

Course outline: Qualitative method, 7.5 credits, Autumn 2021

This document includes information about schedule, course literature, lectures/seminars and lecturers. Further information about examinations will be provided at course start.

The syllabus: https://www.oru.se/contentassets/a922ab13b5aa404c82075bc5d9c405e2/kp-kvalitativ-metod-75-hp-sv_15so005_21-05-18.pdf

Please notice that the course consists of two parts: one joint introductory part (2.5 credits) and one specialization part (5 credits), with in-depth studies of observations, interviews, or text and discourse analysis. The student selects one of these specializations.

It is also possible to attend and do the examinations for more than one specialization. If so, an additional syllabus (5 credits) will be applied. If you haven't registered for this option, please inform Magnus Boström as soon as possible.

Course coordinator: Magnus Boström, magnus.bostrom@oru.se

Course administrator: Ingela Abramsson, Ingela.abramsson@oru.se

Teachers:

Dag Balkmar, Docent, Gender Studies

Andreas Bergh, Docent, Education

Magnus Boström, Professor of Sociology

Sam de Boise, Docent, Musicology

Göran Eriksson, Professor of Media and Communication Studies

Gustav Westberg, Docent, Swedish Language

Lena Gunnarsson, Docent, Gender Studies

Ylva Uggla, Professor of Sociology

Lectures optional. Seminars mandatory. For missed seminars, there will be an alternative assignment.

Some of the lectures/seminars will be on Campus, others by zoom. If you request a hybrid solution for the Campus option, please contact the respective teacher directly.

Examination:

- **Joint part:** Evaluating the method in a dissertation. The task will be handed out during the introductory lecture October 13. The examination is linked to the seminar November 2.
- **Specializations:** One written PM and seminar assignments. You will be informed about the examinations during the introductory lecture October 13 and then receive more detail information from the teachers responsible for the respective specialization.

Joint part:

Lecture 1: Introduction of course; qualitative method and truth claims, valuations, and generalizations

Wednesday 13 October, 13.15 - 16.00

Teacher: Magnus Boström

Campus: P105

Introduction of course, course outline, and examinations.

In this lecture, we will discuss possibilities and challenges in making truth claims, valuations, and generalizations in relation to qualitative methods.

Literature for this lecture:

Eriksson, G. (2006) Rethinking the rethinking. The problem of generality in qualitative media audience research. *Nordicom Review* 27 (1): 31-44.

Freeman, M. et al. (2007) Standards of Evidence in Qualitative Research: An Incitement to Discourse *Educational Researcher* 36(1):25-32.

Larsson, S. (2009) A pluralist view of generalization in qualitative research, *International Journal of Research & Method in Education*, 32(1): 25-38.

Payne, G. & Williams M. (2005) Generalization in qualitative research. *Sociology* 39(2):295-314.

Sandberg, J. (2005) How Do We Justify Knowledge Produced Within Interpretive Approaches? *Organizational Research Methods* 8(1):41-68.

Lecture 2: Analytical procedures

Tuesday 19 October, 10.15 - 12.00

Teacher: Ylva Uggla.

Digital: <https://oru-se.zoom.us/j/68074268601>

This lecture addresses the issues of methodology and interpretation in different approaches to qualitative analysis. When reading the articles, please think especially about: i) similarities and differences between the approaches, and ii) strengths and weaknesses and the role of interpretation in the different approaches.

Literature for this lecture:

Eldén, S. (2012) Inviting the messy: drawing methods and 'children's voices'. *Childhood* 20(1): 66-81

Fletcher, A. J. (2017) Applying critical realism in qualitative research: methodology meets method. *International Journal of Social Research Methodology*, 20(2): 181-194.

Roberts, Rosanne E. (2014) The Child Maltreatment Survivor's Description of the Process of Becoming a Parent: A Grounded Theory Study *The Qualitative Report* (19), Article 48: 1-27
<http://www.nova.edu/ssss/QR/QR19/roberts48.pdf>

Lecture 3: Gender, intersectionality and power

Thursday 21 October, 10.15 - 12.00

Teacher: Lena Gunnarsson

Campus: P218

The lecture addresses some of the key issues related to gender, intersectionality and power in the research process, including: the internal workings of power and hierarchies of inequalities and their intersections in the research process; the fluidity and stability of multiple gendered inequalities in empirical research; and debates on the very existence and use of a distinct feminist method.

Literature for this lecture:

Bowleg, L. (2008) "When Black + Lesbian + Woman \neq Black Lesbian Woman: The methodological Challenges of Qualitative and Quantitative Intersectionality Research", *Sex Roles* (2008) 59, pp. 312-325. DOI: 10.1007/s11199-008-9400-z.

Doucet, Andrea & Mauthner, Natasha S. (2006): "Feminist Methodologies and Epistemology", pp. 11-36 in: Clifton D. Bryant & Dennis L. Peck (eds.): 21st Century Sociology. Sage.
<http://sk.sagepub.com/reference/sociology/n62.xml>

Karnieli-Miller, O., Strier, R. & Pessach, L. (2009) "Power Relations in Qualitative Research". *Qualitative Health Research* Vol. 19 No. 2, pp. 279-289. DOI: 10.1177/1049732308329306.

McCall, Leslie. "The complexity of intersectionality." *Signs: Journal of women in culture and society* 30.3 (2005): 1771-1800. https://www.journals.uchicago.edu/doi/full/10.1086/426800?casa_token=QYNCUGP9P-YAAAAA%3AZWblLBIRb3FhySYoWGDRYGulY78Fo-NTif2B-T9_JaUn3ERX2wWAx5agsxGhkh-6A2j-y3SUGk&

Reference literature:

Harding, Sandra (2009) "Standpoint Theories: Productively Controversial", *Hypatia* 24(4): 192-200.

MacKinnon, C. (2013) "Intersectionality as a Method: A Note", *Signs* Vol. 38 No. 4, Summer 2013, pp. 1019-1030. DOI: 10.1086/669

Seminar: Evaluating the method in a dissertation

Tuesday 2 November, 13.15 - 16.00

Teacher: Magnus Boström

Digital: <https://oru-se.zoom.us/j/4179872720>

In this seminar, each student will review the method chapter from a dissertation that the student selects. More information about this seminar and examination will be given at the introduction of the course.

Specialisation interviews

Lecture 1: Introduction, theorizing interviews.

Friday 5 November, 13.15 - 15.00

Teacher Magnus Boström.

Digital: <https://oru-se.zoom.us/j/4179872720>

Introduction of outline of this specialization, and introduction lecture about interviewing. The lecture will be based on the articles listed below, which you can read before the lecture.

Also, before the lecture, please reflect on the following: If you have done research interviews before, reflect on the key challenge(s) and most important surprise(s) that you experienced in the meeting with interviewees. We will start the lecture by collecting your experiences.

Lapadat, Judith C. & Lindsay, Anne C. (1999) Transcription in Research and Practice: From Standardization of Technique to Interpretive Positionings. *Qualitative Inquiry* 5(1), 64-86.

Pawson, R. (1996). Theorizing the interview. *The British Journal of Sociology*, 295-314.

Shaw, Rachel (2010) Embedding reflexivity within experiential qualitative psychology. *Qualitative Research in Psychology*. 7(3):233-243.

Smith, Katherine E. (2006). Problematising power relations in 'elite' interviews. *Geoforum* 37:643-653.

Vincent, Carol & Warren, Simon (2001) "This won't take long...": interviewing, ethics and diversity. *Qualitative Studies in Education* 14(1), 39-53.

The Seminars

The first three seminar will be student led in that each students give a summary of the content of one article and initiate a discussion. To doing this, we need to allocate the tasks, so that each student takes one article per seminar. This will be organized later. The fourth and fifth seminar will be devoted to discussing a practical exercise and the examination task.

Seminar 1: Forms of interviews.

Wednesday 10 November, 13.15 - 15.00.

Teacher: Andreas Bergh.

Campus: F103

In the seminar we will discuss different forms of interviews, such as structured vs unstructured interviews, focus group interviews, asynchronous interviews, walking interviews, etc. The seminar will be student led in that each students give a summary of the content of one article and initiate a discussion.

Evans, James & Jones, Phil (2011) The Walking Interview: Methodology, mobility and place. *Applied Geography* 31: 849-858.

Kapborg, Inez & Berterö, Carina (2002) Using an interpreter in qualitative interviews: does it threaten validity? *Nursing Inquiry* 9(1):52-56

Kidd, Pamela S. & Parshall, Mark B. (2000) Getting the Focus and the Group: Enhancing Analytical Rigor in Focus Group Research. *Qualitative Health Research* 10(3), 293-308.

Morgan, David L. (1996) Focus Groups. *Annual Review of Sociology* 22, 129-152.

Shiek, Daniella & Ulrich, Carsten (2017) Using asynchronous written online communications for qualitative inquiries: a research note. *Qualitative research* 17(5): 589-597.

Seminar 2: Power, intersectionality, and cultural differences

Thursday 2 December, 13.15 - 15.00

Teacher: Magnus Boström

Digital: <https://oru-se.zoom.us/j/4179872720>

In this seminar we will discuss the methodological and practical challenges connected to power asymmetries, cultural differences, and issues of intersectionality when doing interviews. Topics such as elite interviews and interviews with children and elderly people will be discussed. The seminar will be student led in that each students give a summary of the content of one article and initiate a discussion.

Grenz, Sabine (2005) Intersections of Sex and Power in Research on Prostitution: A Female Researcher Interviewing Male Heterosexual Clients. *Journal of Woman in Culture and Society* 30(4): 2091-2113.

Harvey, William (2011) Strategies for conducting elite interviews. *Qualitative research*. 11(4):431-441

Lena Aléx & Anne Hammarström (2008) Shift in power during an interview situation: methodological reflections inspired by Foucault and Bourdieu. *Nursing Inquiry* 2008; **15**(2): 169–176.

Punch, S. (2002) 'Research with Children: The Same or Different from Research with Adults?' *Childhood*, 9 (3): 321-341.

Sands, Roberta; Bourjolly, Joretha; Roer-Strier, Dorit (2007) Crossing cultural barriers in research interviewing. *Qualitative social work*. 6(3)353-372.

Seminar 3. Sensitive questions, ethics, and safety.

Tuesday 14 December, 13.15 - 15.00

Teacher: Magnus Boström

Campus: F103

This seminar will address matters such as addressing sensitive topics in the interview, as well as issues of ethics and safety. The seminar will be student led in that each students give a summary of the content of one article and initiate a discussion.

Ayling, Russel & Mewse, Avril (2009) Evaluating Internet Interviews With Gay Men. *Qualitative Health Research*. 19(4):566-576.

Bischofberger, Iren & Vischer, Lilo Roost (2010) Interviewing sub-saharan migrants in Switzerland about HIV/AIDS: Critical reflections on the interview process. *Journal of Transcultural Nursing* 21(1):23-28.

Brayda, Winsome Chunnu & Boyce, Travis D. (2014) So You Really Want to Interview Me?: Navigating “Sensitive” Qualitative Research Interviewing. *International Journal of Qualitative Methods*.

Tarzia, Laura; Bauer, Michael; Fetherstonhaugh, Deirdre; Nay, Rhonda (2013) Interviewing Older People in Residential Aged Care About Sexuality: Difficulties and Challenges *Sexuality and Disability* 31:361–371.

Seminar 4: Presentation, reflection, analysis of practical exercise.

Tuesday 11 January, 13.15-15.00.

Teachers: Andreas Bergh.

Campus: F103

This specialization will include a practical exercise, such as conducting a pilot interview of relevance for once dissertation. The seminar will be devoted to presentation and reflection about one’s practical exercise. The reflection should include issues that have been covered in earlier sessions in this course.

Seminar 5: Presentation of course essay.

Tuesday 25 January, 13.15 - 16.00

Teachers: Magnus Boström

Digital: <https://oru-se.zoom.us/j/4179872720>

This seminar will be devoted to presentation and discussion of one’s course essay, which could be related to drafting parts of the method chapter of one’s dissertation. Further information will be disseminated later.

Specialisation observation

Lecture 1: Introduction.

Wednesday 3 November 10.15-12.00

Teacher: Dag Balkmar

Digital: <https://oru-se.zoom.us/j/3579904738>

Introduction lecture about doing observational studies: What is ethnography? Why ethnography? What constitutes a field? What about access, “hanging out” and observe actions? What techniques for collecting data? What are the classical dilemmas when doing field work?

Literature for this introduction:

Agar, M.H. (2008). *The Professional Stranger: An Informal Introduction to Ethnography*. Bingley: Emerald Publishing (Chapter 1: Ethnography Reconstructed, pp. 1-50).

Baker, Lynda (2006) Observation: a complex research method. *Library Trends* 55 (1), 171-189

Büscher, Monika and John Urry (2009) Mobile Methods and the Empirical, *European Journal of Social Theory* 12(1): 99–116

Gobo, G. (2008). *Doing Ethnography*. London: Sage (Chapter 1: What is Ethnography? pp. 2-14; Chapter 2: Method or Methodology? Locating Ethnography in the Methodological Landscape, pp. 15-32).

Kozinets, R.V. (2010/2015) *Netnography: Doing Ethnographic Research Online*. London: Sage (Chapter 1: Cultures and Communities Online, pp. 1-20, if time, also Chapter 3: Researching Online: Methods, pp. 41-57, Chapter 4: The Method of Netnography, pp. 58-72). (In 2: edition: chapter 1, if time, 2, 4)

Zahle, Julie (2012) Practical knowledge and participant observation. *Inquiry* 55 (1), 50-65.

Seminar 1: Different forms of observation studies

Wednesday 17 November, 10.15 – 12.00

Teacher: Dag Balkmar

Digital: <https://oru-se.zoom.us/j/3579904738>

Ethnographic fieldwork in temporal and contextual dispersed fields. The seminar will be student led in that each student 1) give a summary of a mini-study performed online and/or offline and 2) based on the chosen mini-study, initiate a discussion with reference to text/texts from the literature list.

Seminar 2. Power, intersectionality, and ethics.

Wednesday 1 December, 10.15 – 12.00

Teacher: Sam de Boise

Digital: <https://oru-se.zoom.us/j/4192917938>

In this session we focus on questions of power, intersectionality and ethics, and, in particular, observation and ethnography as political projects. This includes thinking about how and why we focus on particular situations and the consequences of these decisions. In this seminar we will pose questions around decision making in relation to issues of representation and misrepresentation. We ask specifically: who makes decisions in ethnographic fieldwork? Which groups or individuals do we choose to say things about? How do we represent (or misrepresent) people from backgrounds dissimilar to our own? Who is focusing on what and why? Students will take responsibility for reporting the contents of text from the literature list and initiating a discussion.

Literature for this introduction:

Geerts, E., & van der Tuin, I. (2013). From intersectionality to interference: Feminist onto-epistemological reflections on the politics of representation. *Women's Studies International Forum*, 41, 171-178.

Nannyonga-Tamusuza, S. (2015). *Baakisimba: Gender in the Music and Dance of the Baganda People of Uganda*. London: Routledge. Chapters 1 & 2

Taylor, J. (2011). The intimate insider: negotiating the ethics of friendship when doing insider research. *II*(1), 3-22.

Zahle, Julie (2012) Practical knowledge and participant observation. *Inquiry* 55 (1), 50-65.

Seminar 3. Preparing pilot study/practical exercise.

Wednesday 8 December, 10.15 – 12.00

Teacher: Dag Balkmar

Digital: <https://oru-se.zoom.us/j/3579904738>

This seminar will deal with preparation for conducting a pilot study / practical exercise. We will discuss specifically students' choice of fields, methods, questions of what they are focusing on and why. The seminar will also deal with what questions to pose to respondents, the empirical material and we will discuss what probable results arise from different forms of interpretation. Students will report on their upcoming practical exercise focusing on how to approach and reflect on these research dilemmas.

Seminar 4. Presentation and reflection of practical exercise.

Wednesday 5 January, 10.15 – 12.00

Teacher: Sam de Boise

Digital: <https://oru-se.zoom.us/j/4192917938>

In this seminar students will account for and reflect on their choices during the practical exercise. Students will present their pilot observation / field study in connection with their thesis. This includes a reflection based on what has been discussed in previous sessions. Students will be asked to account for what they saw, what worked well and what didn't work so well. Students will also be expected to discuss ethical issues as well as questions regarding analysis of the collected material.

Seminar 5: Presentation of course essay.

Friday 14 January, 10.15 – 12.00

Teacher: tba

This seminar will be devoted to presentation and discussion of one's course essay, which could be related to drafting parts of the method chapter of one's dissertation. More information will be given during start of this specialization

Specialisation text- and discourse analysis: 

Lecture: Introduction to text/discourse analysis

Tuesday 9 November, 10.15 – 12.00

Teacher:  Göran Eriksson/Gustav Westberg

Campus: F103

Seminar 1: How to analyse texts, student presentations

Tuesday 16 November, 10.15 – 12.00

Teacher: Göran Eriksson/Gustav Westberg

Campus: F103

Seminar 2: Analysing multimodal communication, part 1

Tuesday 23 November, 10.15 – 12.00

Teacher: Göran Eriksson/Gustav Westberg

Campus: F103

This lecture starts off from a simple observation, namely that “representation is always multiple” (Kress and van Leeuwen, 2006). The basic principles of the theory of Social Semiotics is discussed and the method of Multimodal Critical Discourse Analysis (MCDA), which offers a wide range of analytical tools for analysing the use of different semiotic materials, is presented. Part of the lecture is aimed at discussing the semiotics of diagrams, flowcharts etc., and the concept of new writing/integrated design.

Literature for this seminar:

Chen, A. and G. Eriksson, 2019, The mythologization of protein: a Multimodal Critical Discourse Analysis of snacks packaging. *Food, Culture & Society* 22:4, 423-445, DOI: 10.1080/15528014.2019.1620586

Ledin, P. and D. Machin, 2019. Replacing actual political activism with ethical shopping: The case of Oatly, *Discourse, Context & Media*, <https://doi.org/10.1016/j.dcm.2019.100344>

Machin, D. 2013. What is multimodal critical discourse studies? *Critical Discourse Studies* 10:4, <https://doi.org/10.1080/17405904.2013.813770>

Seminar 3: Analysing multimodal communication, part 2, student presentations

Tuesday 30 November, 10.15 – 12.00

Teacher: Göran Eriksson/Gustav Westberg

Campus: F103

Seminar 4: Discourse, power and critique

Tuesday 14 December, 10.15 – 12.00

Teacher: Göran Eriksson/Gustav Westberg

Campus: F103

Seminar 5: Presentation and Discussion of Final Coursework/Essays

Tuesday 18 January, 10.15 – 12.00

Teacher: Göran Eriksson/Gustav Westberg

Campus: F103

This seminar will be devoted to the presentation and discussion of final student coursework / essays which will build on the expanded versions of the analyses presented and discussed earlier on (during Seminar 3). More details about coursework and presentations to be provided in class. Please note that depending on number of students etc this seminar can take place in form of individual consultations. The submission deadline for the **Final Coursework/Essays will be:**