ÖREBRO UNIVERSITET

Course syllabus
Third-cycle courses and study programmes

This is a translation of a Swedish document. In the event of a discrepancy, the Swedish-language version shall prevail.

Qualitative method, 7.5 credits

Kvalitativ metod, 7.5 högskolepoäng

Course Code/Codes	15SO005
Subject Area	Sociology
School/equivalent	School of Humanities, Education, and Social Sciences
Valid from	2020-01-28
Approved	*Enter the date on which the course syllabus was approved. To display a calendar, click on the drop-down arrow to the right.*
Revised	2022-12-06
Approved by	Head of School
Translation to English, date and signature	2022-11-24 MB

1 Course content

The course discusses research design, methods for data collection and analysis, as well as opportunities and limitations in relation to different methodological points of departure. Qualitative methods are discussed and analysed from power- and intersectional perspectives. The course consists of two parts: one joint introductory part (2.5 credits) and one specialization part (5 credits), with in-depth studies of ethnographies, interviews, or text and discourse analysis. The student selects one of these specialisations.

2 Outcomes

2.1 The course in relation to the doctoral programme

The course shall primarily refer to the following intended learning outcomes for third-cycle courses and study programmes as described in the Higher Education Ordinance, i.e. the doctoral student shall demonstrate:

Knowledge and understanding
- familiarity with research methodology in general (part of outcome 2)
- familiarity with the methods of the specific field of research in particular (part of outcome 2)

Competence and skills
- the capacity for scholarly analysis and synthesis (part of outcome 3)
- the capacity to review and assess new and complex phenomena, issues and situations autonomously and critically (part of outcome 3)
- the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively (part of outcome 4)

- the ability to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames (part of outcome 4)
- the ability to review and evaluate research and other qualified tasks (part of outcome 4)
- the ability to identify the need for further knowledge (outcome 7)
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Judgement and approach
- intellectual autonomy and disciplinary rectitude (part of outcome 9)
- the ability to make assessments of research ethics (part of outcome 9)
- specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used (outcome 10)

The intended learning outcomes are listed in the same order as in the general syllabus for the programme.

2.2 Intended course learning outcomes

To obtain a passing grade, the doctoral student shall demonstrate:

Deepened knowledge about
1. different methodological points of departure for qualitative research and associated opportunities and limitations,
2. methods for various forms of data collection, including interviews, ethnographies, and document studies, and
3. various forms of qualitative data analysis.

Ability to
4. plan and conduct qualified qualitative studies,
5. critically review and evaluate qualitative studies,
6. from a power and intersectional perspective, plan, conduct and evaluate qualitative research,
7. in oral and written form present and discuss qualitative research,
8. making research ethical judgments of qualitative studies, and
9. develop and try analytical strategies in relation to different qualitative approaches.

3 Reading list and other teaching material

The following course readings and teaching material will be used on the course:

Joint part:
Bowleg, L. (2008) “When Black + Lesbian + Woman ≠ 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

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

Fletcher, A. J. (2017) Applying critical realism in qualitative research: methodology meets method. International Journal of Social Research Methodology, 2017. VOL. 20, NO. 2, 181–194.

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

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.

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

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%3AZWblILBIRb3FhySYoWGDRYGulY78Fo-NTif2B-T9_JaUn3ERX2wWAx5agsxGhkh-6A2j-y3SUGk&

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.

In addition:
A method chapter from a dissertation that the student selects. Articles of max 50 pages may be added.

Reference literature joint part:
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: 10.1086/669570.

Specialisation ethnographies:
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.

de Boise, S. (2020), "Music and Misogyny: A Content Analysis of Misogynistic, Antifeminist Forums." *Popular Music* **33**, 459-481 DOI: 10.1017/S0261143020000410.

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. (2020), *Netnography: Doing Ethnographic Research Online*. London: Sage. (Ch. 1,7, 8), 48 p.

Paterson, Barbara L.; Bottorff, Joan L. and Hewat, Roberta (2003) Blending observational methods: possibilities, strategies, and challenges. *International Journal of Qualitative Methods* 2 (1), 29-38.

Pink, S., Horst, H., Postill, J., Hjorth, L., Lewis, T. and Tacchi, J., Eds. (2016), *Digital Ethnography: Principles and Practice*. London: Sage. (Chapters 1,2,3 & 5), 79 p.

Sugiura, L., Wiles, R. and Pope, C. (2017), "Ethical challenges in online research: Public/private perceptions." *Research Ethics* **13** (3-4): 184-199.

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

In addition:
Articles max 50 pages may be added.

Reference literature ethnographies:

Dewalt, Kathleen M. and Dewalt, Billie, R (2011). *Participant Observation. A guide for fieldworkers.* Lanham: AltaMira Press. Rowman & Littlefield Publishers. 2nd edition.

Spcialisation interviews:

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, 17 p.*

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

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

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.

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.

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.

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

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

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.

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

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

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

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.

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

In addition:
Articles max 50 pages may be added.

Specialisation text- and discourse analysis:

Andersson, H. 2019. Recontextualizing Swedish nationalism for commercial purposes: a multimodal analysis of a milk marketing event. *Critical Discourse Studies*, 16 (5), 583-603. DOI: 10.1080/17405904.2019.1637761

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

Fairclough, N. 1985. Critical and descriptive goals in discourse analysis. *Journal of Pragmatics* 9. S. 739–763.

Fairclough, N, Phil Graham, Jay Lemke & Ruth Wodak. 2004. Introduction. *Critical Discourse Studies* 1(1). S. 1–7.

Ledin, P & Machin, D (2021) Why digital administrative systems create extra work and demoralize us: A study of performativity and decontextualization caused by Unikumin Swedish preschools. *Discourse, Context and Media, 14 p.*

Machin, D. 2013. What is multimodal critical discourse studies? *Critical Discourse Studies* 10:4, https://doi.org/10.1080/17405904.2013.813770, 8 p.

Machin, D. & van Leeuwen, T. 2016 Multimodality, politics and ideology. *Journal of Language and Politics*, vol 15(3) pp. 243–258.

Moberg, U & Eriksson, G. 2013. Managing ideological differences in joint political press conferences: A study of the strategic use of the personal pronoun ‘we’. *Journal of Language and Politics* 12(3): 315–334.

Spitzmüller, J. & Warnke, I H. 2011. Discourse as a ’linguistic object’: methodical and methodological delimitations. *Critical Discourse Studies* 8:2. S. 75–94.

Thurlow, Crispin (2016). Queering critical discourse studies or/and Performing ‘post-class’ ideologies. *Critical Discourse Studies*. 13 (5). Pp. 485-514.

Trew, Tony 1979. “What the papers say”. Linguistic variation and ideological difference. I: Roger Fowler, Bob Hodge, Gunther Kress & Tony Trew (red.), *Language and control*. London: Routledge & Kegan Paul. S. 117–156.

van Dijk, T. 2013. CDA is NOT a method of critical discourse analysis. http://www.edisoportal.org/debate/115-cda-not-method-criticaldiscourse-analysis%20, 1 p.

Van Leeuwen, T. 2008. Discourse and Practice: New Tools for Critical Discourse Analysis. Oxford: Oxford University Press. Chapter 1 ”Discourse as the recontextualization of social practice” Pp. 3–23.

Westberg, Gustav (2021). Affective Rebirth: Discursive gateways to contemporary national socialism. *Discourse & Society*: 32(2), 214-230.

Westberg, G. 2021 Affect as a multimodal practice. *Multimodality & Society*, 1 (1), 20-38 Information via DOI Fulltext i DiVA

Wodak, R., & Fairclough, N. 2010. Recontextualizing European higher education policies: The cases of Austria and Romania. *Critical Discourse Studies*, 7(1), 19–40.

Wodak, R. 2008. Introduction: Discourse Studies - Important Concepts and Terms. In: R. Wodak and M. Krzyżanowski (eds) Qualitative Discourse Analysis in the Social Sciences. Basingstoke: Palgrave Macmillan, pp. 1-24. (Hard copies in ORU Library)

Wodak, R. and M. Meyer. 2009. Critical Discourse Analysis - History, Agenda, Theory and Methodology. In: R. Wodak and M. Meyer. (eds.) Methods of Critical Discourse Analysis (2nd Edition). London: Sage, pp.1-34. (E-book available via ORU Library)

In addition:
Articles of max 150 pages may be added.

Referenslitteratur text och diskursanalys:

Fairclough, N. 1992, *Discourse and Social Change*, Cambridge: Polity Press. (Hard copies in ORU Library).

Ledin, P. & Machin, D. 2020. *Introduction to Multimodal Analysis* (2nd Edition). London: Bloomsbury.

Van Leeuwen, T (2008) *Discourse and Practice: New Tools for Critical Discourse Analysis*. Oxford University Press.

Wodak, R. & Meyer, M. 2016. *Methods of Critical Discourse Analysis* (3rd Edition). London: Sage.

4 Teaching formats

Teaching on the course takes the following format:

The course consists of lectures and mandatory seminars.

5 Examination

The course is assessed through the following examinations which will be graded separately:

Qualitative method I, 2.5 credits. (0100)
Oral and written review of the method in a dissertation connected to the joint part of the course.

Qualitative method II, 5 credits (0200)
Individual PM and seminar assignments connected to one of the three specialisations.

For examinations consisting of several examination components, the following applies: If during the course it is concluded that a doctoral student is unable to complete a certain examination component, the examiner may set a substitute assignment provided that circumstances do not reasonably allow for the course component to be completed at a later date during the run of the course.

6 Grades

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades ‘fail’ or ‘pass’ (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Higher Education Ordinance).

To obtain a passing grade on examinations included in the course, the doctoral student is required to demonstrate that he/she attains the intended course learning outcomes as described in section 2.2. Alternatively, if the course consists of multiple examinations generating credit, the doctoral student is required to demonstrate that he/she attains the outcomes that the examination in question refers to in accordance with section 5.

A student who has failed an examination is entitled to a retake.

If an examination consists of several examination components, and a student fails an examination component, the examiner may, as an alternative to a retake, set a make-up assignment with regard to the examination component in question.

A doctoral student who has failed an examination twice for a specific course or course element is entitled, upon his/her request, to have another examiner appointed to determine the grade.

7 Admission to the course

7.1 Admission requirements

To gain access to the course and complete the examinations included in the course, the applicant must be admitted to a doctoral programme at Örebro University.

The applicant must have received passing grade in course(s) about qualitative methods, including 7.5 credits, on bachelor and/or master level, or in other ways gained corresponding knowledge.

7.2 Selection

Selection between applicants who have been admitted to doctoral programmes at Örebro University and who otherwise meet the admission requirements as listed above is made according to the following order of precedence:

1. Applicants from subjects within the faculty Humanities and Social Science at Örebro University
2. Applicants from other subjects at Örebro University

If no other selection criteria are specified in this section, priority shall be given to applicants with a lower number of course credits left before the award of their degree over applicants with a higher number of remaining course credits. Should two or more students have equal number of credits, selection will be done through the drawing of lots. This also applies within any selection groups listed unless otherwise stated.

7.3 Other applicants than doctoral students admitted at Örebro University

Other applicants than doctoral students admitted at Örebro University may be given access to the course on the grounds of provisions for and/or agreements regarding contracted courses, joint degrees, national graduate schools or cooperation in other respects with other universities.

Any decisions on what such other applicants may be given access to the course are made separately and on the basis of the provisions and/or agreements that occasion the student to apply for the course.

For participation in the course in other respects, the same provisions shall apply as for doctoral students admitted to Örebro University.

8 Transfer of credits for courses, study programmes and other experience

Provisions on the transfer of credits can be found in the Higher Education Ordinance and on the university's webpage.

9 Other information

The course langauge is English

Transitional provisions

No transitional provisions apply