be devoted to debriefing on the assignment.)
2. Second half is student-led discussion of the readings
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)

<table>
<thead>
<tr>
<th>Location:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Time of Day:</td>
<td>Physical environment:</td>
</tr>
<tr>
<td>Day of Week:</td>
<td>(5 senses)</td>
</tr>
<tr>
<td>Running Time</td>
<td>Objective Observations</td>
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</table>

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.

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 an ~ 30 minute demonstration “skit”, ~ 20 minute presentation group led discussion of the topic and the readings. Students ALSO 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 25**.

2. **Focus Group**: Demonstrate "good" and "bad" facilitation of inductive and deductive focus groups. **May 16**.

3. **Semi-structured Interview**: Demonstrate a "good" and a "bad" interview. **May 30**.
## Required Texts

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

   
   UCLA – New $66.59, Rent New $39.94, Used $51.00, Rent Used $24.31
   Amazon.com – New $46.50, Used $36.52
   Textbooks.com – New $57.07, Used $38.59, Rent $43.99

   
   UCLA – New $117.35, Rent New $99.20, Used $101.25, Rent Used $72.36
   Amazon.com – New $100.63, Used $19.00
   Textbooks.com – Used $66.50, Rent $15.99

3. All additional readings will be available on the class website:  
   [https://classes.sscnet.ucla.edu/course/view/12S-ANTHROM284-1](https://classes.sscnet.ucla.edu/course/view/12S-ANTHROM284-1)

## Recommended Classic Resource Readings


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<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>April 4</td>
<td>Introduction and Research Methodologies</td>
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<tr>
<td>2</td>
<td>April 11</td>
<td>Formulating the question: What constitutes data? What are the ethics of qualitative fieldwork?</td>
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<tr>
<td>3</td>
<td>April 18</td>
<td>Participant Observation</td>
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<td></td>
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<td><strong>Assignment 1</strong> April 22 Observe a person eating</td>
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<td>4</td>
<td>April 25</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 29 Observe a waiting room</td>
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<tr>
<td>5</td>
<td>May 2</td>
<td>Qualitative Data Analysis</td>
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<tr>
<td></td>
<td></td>
<td>Guest Lecturer: Eli Lieber, Ph.D.</td>
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<td><strong>Assignment 3</strong> May 6 Participant Observation</td>
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<tr>
<td>6</td>
<td>May 9</td>
<td>Focus Groups</td>
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<tr>
<td>7</td>
<td>May 16</td>
<td>Measurement, Scales and Sampling</td>
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<td></td>
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<td><strong>Class Demonstration: Focus Groups</strong></td>
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<td><strong>Assignment 4</strong> May 20 Semi-structured Interview</td>
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<tr>
<td>8</td>
<td>May 23</td>
<td>Combining Methodologies / Mixed Methods</td>
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<td>9</td>
<td>May 30</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 3 Formal Interview</td>
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<tr>
<td>10</td>
<td>June 6</td>
<td>Write-up of Inductive Study – Making the iterative linear Discussion re: application in practice and research</td>
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<tr>
<td><strong>FINAL PAPER</strong></td>
<td>June 10</td>
<td>Due 12:00 noon</td>
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# Reading Assignments

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

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<tbody>
<tr>
<td>1</td>
<td>April 4</td>
<td>Introduction, Real Science &amp; Research Methodologies</td>
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**Reading:**

**Required:**


**Recommended:**


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<td>2</td>
<td>April 11</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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**Reading:**

**Required:**

- Bernard, Chapters 10 & 14.
- 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.

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

Bernard, Statement on Professional and Ethical Responsibilities of the Society for Applied Anthropology.


**Recommended:**


**Doing Fieldwork – Ethics**


http://www.anthropologymatters.com/index.php?journal=anth_matters&page=article&op=view&path%5B%5D=133&path%5B%5D=260


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<td>3</td>
<td>April 18</td>
<td>Participant Observation</td>
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Reading:

Required: Bernard, Chapter 12.

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*.


Session | Date | Topic
---|---|---
* 4 | April 25 | Semi-structured Interviewing  
*Class demonstration: Ethics*

Reading:
Required: Bernard, Chapter 8.

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.


Session | Date | Topic
---|---|---
5 | May 2 | Qualitative Data Analysis  
Guest Lecturer: Eli Lieber, Ph.D.

Reading:


Recommended:

6 May 9 Focus Groups

Reading:

Required: Bernard, Chapter 8.

Spradley, Step 3, pp. 63-72.


Recommended:


7 May 16 Measurement, Scales and Sampling

*Class Demonstration: Focus Groups*

Reading:

Required: Bernard, Chapters 5 & 11.

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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<td>Guest Lecturer: TBA</td>
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Reading:

Required:  


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<td>May 30</td>
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<td></td>
<td><em>Class demonstration: Semi-structured/Unstructured Interviews</em></td>
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*Reading:*

Required: Bernard, Chapters 15, 18, and 19.

Spradley, Step 11.


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<td>Write-up of Inductive Study – Making the iterative linear Discussion re: application in practice and research</td>
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**Reading:**

**Required:**

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.

