

Educational Leadership & Policy
College of Education
University of Utah
ELP7060-002: Qualitative Research 1
Tuesdays, 4:35-7:05 p.m. ~ GC4020

Professor:

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Office Hours: Please schedule meetings at <https://chrislinder.youcanbook.me/>. If none of the times available work for you, please email me and we'll find another time.

**Please feel free to call or text.*

Land & Labor Acknowledgement

It is important to note that our classes take place on land that European colonizers stole from Indigenous people through violence. Specifically, the Bannock, Goshute, Navajo, Paiute, Shoshone, and Ute peoples lived in the land that is now considered Utah ([Native American Tribes, n.d.](#)). Further, enslaved people (primarily Indigenous and of African descent) likely provided exploited labor on which the University of Utah was built ([Utah History to Go, n.d.](#)). Acknowledging the land and labor exploitation is vital to engaging in social justice and equity work. As we move forward in this course, I implore you to remember our responsibility to those who were here before us to honor their legacies and call attention to and interrupt exploitation as often as possible through our work.

Purpose of the Course & Course Objectives

The purpose of this course is to expose you to qualitative research in education, including a number of strategies to conduct qualitative research. Specifically, as a result of this course, you will:

- Explore and articulate your understanding of social science philosophy supporting qualitative research.
- Explore the role of qualitative research educational leadership and policy.
- Consider and describe the role of identities and ethics in research processes.
- Explore and describe various methodologies appropriate for qualitative research.
- Explore and practice various data collection methods for qualitative research.
- Explore strategies for data analysis and representation of qualitative research.
- Design a qualitative research study.

Textbooks

- Bhattacharya, K. (2017). *Fundamentals of qualitative research: A practical guide*. Routledge Press.
- Jones, S. R., Torres, V., & Arminio, J. (2022). *Negotiating the complexities of qualitative research in higher education: Essential elements and issues, 3rd Edition*. Routledge Press.
- Publications Manual of the American Psychological Association, 7th ed.* (2019). Washington, D.C.: American Psychological Association.

Additional readings available on Canvas.

Policies & Resources

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Any changes will be discussed in class and posted on Canvas.

University of Utah Policies and Resources

Academic Integrity: It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code:

<https://regulations.utah.edu/academics/6-410.php>

Accommodations: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access. *Note from Chris: I strive to accommodate a wide variety of learning styles through my pedagogy and welcome feedback regarding this. Additionally, if there is something that I could do to accommodate your learning style that is outside the range of official university accommodations, please let me know.*

Drop/Withdrawal Policies: Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not

used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

Title IX and Required Reporting: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801- 581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585- 2677(COPS). The University of Utah has a comprehensive website detailing the nuances of Title IX and resources for survivors of sexual violence, <https://sexualassault.utah.edu/>.

Note from Chris: As an employee of the University of Utah, I have a responsibility to you and your peers to report to the Title IX Officer any instances of sexual violence that you share with me. For example, if you share with me that your supervisor is sexually harassing you, I need to report that to the Office of Equal Opportunity as a way to allow the institution to investigate it and make appropriate sanctions (with the intention of preventing future violence perpetrated by this person). While I understand the power-related implications of this policy and I also understand based on research and previous experiences that it is highly unlikely that perpetrators will be held responsible for their behaviors, I also believe the significance of the institution having a better picture of what is actually happening on our campus. I don't like the system we work in, *and* it is the system that we have chosen to be part of and I believe in the intended purpose Title IX; therefore, I will follow this policy and report instances of sexual violence that fall under required Title IX reporting.

Campus Safety Statement: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Note from Chris: As you think about this statement, please be mindful of what and how we have learned what "suspicious" is, being sure to consider how our biases related to race and immigration influence our perceptions of "suspicious." Additionally, please remember that the vast majority of violence is committed by a person known to the victim – stranger violence is very rare. While stranger violence should be taken seriously, so should the threat of violence committed by people with whom we are in relationship.

Student Mental Health Resources: Graduate school is hard. Transitions are hard. Life is hard. Take care of yourself the best you can. I strive to find the balance of supporting you as

a whole well person, and holding you accountable for learning. While these two things do not have to be in conflict with each other, they often feel as though they are. Please let me know how I can support you and consider reaching out to campus resources for support as well. [Campus mental health resources](#), include free counseling, trainings and other support.

Library: The University of Utah libraries are an incredible resource that you have already paid for, so use them! There are lots of amazing humans who work at the library who love to help curious students learn how to use the library and its electronic resources in their work. Our usual education librarian is on sabbatical this semester, so if you need assistance, please contact Jasmine Kirby, jasmine.kirby@utah.edu. Additionally, here is a Canvas site that has a number of library resources available to you, <https://utah.instructure.com/courses/353729>

Linder-isms

I love learning. And community. And I have a love-hate relationship with syllabi. In an ideal world, grades would not exist and people would engage in learning for the sake of collective liberation. I strive to create that environment in my courses, and I recognize that sometimes we all need a little nudge or a big push to keep moving forward.

In my core, I believe in the “goodness” and potential of human beings, and our collective ability to make the world better. I am an abolitionist and do not believe in policing, surveillance, or punitive measures in any situation, including classrooms. I believe we all achieve our best when we work from a place of possibility, rather than a place of fear. That said, the vast majority of us have been heavily socialized in punitive educational systems and struggle to navigate an environment not rooted in punishment and surveillance, so I do my best to find the both/and of accountability and pushing you to engage in learning for yourself, not for me.

I view my role as a faculty member as one of facilitator. I strive to create an environment in which you feel empowered to take risks, make mistakes, and dream big without fear of repercussion. I also strive to model effective boundaries and accountability. Our learning is dependent on each other, which requires us to engage with course materials and each other. These philosophies guide the expectations that follow:

Learning Community and Participation: This course is designed to incorporate cognitive, affective, and experiential learning necessitating participation of all voices within this learning community. Our learning in this course is interconnected and we rely on each other to get the most out of our time together. To be an effective community member, please plan to complete readings prior to class meetings and arrive at class prepared to engage in graduate level reflection and discussion. Generally, this means preparing notes from the readings including potential discussion questions and connecting course materials to experiences and current events that happen outside of class. You should be prepared to read and engage in reflection, synthesis, and analysis of course material. Course assignments should integrate both personal experience and academic materials. My expectation is that

students enrolled in this class are prepared to engage in personal reflection and be challenged to consider new and additional perspectives.

Participation looks different for different people and is often connected to power and privilege associated with social identities. I expect people to come to class prepared to engage with the material and consider the ways their identities influence how they show up in the space. Talking does not always equate participation – please be mindful about the amount of “airtime” you take and be respectful of varying learning and participation styles. Preparation and participation are basic expectations for all graduate level work; therefore, you will not receive points or a grade for participation.

Attendance: This course is an in-person course, and course meetings will take place in person *without a virtual option*. Throughout the semester, there may be reasons you need to miss class. As an adult learner, I leave it to you to determine what is “reasonable” to miss class for – I will not determine that for you. If you need to miss more than one class period for any reason, please submit an in-depth written reflection related to your thoughts on the course materials for that class for up to four classes. If you need to miss more than four classes this semester, we will need to discuss extenuating circumstances and a possible incomplete in the course. The reflection paper is due within one week of the missed class. If you do not complete the reflection, you will grade reduction of one letter grade for every class you miss in excess of one class period.

Late Work: The materials in this course build on each other making it is very difficult to accept late work. Additionally, I set aside specific times after assignments are due to provide feedback to you, resulting in you receiving feedback on all written work quickly (usually within one week). Finally, power and privilege significantly influence the process of requesting extensions, especially with regard to who feels comfortable and/or entitled to extensions and who does not. Late work will be accepted for half-credit up to one week late; work later than one week will **NOT** be accepted. The only exception to this will be for unforeseen circumstances including family emergencies and significant illness (conferences and busy times at work are NOT unforeseen). If you need an exception, please let me know in writing so that we can work out an alternate timeline to which we both agree.

Writing and APA Manual: Use the APA Manual, 7th Edition for all written work in this course. Please note that online guides related to APA are often incomplete, resulting in many mistakes and incomplete citations in student work. I *highly* recommend you purchase your own APA manual, tab it, and consult it regularly.

The Writing Center at the University of Utah supports students at various points in the writing process. ALL of us can improve our writing and our writing habits. I highly encourage you to visit the Writing Center to learn more about their services for graduate students. For more information please visit <https://writingcenter.utah.edu/>.

Course Assignments and Evaluation Methods

Assignment submissions: All assignments will be submitted through the Assignment section of Canvas. All assignments are due at 4:34 p.m. on the due date listed, unless otherwise noted. Please use APA 7th Ed and a Word document (not PDF) for all written work unless otherwise noted.

Assignment	Points
Article Exemplar Exercise	10
Synthesis Essay	20
Methodology Jigsaw	20
Draft 1 of Research Proposal	5
Data Collection & Reflection	20
Final Research Proposal	25
TOTAL	100

Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

COURSE ASSIGNMENTS

Article Exemplar Exercise

Different scholars use different language to identify the essential parts of a qualitative research study. In this course, we will generally use the following terms to identify various sections of the research proposal:

- Statement of the Problem & Purpose of the Study/Research Questions
- Theoretical/Conceptual Framework (includes a literature review)
- Research Paradigm & Researcher Reflexivity
- Methodology
- Data Collection Methods
- Recruitment, Participants, & Setting
- Data Analysis (including goodness, rigor, or trustworthiness)

For this assignment, please choose one of the exemplar articles and identify each of the essential elements of the research process as listed above. Please do this in a summary/list format. This assignment does not need to be in formal APA-style. Keep in mind that some of these elements may not be labeled the same way in the article, but most of them will be present in the article. Your assignment will look something like this (please complete for each section listed above).

- Statement of the Problem & Purpose of the Study/Research Questions: Returning adult students do not complete college at similar completion rates as their traditionally-aged peers (pg. XX). Therefore, the purpose of this study is to understand the experiences of non-traditionally aged students in classrooms at a large public institution. The research questions for this study include:
 - What are the experiences of non-traditionally aged students in classrooms at a large public institution?

- Theoretical/Conceptual Framework, including a brief review of the literature: The authors of this study explore the literature about non-traditionally aged students and retention (p. XX) and campus climate for non-traditionally aged students (p. XX). The theoretical frameworks for this study appear to be Scholssberg's Transition Theory (p. XX) and Tinto's Theory of retention (p. XX).

REFLECTION: After you identify and describe each element, reflect in 1-2 paragraphs on the process of this assignment, using the following reflection questions: What did you learn? What was surprising to you? How was what you found in your exemplar article similar or different to what you expected?

Point allocation:

Section	Points
Sections of the article are appropriately identified and described	7
Reflection on process	3
Total	10

Situating the Research Synthesis Essay

In the second module, we will discuss various aspects of situating qualitative research. In this paper, please integrate what you learned from the readings, class discussions, and the panels invited to class. This is a formal essay, requiring APA formatting and correct grammatical and technical writing.

For this essay, you will write at least two paragraphs for each section. In the first paragraph, describe your understanding of the concept presented, using scholarly sources (class materials and panel discussions). Please cite comments from the panel discussions in class as "personal communication." This does not need to be in third person, but it also is not *just* a reflection. Write the paragraph as though you were describing the concept in a scholarly setting. In the next 2-3 paragraphs of the section, please describe how you are applying this concept in your own work. For example, in the section on situating the research in theory and scholarship, identify what theories you are considering to guide your work and what scholarship you will examine to help you develop your questions and ideas.

The paper should include four sections: paradigms, theory and scholarship, reflexivity, and ethics. You can also think of this paper as a starting point for you're the research proposal in this course – they should all build on each other.

Point allocation:

Section	Points
Description and Reflection of Four Sections (4 @ 4 pts each)	16
Grammar, Flow, APA, etc.	4
Total	20

Methodology Jigsaw

The purpose of this assignment is to allow you to explore one qualitative methodology of interest in detail and to be exposed to several different potential methodologies. Please choose one methodology (narrative inquiry, ethnography, participatory action research, case study, etc.) to explore and share with the rest of the class. I recommend exploring the methodology you're proposing in your research proposal for this course. **You will need to incorporate at least five articles or chapters about this methodology that are considered foundational for this methodology.**

Please create a 1-2 page handout or infographic about your methodology that includes the following information:

- Summary of the methodology and its origins (including a brief history and evolution)
- Methods or data collection procedures often associated with this methodology
- Potential topics and/or research questions that may be a good match with this methodology (e.g. when might you choose to use this methodology and why)
- Examples of at least two published studies integrating this methodology (including citations in case people want to gather more information)
- Any additional information you think is relevant or helpful for class members
- Please be sure to include the full citations for all of your references on your infographic or handout (at least 7, not including the example articles)

Point allocation:

Section	Points
All required sections were included in appropriate depth in handout or infographic	15
References appropriately cited throughout and at least seven references (5 on methodology and 2 example studies) included in handout or infographic	5
TOTAL	20

Data Collection Assignment

The purpose of this assignment is for you to practice collecting data and to reflect on what you learned from your practice. Please collect data using two different methods. You do not need to collect data from a large number of participants. For example, choose focus groups as a data collection strategy, you only need to complete one focus group for this assignment, whereas for a study, you would likely need to complete a few. You do not need IRB approval for this assignment, and you will not use the data for anything other than to practice data collection and analysis for this course. *You do not need to transcribe interviews/focus groups for this assignment.*

For this assignment, you should submit at least three files:

- 1) Data collection #1 (e.g., an audio or video file of an interview/focus group, observation field notes)

- 2) Data collection #2 (e.g., PDF of drawings, pictures, pictures of artifacts, downloaded tweets/FB posts)
- 3) Reflection paper

The reflection paper (3-5 pages) should highlight what you learned from this process and how this influences your thought process about collecting data for future projects.

Consider the following questions in your reflection:

- What did I learn about the process of collecting data?
- If/When I do this again, I would consider...
- If I were teaching new researchers about qualitative research, what would I share with them as a result of this process? What would I want them to know?

Point allocation:

Section	Points
Data Collected (2 @ 7 points each)	14
Reflection on Data Collection Process	6
TOTAL	20

Research Design Proposal

The purpose of this assignment is to explore and develop your understanding of the various components of qualitative research design and to practice congruence in your writing. You will write a research proposal for a study you would be interested in conducting using qualitative research. The proposal should include the following sections (they do not need to be in this order):

- Statement of the Problem & Purpose of the Study/Research Questions: Describe the statement of the problem using literature to support your argument, then state the purpose of this specific study and include research questions if appropriate.
- Theoretical/Conceptual Framework: We do not have time in the semester to adequately develop a theoretical or conceptual framework, so for this section, please include an anticipated outline – what theory(-ies) do you think will guide your work and what are at least three areas of scholarship you will explore to better understand/guide your topic?
- Research Paradigm & Researcher Reflexivity: In this section, describe the research paradigm that will guide your study and your relationship to the proposed research. Do not simply list your identities, describe how you will work to stay mindful of your role in the research process during the data collection and analysis processes.
- Methodology: Identify and describe the methodology guiding your study. Write 2-3 paragraphs describing the methodology and its relationship to your framework and research design.
- Data Collection Methods: Please identify at least two data collection strategies (methods). How will you gather data to assist you in answering your research questions? Choose one “traditional” form of data collection (e.g., interview, focus group, observation, etc.) and one less traditional form of data collection (e.g., photo-elicitation, social media, journaling, etc.). Be specific about your strategies and

provide justification for how these strategies align with your frameworks and methodology.

- Appendix A: Include interview/focus protocols, photo-elicitation or journal prompts for participants, instructions for participants, etc.
- Setting, Participants, & Recruitment
 - Setting: Please describe your site in great detail while also keeping the site confidential. Provide enough thick, rich description for the reader to have a context for understanding your study.
 - Participants: Who are your participants? Describe the criteria you will use to recruit participants.
 - Recruitment: How will you recruit participants for this study? Include primary and secondary recruitment strategies. If you intend to have incentives for participants, please include that in this section as well.
 - Appendix B: Include recruitment materials as an appendix – you may have drafts of emails you will send to gatekeepers, as well as posters, fliers, emails you will send to participants.
- Data Analysis (including goodness, rigor, or trustworthiness): Describe your proposed data analysis processes and how they align with your methodology, methods, conceptual framework, and research questions. Be sure to include your strategies for rigor in this section as well.

DRAFT of Research Proposal (5 points):

You will receive full credit if you submit a paper with the correct headings and at least some information/direction in each section. Submitting drafts is very important because I cannot help guide you if I don't know what you're thinking/where things are still murky for you. I advise that you put a considerable amount of time into this draft so that you can receive feedback and a high grade on your final paper.

FINAL PAPER Point allocation:

Section	Points
Statement of the Problem & Purpose of the Study/Research Questions	3
Theoretical/Conceptual Framework	2
Paradigm and Researcher Reflexivity	3
Methodology	3
Data Collection Methods	4
Setting, Participants, & Recruitment	3
Data Analysis (including rigor or goodness criteria)	2
Flow, Grammar, APA, Technical Writing	5
TOTAL	25

CLASS SCHEDULE

Unit 1: Situating the Research As a result of this module, students will: <ul style="list-style-type: none"> • Identify the essential elements of a sound qualitative research study. • Review social science theory (i.e., paradigms) as a foundation for qualitative research. • Examine the importance of situating research in theory and literature. • Develop an understanding of congruence as an essential element of a sound qualitative research project. Assessment & Evaluation <ul style="list-style-type: none"> • Article Exemplar Exercise • Reflection on Situating the Research 		
Date	Reading Assignment Due	Additional Assignment Due (prior to class)
Week 1 – August 22 Introductions & Community Guidelines	Saldaña, J. (2014). Blue-collar qualitative research: A rant. <i>Qualitative Inquiry</i> , 20(8), 976-980. doi: 10.1177/1077800413513737 (maybe move to week 1)	
Week 2 – August 29 What is Qualitative Research?	Broido, E. M., Erwin, V. M., Stygles, K., Fraley, L., & Najdek, R. (2023). “Disability is something you can be proud of”: College student activists claiming disability identities and creating cross-disability communities. <i>Journal of College Student Development</i> , 64(3), 274-291. https://doi.org/10.1353/csd.2023.a901169 Karunaratne, N. (2023). Fostering (re)connections: South Asian students healing from dating violence. <i>Journal of Diversity in Higher Education</i> , 16(2), 131-143. https://doi.org/10.1037/dhe0000331 Liera, R., & Hernandez, T. E. (2021). Color-evasive racism in the final stage of faculty searches: Examining search committee hiring practices that jeopardize racial equity policy. <i>The Review of Higher Education</i> , 45(2), 181-209. https://doi.org/10.1353/rhe.2021.0020	

	<p>Wallace, J. K. (2022). Nevertheless, we persist: Exploring the cultural capital of Black first-generation doctoral students at non-Black serving institutions. <i>Review of Higher Education</i>, 45(4), 515-548. https://doi.org/10.1353/rhe.2022.0005</p> <p>Yao, C. W., Gause, S., Hall, K., & Dou, J. (2023). "Why is this still happening?": International students of color's racial sensemaking and perceptions of racial conflicts and racial movements in 2020. <i>The Journal of Higher Education</i>, Online first. https://doi.org/10.1080/00221546.2023.2203627</p>	
<p>Week 3 – September 5 Situating the Research: Paradigms</p>	<p>Jones et al., Chapter 1 Bhattacharya, Chapter 1-3</p>	<p>Article Exemplar Exercise</p>
<p>Week 4 – September 12 Situating the Research: Theory and Scholarship</p>	<p>Jones et al., Chapter 2 Bhattacharya, Chapter 4 Collins. C. S., & Stockton, C. M. (2018). The central role of theory in qualitative research. <i>International Journal of Qualitative Methods</i>, 17, 1-10. doi: 10.1177/1609406918797475 Dizon, J. P. M. (2021). Protecting the university, policing race: A case study of campus policing. <i>Journal of Diversity in Higher Education</i>, 16(4), 410-424. https://doi.org/10.1037/dhe0000350 Harris, J. C., & Patton, L. D. (2019). Un/doing intersectionality through higher education research. <i>The Journal of Higher Education</i>, 90(3), 347-372. https://doi.org/10.1080/00221546.2018.1536936</p>	
<p>Week 5 – September 19 Situating the Research: Reflexivity</p>	<p>Jones et al., Chapter 3 & 9 Luttrell, W. (2010). Reflexive writing exercises. In W. Luttrell (Ed.) <i>Qualitative educational research: Readings in reflexive methodology and transformative practice</i>, pp. 469-480. New York: Routledge. Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. <i>International Journal of Qualitative Studies in Education</i>, 16(2), 175-196. https://doi.org/10.1080/0951839032000060635</p>	

<p>Week 6 – September 26 Ethics & Harm</p>	<p>Jones et al., Chapter 8 Nicolazzo, Z., Jaekel, K., Tillapaugh, D., & Pérez II, D. (2021) Temporalities of [no] harm: Navigating trauma through research with minoritized populations in higher education. <i>International Journal of Qualitative Studies in Education</i>, 34(1), 19-36. https://doi.org/10.1080/09518398.2020.1720851 Shulz, P., Kreft, A., Touquet, H., & Martin, S. (2022). Self-care for gender-based violence researchers – Beyond bubble baths and chocolate pralines. <i>Qualitative Research</i>. Online first. https://doi.org/10.1177/14687941221087868 Stewart, T. J. (2022) “I don’t feel studied”: Reflections on power-consciousness in action research with college student sex workers. <i>Action Research</i>, 20(2), 162-179. https://doi.org/10.1177/14767503211023127</p>	
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<p>Module 2: Methodology & Methods As a result of this module, students will:</p> <ul style="list-style-type: none"> • Understand the difference between methodology and methods. • Be exposed to different methodologies and methods for qualitative research. <p>Assessment & Evaluation</p> <ul style="list-style-type: none"> • Methodology Jigsaw • Data Collection Assignment 		
<p>Week 7 – October 3 Methodological Approaches</p>	<p>Jones et al., Chapter 4-5 Bhattacharya, Chapter 5</p>	<p>Situating the Research Synthesis Essay</p>
<p>October 10 – FALL BREAK</p>		
<p>Week 8 – October 17 Methodologies</p>	<p>Read primary sources for your chosen methodology (at least five articles and/or book chapters)</p>	<p>Methodology Jigsaw</p>

<p>Week 9 – October 24 Data Collection Strategies</p>	<p>Jones et al., Chapter 6 Bhattacharya, Chapter 6</p> <p>Allen, Q. (2023). “I don’t fit that stereotype”: Participant photography and the visual (re)positioning of Black men. <i>Visual Studies</i>, Online First. https://doi.org/10.1080/1472586X.2023.2209051</p> <p>Cottingham, M. D., & Erickson, R. J. (2019). Capturing emotion with audio diaries. <i>Qualitative Research</i>, Online First, 1-16. https://doi.org/10.1177/1468794119885037</p> <p>Harris, J. C. (2016). Utilizing the walking interview to explore campus climate for students of color. <i>Journal of Student Affairs Research and Practice</i>, 53(4), 365-377. https://doi.org/10.1080/19496591.2016.1194284</p> <p>Yan, K., Salmon, J., Aubrey, J. S. (2022). A sexy post a day brings the “likes” your way: A content analytic investigation of sexualization in fraternity Instagram posts. <i>Sexuality & Culture</i>, 26, 685-706. https://doi.org/10.1007/s12119-021-09915-9</p>	
<p>Week 10 - October 31</p>	<p>NO CLASS – Write Draft + COLLECT DATA!</p>	<p>Draft of Research Proposal (due at 11:59 pm)</p>

Module 5: Data Analysis & Representation

As a result of this model, students will:

- Be exposed to a variety of strategies for analyzing and representing data in qualitative research.

Assessment & Evaluation

- Research Proposal

<p>Week 11 – November 7 Data Analysis</p>	<p>Jones et al., Chapter 7 Bhattacharya, Chapter 7</p> <p>Maietta, R., Mihas, P., Swartout, K., Petruzzelli, J., & Hamilton, A. B. (2021). Sort and sift, think and shift: Let the data be your guide and applied approach to working with, learning from, and privileging qualitative data. <i>The Qualitative Report</i>, 26(6), 2045-2060. https://doi.org/10.46743/2160-3715/2021.5013</p> <p>Saldana, J. (2021). An introduction to codes and coding. In <i>The Coding Manual for Qualitative Researchers, 4th Edition</i> (pp. 3-24). Sage Publications.</p>	
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	<p>Stewart, T. J. (2023). Dear higher education, there are sex workers on your campus”: Rendering visible the realities of U.S. college students engaged in sex work. <i>Journal of Diversity in Higher Education</i>, 16(4), 397-409. https://doi.org/10.1037/dhe0000351</p>	
<p>Week 12 – November 14 Rigor and “Goodness” in Qualitative Research</p>	<p>Jones et al., Chapter 9 Johnson, J. L., Adkins, D., Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. <i>American Journal of Pharmaceutical Education</i>, 84(1), 138-146. Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2018). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. K. Denzin & Y. S. Lincoln (Eds.). <i>The SAGE handbook of qualitative research, 5th Edition</i> (pp. 108-150). Sage Publishers. <i>NOTE: For this reading, focus on pages 133 (The Call to Action) to the end. The previous information is good information to have as a resource, but we have already covered it in previous weeks, so you can skip to the section on “rigor.”</i> Tracy, S. J., & Hinrichs, M. M. (2017). Big tent criteria for qualitative quality. <i>The International Encyclopedia of Communication Research Methods</i>, https://doi.org/10.1002/9781118901731.iecrm0016</p>	Data Collection and Reflection
<p>Week 13 – November 21 Writing Findings & Representation</p>	<p>Jones et al., Chapter 10 Anthym, M., & Tuitt, F. (2019). When the levees break: The cost of vicarious trauma, microaggressions and emotional labor for Black administrators and faculty engaging in face work at traditionally White institutions. <i>International Journal of Qualitative Studies in Education</i>, 32(9), 1072-1093. https://doi.org/10.1080/09518398.2019.1645907 Grimes, N. S. (2021). Demarginalizing the experiences of Black womxn who survived campus sexual violence: A narrative inquiry. <i>Journal of Black Sexuality and Relationships</i>, 7(4), 45-70. https://doi.org/10.1353/bsr.2021.0010 Quaye, S. J., & Lange, A. C. (2020). Pete’s letter: A student activist’s message to campus administrators. <i>Journal of Diversity in Higher Education</i>. Advance online publication. http://dx.doi.org/10.1037/dhe0000293</p>	
<p>Week 14 – November 28 NO CLASS</p>	<p>Take a breath and REST!</p>	

Week 15 - December 5 Future Directions for Qual Research	Morse, J. (2020). The changing face of qualitative inquiry. <i>International Journal of Qualitative Methods</i> , 19, 1-7. https://doi.org/ 10.1177/1609406920909938	Final Research Proposal
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