

Titulació	Tipus	Curs	Semestre
4313784 Estudis Interdisciplinaris en Sostenibilitat Ambiental, Econòmica i Social	OT	0	1

Professor de contacte

Nom: Isabelle Michele Sophie Anguelovski
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Equip docent

Louis Lemkow Zetterling

Utilització d'idiomes a l'assignatura

Llengua vehicular majoritària: anglès (eng)

Equip docent extern a la UAB

Isabel Ruiz Mallen

Prerequisits

There are no prerequisite.

Objectius

This course develops core skills in research design, guides students through the logic of the research enterprise, and provides them with the analytical, methodological, technological tools necessary to conduct qualitative research in the social sciences. Throughout the course, we move from the conceptual and epistemological aspects of research design (including research question and literature review), the development of research methods, ethics, data collection techniques and skills, to data processing and analysis, and writing and presentation of research results.

Students will be able to explain the purpose of their research, design a qualitative study, gain access to the data, prepare field work select the most appropriate sources of information (interviews, observations, participant observation, ethnography, visual records, biographical and autobiographical material, texts from the Internet), take detailed field notes, reflect on and monitor one's research, learn qualitative software (Nvivo), perform different types of data analysis using different techniques, and write analytical memos, reports, or articles. By the end of the course, students should also be able to critique and evaluate the research conducted by other researchers.

The class will be organized and led as a research seminar with weekly readings, discussions, field exercises, in-class exercises, students reports on field exercises, end-of-semester project, and student presentations. Students are expected to come prepared to class with readings completed and assignments written and to participate actively in class discussion.

Training objectives of the course:

1. To train students in sound research design, in asking good research questions, and select appropriate methods for qualitative research

2. To train students to gain the necessary knowledge to understand what it means to do research with qualitative data, how it differs from traditional quantitative research and how both sets of methods are complementary to assist in the advancement of knowledge.
3. To help students develop an adequate knowledge of the main methods of qualitative research and of preparing for field work, accessing data, collecting data, and analyzing data.
4. To introduce students to the methodological and ethical implications related to qualitative research methods.
5. To introduce students to software and other non digital tools designed to help sort, organize, process, and analyse qualitative data
6. To help students learn how to synthesize and write-up results into memos, reports, and articles.

More specific objectives include:

- B06 (Basic) - Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- B08 (Basic) - Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- B09 (Basic) - Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- B10 (Basic) - Continue the learning process, to a large extent autonomously
- E01 (Specific) - Apply knowledge of environmental and ecological economics to the analysis and interpretation of environmental problem areas.
- T01 (Transverse) - Apply specific methodologies, techniques and resources to conduct research and produce innovative results in the area of Environmental Studies.
- T03 (Transverse) - Communicate orally and in writing in English.

Competències

- Aplicar els coneixements d'economia ambiental i ecològica a l'anàlisi i a la interpretació de problemàtiques ambientals.
- Aplicar la metodologia de recerca, les tècniques i els recursos específics per a investigar i produir resultats innovadors en l'àmbit dels estudis ambientals.
- Comunicar oralment i per escrit en anglès
- Que els estudiants sàpiguen comunicar les seves conclusions, així com els coneixements i les raons últimes que les fonamenten, a públics especialitzats i no especialitzats d'una manera clara i sense ambigüitats
- Que els estudiants siguin capaços d'integrar coneixements i enfrontar-se a la complexitat de formular judicis a partir d'una informació que, tot i ser incompleta o limitada, inclogui reflexions sobre les responsabilitats socials i ètiques vinculades a l'aplicació dels seus coneixements i judicis
- Que els estudiants tinguin les habilitats d'aprenentatge que els permetin continuar estudiant, en gran manera, amb treball autònom o autodirigit
- Tenir coneixements que aportin la base o l'oportunitat de ser originals en el desenvolupament o l'aplicació d'idees, sovint en un context de recerca

Resultats d'aprenentatge

1. Aplicar la metodologia de recerca, les tècniques i els recursos específics per a investigar i produir resultats innovadors en l'àmbit dels estudis ambientals.
2. Aprendre a discriminar les implicacions ètiques i metodològiques relacionades amb les decisions que s'han d'adoptar per dissenyar i dur a terme la investigació qualitativa.
3. Comunicar oralment i per escrit en anglès
4. Discriminar les implicacions ètiques i metodològiques relacionades amb les decisions que s'han d'adoptar per dissenyar i dur a terme la investigació qualitativa.
5. Dissenyar una bona investigació, fent bones preguntes d'investigació, i seleccionant mètodes apropiats per a la investigació qualitativa.

6. Que els estudiants sàpiguen comunicar les seves conclusions, així com els coneixements i les raons últimes que les fonamenten, a públics especialitzats i no especialitzats d'una manera clara i sense ambigüitats
7. Que els estudiants tinguin les habilitats d'aprenentatge que els permetin continuar estudiant, en gran manera, amb treball autònom a autodirigit
8. Tenir coneixements que aportin la base o l'oportunitat de ser originals en el desenvolupament o l'aplicació d'idees, sovint en un context de recerca

Continguts

Date	Class Topic	Assignment <u>handed-out</u>	Assignment <u>due</u> (at the beginning of class Online)
19 October (Isabelle, Louis)	Introduction to Social Science Inquiry and Research Design: Qualitative vs. Quantitative Research, Hypotheses, and Variables	Assignment 1 (non graded): Write a research question and bring it on large piece of paper for next class	
26 October (Isabelle)	Asking the right questions & Problematizing and designing your research	Assignment 2: Deconstructing theory and research framework	Assignment 1 (non graded) due
2 Nov (Isabelle)	Deconstructing theory and literature reviews		
9 Nov (Louis)	Secondary Data and Use of Archival Research	Assignment 3: Short presentation of possible research project with refined research question	Assignment 2
16 Nov (Isabel and Louis)	The preparation of field work and ethics in social research		
23 Nov (Isabelle)	Case Study Approaches and Measurement, Reliability, and Validity	Assignment 4: case selection	Assignment 3
30 Nov (Isabel)		Assignment 5: field work preparation)	

Conducting interviews
and observations and
Writing out field notes

7 December
(NO CLASS)

Assignment 4 (due
online but no class on
that day)

14 Dec
(Louis)

Preparing and
conducting a Survey

Assignment 6:
Practicing field work

Assignment 5

21 Dec
(Isabelle): NOTE
THAT THE
CLASS WILL
EXCEPTIONALLY
LAST 4H TO
ALLOW FOR THE
TRAINING

Data Analysis :
Grounded Theory +
Nvivo Training

11 January
(Louis)

Ethnographic Methods:
Participant Observation
and Focus Group
Discussions

18 January
(Isabelle)

Data Analysis: Discourse
Analysis

Final Assignment 7
(Data analysis and
writing)

Assignment 6 due

25 January
(Louis/Isabelle
with ICTA panel)

Structuring and Writing a
Scientific Article

FINAL ASSIGNMENT
DATE TO BE
CONFIRMED

2 February
(optional for
Master's students.
Mandatory for
registered PhD
students)

Data Analysis: Process
tracing

9 February
(optional for
Master's students
Mandatory for
registered PhD
students)

Writing Research
Proposals

Metodologia

Work in large group (classroom):

- 1) Discussing the assigned papers for the session (critical analysis)
- 2) Presenting work from the course

Student individual work :

- 1) Preparing weekly work and readings
- 3) Preparing and conducting observations
- 3) Preparing, conducting, and transcribing interviews
- 4) Writing field notes from interviews and observations
- 5) Writing report/paper/memo from field work
- 6) Preparation of final project (draft research project or proposal, detailed analytical memos, draft paper/article)

Work in small groups: Workshops

- 1) Workshop for qualitative data analysis (3 hours, not part of the evaluation)

Activitats formatives

Títol	Hores	ECTS	Resultats d'aprenentatge
Tipus: Dirigides			
Work in large group (classroom)	30	1,2	
Work in small groups: Interviews and data analysis	6	0,24	
Tipus: Autònomes			
At home short assignment(s)	10	0,4	
Conducting and Practicing field work	8	0,32	
Qualitative research project	20	0,8	
Readings	40	1,6	
Transcription/analysis/writing	30	1,2	

Avaluació

Assignment 1: Research question (Non graded) - Due October 26th

Assignment 2: Deconstructing Theory (7.5%) -- Due November 9th

Assignment 3: Short presentation of proposed research project (10%) - Due Nov. 23th

Assignment 4: Case selection criteria (10%) - Due Dec. 7th

Assignment 5: Fieldwork preparation (interview instrument) (7.5%) - Due Dec. 14th

Assignment 6: Practicing field work (interviews): (25%) - Due Jan. 20th

Assignment 7: Data analysis and writing a research report/detailed qualitative memos based on interviews (30%) - First week of February TBC

Assignment 8: Participation in the discussion (each session record): Attendance and active participation in class discussion, quantity and quality of participation, constructive attitude to advance knowledge (10%) - Semester long evaluation

Activitats d'avaluació

Títol	Pes	Hores	ECTS	Resultats d'aprenentatge
Assignment 2	7.5%	1	0,04	5, 7, 8
Assignment 3	10%	1	0,04	5, 8
Assignment 4	10%	1	0,04	1, 2, 3, 7, 8
Assignment 5	7.5%	1	0,04	1, 2, 3, 7, 8
Assignment 6	25%	1	0,04	1, 2, 3, 6, 8
Assignment 7	30%	1	0,04	1, 2, 3, 4, 5, 6, 7, 8
Assignment 8	10%	0	0	3, 6, 7, 8

Bibliografia

The list of references below is exhaustive and includes numerous recommended suggested readings for students. A shorter and selected list of references with weekly obligatory readings will be given to the students at the beginning of the class in the Fall.

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Bennett, Andrew and Colin Elman. "Qualitative Research: Recent Developments in Case Study Methods," *Annual Review of Political Science*, pp. 455-476, 2006.

Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*. Boston: Allyn and Bacon, 1998.

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Denzin, Norman K. *The Research Act*. New Jersey: Prentice Hall, 1989.

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Dewalt, Kathleen M. and Billie R. Dewalt. "Writing Fieldnotes" and "Sample Fieldnotes." In *Participant Observation: A Guide for Fieldworkers*. Alta Mira, 2002.

Emerson, Robert *Contemporary Field Research*. Waveland Press, 2001. (CFR)

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

Fetterman, David. *Ethnography Step by Step*.

Fielding, Nigel and Raymond Lee (eds.). *Using Computers in Qualitative Research*.

Geddes, Barbara. "How the Cases You Choose Affect the Answers You Get: Selection Bias and Related Issues." *Paradigms and Sandcastles: Theory Building and Research Design in Comparative Politics*. Ann Arbor: University of Michigan. Skim pages 89-129, 2003.

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George, Alexander L., and Andrew Bennett. "Process-Tracing and Historical Explanation." Pp. 205-232 in A. L. George and A. Bennett (eds.), *Case Studies and Theory Development in the Social Science*. Cambridge, Mass: MIT Press, 2005.

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Yin, Robert. *Case Study Research: Design and Methods*, 4th Edition (Beverly Hills: Sage, 2008)

The Sage series in *Qualitative Research Methods* includes excellent guides. These titles are particularly relevant:

Erickson and Stull, *Doing Group Ethnography* (#42)

Schwartzman, *Ethnography in Organizations* (#27)

Feldman, *Strategies for Interpreting Qualitative Data* (#33)

Gladwin, *Ethnographic Decision Tree Modeling* (#19)

Holstein and Gubrium, *The Active Interview* (#37)

Riessman, *Narrative Analysis* (#30)

Below is a very diverse collection of published studies (into books) using qualitative methods.

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 Aitheide, David. *Creating Reality*.
 Andersen. *Elijah. Code of the Street*.
 Becker, Howard. *Et al, Boys in White*.
 Becker, Howard. *Outsiders*.
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 Burawoy, Michael. *Making Out on the Shop Floor*.
 Cassell, Joan. *Expected Miracles*.
 Cavan, Sherri. *Liquor License*.
 Conley, John M. and William M. O'Barr. *Rules Versus Relationships*
 Crozier, Michel. *The Bureaucratic Phenomenon*.
 Duneier, Mitch. *Slim's Table; Sidewalk*.
 Eden, Lyn. *The Whole World on Fire*.
 Engel, David and Frank Munger, *Rights of Inclusion*.
 Epstein, Steve. *Impure Science*.
 Ewick and Silbey, *The Common Place of Law: Stories From Everyday Life*.
 Faulkner, Rob. *Music on Demand*.
 Gaines, Donna. *Teenage Wasteland*.
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 Gieryn, Tom. *The Cultural Boundaries of Science*.
 Gilliom, John. *Overseers of the Poor*.
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