

## Qualitative Research Methods

**Department: Fudan International Summer Session**

<b>Course Code</b>	SOCI110074		
<b>Course Title</b>	Qualitative Research Methods		
<b>Credit</b>	2	<b>Credit Hours</b>	36+3 tutorial hours (one credit hour is 45 minutes)
<b>Course Nature</b>	<input type="checkbox"/> Specific General Education Courses <input type="checkbox"/> Core Courses <input checked="" type="checkbox"/> General Education Elective Courses <input type="checkbox"/> Basic Courses in General Discipline <input type="checkbox"/> Professional Compulsory Courses <input type="checkbox"/> Professional Elective Courses <input type="checkbox"/> Others		
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand the theoretical orientations of the qualitative research;</li> <li>2. To do a pilot qualitative research design;</li> <li>3. To employ various methods of collecting data;</li> <li>4. To process data by using thematic analysis methods.</li> </ol>		
<b>Course Description</b>	<p>This course aims to introduce the qualitative research methods used widely in social science and interdisciplinary studies. During this semester, we will thoroughly discuss the theoretical orientations of qualitative research. We will help the students understand the role of theory in guiding and informing research design. We will particularly focus on research questions and train the students to practice various methods used in qualitative research to collect data, including in-depth interview, focus group interview, observation and participant observation. Students will undertake a pilot research study as part of the course requirements to gain hands-on experiences of qualitative methods.</p>		
<b>Course Requirements:</b>			
Attendance and in class participation 10%			
Assignments and Peer Reviews 30%			
Project Presentation 30%			
Final Report 30%			
<b>Teaching Methods:</b>			
Lecture and in-class Discussion			
<b>Instructor's Academic Background:</b>			
<p>Jianfeng Zhu is an associate professor of anthropology at Fudan University, Shanghai. She gained her Ph. D. in cultural anthropology from University of Minnesota in 2008. She is the author of <i>Winning the competition at the start line: Chinese modernity, reproduction and the desire for a "high quality" population</i> (East China Normal University Press, 2014). She has published widely in the fields of medical anthropology and STS. Her research interests include reproductive health, selective reproductive technologies, genetic testing, mental health, biopower and governmentality. She is currently collaborating with scholars from various disciplines-health communication, public health and</p>			

ethics-to conduct an ethnographic research in Shanghai, *Winning the second chance: Choice, prenatal genetic testing and national future*. The project aims to examine the political, economic and cultural complexities around reproduction, eugenics and governing in urban China over the past forty years since 1978.

**Course Schedule:**

Section 1: Introduction

Section 2 Choose the Appropriate Research Method

Bourgeault, Ivy, Robert Dingwall and Raymond de Vries ed. 2013. *The Sage Handbook of Qualitative Methods in Health Research*. Chapter 1, 2

Section 3 Theory Matters

Bourgeault, Ivy, Robert Dingwall and Raymond de Vries ed. 2013. *The Sage Handbook of Qualitative Methods in Health Research*. Chapter 7

Leavy, Patricia Ed. *The Oxford Handbook of Qualitative Research*. Chapter 5

Film: Margaret Mead

Section 4: Field Relations and The Ethics of Qualitative Research

Leavy, Patricia. 2014. *The Oxford Handbook of Qualitative Research*. Oxford University Press. Chapter 4

Section 5 Interview

Leavy, Patricia. 2014. *The Oxford Handbook of Qualitative Research*. Oxford University Press. Chapter 14

Leavy, Patricia. 2014. *The Oxford Handbook of Qualitative Research*. Oxford University Press. Chapter 16.

Section 6: Observation

Emerson, Robert, Rachel Fretz and Linda Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago and London: The University of Chicago Press. Chapter 2

Robert Emerson, Rachel Fretz, and Linda Shaw, 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Section 7: Analyzing Data

Robert Emerson, Rachel Fretz, and Linda Shaw, 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. Chapter 6

Leavy, Patricia. 2014. *The Oxford Handbook of Qualitative Research*. Oxford University Press. Chapter 31

Section 8 Issues in Politics and Public

Leavy, Patricia. 2014. *The Oxford Handbook of Qualitative Research*. Oxford University Press. Chapter 33

Section 9 In-class Presentation

**The design of class discussion or exercise, practice, experience and so on:**

**Assignment 1:** This will be the first step toward your major research project. Go out, explore the world, and come back with some possibilities for the research topic, setting, scene, locale, etc. Be prepared to present your ideas to the class for discussion and possible modification

**Assignment 2** Prepare a research blueprint (2-4 pages maximum) including its conceptual focus, empirical data to be gathered, the division of intellectual topics between the members of the duo should be spelled out.

**Assignment 3:** Everyone needs a field notes book. Start taking field notes now and submit it at the very end of this class with your final research report.

**Assignment 4:** Each group member need recruit two people you don't know for an open-ended interview, preferably someone associated with the organization or setting that will be the subject of your final report. Transcribe one interview. Develop a coding key. Spell out how the key relates to the key concepts and hypotheses of the study.

**Assignment 5:** Everyone will do observations of the informants you choose for the topic. Write observation field notes and use visual aids to forms. Share your field findings with your group members and do peer reviews.

**Assignment 6:** Prepare a tentative outline of your paper based on your observations, field notes, and interviews. Narrow your theoretical focus; identify the data you will need to make your argument. Discuss how you will organize and analyze your data.

**Grading & Evaluation:**

Mid-term exam 20%

Assignments and Peer Reviews 15%

Project Presentation 20%

Final Report 45%

**Teaching Materials & References (Including Author, Title, Publisher and Publishing time):**

Leavy, Patricia. 2014. *The Oxford Handbook of Qualitative Research*. Oxford University Press.

Emerson, Robert, Rachel Fretz and Linda Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago and London: The University of Chicago Press.