

Discursive Perspectives in Social Research

Code: 42597
ECTS Credits: 6

Degree	Type	Year	Semester
4313402 Psychosocial Research and Intervention	OT	0	1

Contact

Name: Joan Pujol Tarres

Email: joan.pujol@uab.cat

Use of Languages

Principal working language: spanish (spa)

Other comments on languages

Sessions are held in Spanish, however some sessions and materials can be occasionally offered in Catalan or English, and teachers may respond in Catalan to questions or comments made in Catalan by the students.

Teachers

Juan Manuel Muñoz Justicia

Joel Feliu Samuel Lajeunesse

Luz María Martínez Martínez

Jesus Rojas Arredondo

Beatriz San Roman Sobrino

Prerequisites

There are no prerequisites.

Objectives and Contextualisation

- Identify the main techniques that consider language and discourse as a form of accessing and understanding reality.
- Methodologically justify choosing a particular research technique.
- Know and apply the criteria of methodological rigor in qualitative research.
- Get familiar with the practice of qualitative research.
- Recognize the possibilities and limits of different research techniques.

Competences

- Continue the learning process, to a large extent autonomously.
- Defend and justify arguments with clarity and precision, so appropriate to the context, valuing the contributions of others.
- Establish operational objectives substantiated theoretically and socially relevant to take into account the complexity of the psychosocial reality.

- Selecting and applying necessary for collection, analysis and presentation of empirical material qualitative techniques.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Theoretically guide the definition of objectives, design and analysis in understanding the psychosocial phenomena.

Learning Outcomes

1. Continue the learning process, to a large extent autonomously.
2. Defend and justify arguments with clarity and precision, so appropriate to the context, valuing the contributions of others.
3. Describe the discursive and narrative perspectives and their importance for the study of a particular research problem
4. Perform a viable plan research from a research question and objectives set
5. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
6. Specify and evaluate the operational objectives of a research plan from the discursive perspective, according to a research question

Content

- Criteria for the evaluation of qualitative methods
- Thematic analysis
- Obtaining qualitative data through interviews
- Collecting Life Stories
- Narrative Organization of discourse
- Dérive in Social Investigation
- Ethnographic writing
- Credibility in Qualitative Research

Methodology

Teaching methodology

Directed Activities:

- Presentation of contents
- Presentation and analysis of theoretical readings
- Group Discussions
- Presentation of research exercises
- Elaboration of contents according to research interests

Supervised Activities:

- Tutorials about the definition of the research topic and the empirical procedures
- Activities in the virtual campus of:
 - Search for additional bibliographic material
 - Exemplification of topics in different types of research
 - Discussion and articulation of different methodological perspectives

Autonomous Learning Activities

- Collection and systematization of bibliographic material
- Analysis and reflection on readings
- Theoretical and methodological integration
- Development of a research proposal

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures and Group Discussions	30	1.2	2, 3, 5, 1
Oral presentations	20	0.8	2, 3, 5, 1
Type: Supervised			
Virtual Debates	12	0.48	2, 3, 5, 1
Type: Autonomous			
Develop a Research Project	80	3.2	4, 6, 1

Assessment

Learning Outcomes:

- EV1. Research project. Submission of a research project with a solid methodological and technical justification of discursive methods.
- EV2. Oral presentation. Group presentation of the application of a discursive technique, valuing its advantages, disadvantages and conditions of application.
- EV3. Learning report of the module for the TFM. Report on the application of the module to the TFM process, corrected by the tutor of the student and following the guidelines of the person who coordinates the module.
- EV4. Contributions to the Virtual Campus. Evaluation of the content and the form of contributions to the virtual campus.

Qualification:

- Module passed: The module will be considered passed if the student obtains an average score higher than 5 in all the evaluation tests.
- Enlisted: The student who has presented pieces of evidence with a weight equal to or greater than 40% of the total of the module will be considered to be enlisted.
- Not enlisted: It will be considered not enlisted if, although the student has submitted several learning outcomes, the total weight in relation to the module as a whole is less than 40%.
- Reevaluation: There is no reevaluation.

Evaluation guidelines of the Psychology Faculty:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Research project	50%	0	0	2, 3, 4, 6, 1
EV2. Oral presentation	20%	4	0.16	2, 3, 6, 5, 1

EV3. Learning module report for the TFM	20%	0	0	4, 6, 5, 1
EV4. Contribution to the Virtual Campus	10%	4	0.16	2, 3, 1

Bibliography

- Agar, M. (1996). *The professional stranger: An informal introduction to ethnography* (2nd ed). Academic Press.
- Ardèvol, E., Bertrán, M., Callén, B., & Pérez, C. (2003). Etnografía virtualizada: La observación participante y la entrevista semiestructurada en línea. *Athenea Digital. Revista de Pensamiento e Investigación Social*, 3. <http://www.redalyc.org/resumen.oa?id=53700305>
- Arias Valencia, M. M., & Giraldo Mora, C. V. (2011). El rigor científico en la investigación cualitativa. *Investigación y Educación en Enfermería*, 29(3). <http://www.redalyc.org/articulo.oa?id=105222406020>
- Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research*, 1 (3), 385-405. <https://doi.org/10.1177/146879410100100307>
- Becker, H. S., & Richards, P. (2011). *Manual de escritura para científicos sociales: Cómo empezar y terminar una tesis, un libro o un artículo*. Siglo Veintiuno Editores Argentina.
- Biglia, B., & Bonet-Martí, J. (2009). La construcción de narrativas como método de investigación psico-social. Prácticas de escritura compartida. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 10 (1). <http://www.qualitative-research.net/index.php/fqs/article/view/1225>
- Boyatzis, R. E. (1998). *Transforming Qualitative Information: Thematic Analysis and Code Development*. Sage Publications.
- Bradford, N. J., Rider, G. N., Catalpa, J. M., Morrow, Q. J., Berg, D. R., Spencer, K. G., & McGuire, J. K. (2019). Creating gender: A thematic analysis of genderqueer narratives. *International Journal of Transgenderism*, 20(2-3), 155-168. <https://doi.org/10.1080/15532739.2018.1474516>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Calderón, C. (2002). Criterios de calidad en la Investigación Cualitativa en Salud (ICS): Apuntes para un debate necesario. *Revista Española de Salud Pública*, 76(5), 473-482.
- Capella, C. (2013). Una propuesta para el estudio de la identidad con aportes del análisis narrativo. *Psicoperspectivas*, 13(2), 117-128.
- Cardona, I. P., Arredondo, J. R., & Elias, P. V. i. (2012). La deriva: Una técnica de investigación psicosocial acorde con la ciudad contemporánea. *Boletín de Antropología Universidad de Antioquia*, 27(44), 144-163.
- Coffey, A., & Atkinson, P. (2005). *Encontrar El Sentido a Los Datos Cualitativos: Estrategias Complementarias De Investigación*. Universidad de Alicante.
- Denzin, N. K. (2002). Social Work in the Seventh Moment. *Qualitative Social Work*, 1(1), 25-38. <https://doi.org/10.1177/147332500200100102>
- Echeverría, G., & Martín Maturana, J. (2015). Análisis crítico del discurso de políticas públicas en diversidad sexual en Chile. *Universitas Psychologica*, 14(4), 1485-1498. <https://doi.org/10.11144/Javeriana.up14-4.acdp>
- El Hussein, M., Jakubec, S., & Osuji, J. (2015). Assessing the FACTS: A Mnemonic for Teaching and Learning the Rapid Assessment of Rigor in Qualitative Research Studies. *The Qualitative Report*, 20(8), 1182-1184.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing Ethnographic Fieldnotes*. The University of Chicago Press.
- Fairclough, N. (2012). *Critical discourse analysis*. 36.
- Fardella Cisternas, C., Sisto Campos, V., & Jiménez Vargas, F. (2016). Nosotros los académicos. Narrativas identitarias y autodefinición en la universidad actual. *Universitas Psychologica*, 14(5), 1625. <https://doi.org/10.11144/Javeriana.upsy14-5.nani>
- Frank, A. W. (2012). Practicing dialogical narrative analysis. En *Varieties of narrative analysis* (pp. 33-52). SAGE Publications, Inc. <https://doi.org/10.4135/9781506335117.n3>
- Gandarias Goikoetxea, I. (2014). Tensiones y distensiones en torno a las relaciones de poder en investigaciones feministas con Producciones Narrativas. *Quaderns de Psicologia*, 16(1), 127-140. <https://doi.org/10.5565/rev/qpsicologia.1210>
- García Fernández, N., & Montenegro Martínez, M. (2014). Re/pensar las Producciones Narrativas como propuesta metodológica feminista: Experiencias de investigación en torno al amor romántico. *Athenea Digital. Revista de pensamiento e investigación social*, 14(4), 63-88. <https://doi.org/10.5565/rev/athenea.1361>
- Gaytán, M. S. (2008). From Sombreros to Sincronizadas: Authenticity, Ethnicity, and the Mexican Restaurant Industry. *Journal of Contemporary Ethnography*, 37(3), 314-341. <https://doi.org/10.1177/0891241607309621>

- Goodall, H. L. (2000). *Writing the New Ethnography*. Altamira Press.
- Grau Rebollo, J., Escribano Castaño, P., Valenzuela-García, H., & Lubbers, M. J. (2019). Charities as symbolic families: Ethnographic evidence from Spain. *Journal of Organizational Ethnography*, 8(1), 25-41. <https://doi.org/10.1108/JOE-03-2018-0012>
- Hidalgo Tenorio, E. (2011). Critical Discourse Analysis, An overview. *Nordic Journal of English Studies*, 10(1), 183. <https://doi.org/10.35360/njes.247>
- Holstein, J. A., & Gubrium, J. F. (2012). *Varieties of Narrative Analysis*. SAGE Publications. <http://srmo.sagepub.com/view/varieties-of-narrative-analysis/SAGE.xml>
- Kaufman, P. (2013). Scribo Ergo Cogito: Reflexivity through Writing. *Teaching Sociology*, 41(1), 70-81.
- Kaufmann, J.-C., & Singly, F. de. (2011). *L'entretien compréhensif*. Colin.
- King, N. (2004). Using Templates in the Thematic Analysis of Text. En C. Cassell (Ed.), *Essential guide to qualitative methods in organizational research* (pp. 256-270). SAGE Publications.
- Levitt, H. M. (2019). *Reporting qualitative research in psychology: How to meet APA style journal article reporting standards*. American Psychological Association. <https://doi.org/10.1037/0000121-000>
- Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative Psychology*, 4(1), 2-22. <https://doi.org/10.1037/qup0000082>
- Lewis, J. A. (2009). Redefining Qualitative Methods: Believability in the Fifth Moment. *International Journal of Qualitative Methods*, 8(2), 1-14.
- Locke, D. (1997). *La ciencia como escritura* (A. Méndez Rubio, Trad.). Cátedra.
- Martínez-Guzmán, A., & Montenegro, M. (2010). Narrativas en torno al Trastorno de Identidad Sexual. De la multiplicidad transgénero a la producción de trans-conocimientos. *Prisma Social*, 4, 1-44.
- Martín-i-Gómez, A., & Pujol Tarrés, J. (2013). Desglosando la transformación epistemológica: Una exploración en narrativas constitutivas de disidencia social. *Athenea Digital. Revista de pensamiento e investigación social*, 13(2), 103-120. <https://doi.org/10.5565/rev/athenead/v13n2.1028>
- McLellan, E., MacQueen, K. M., & Neidig, J. L. (2003). Beyond the Qualitative Interview: Data Preparation and Transcription. *Field Methods*, 15(1), 63-84. <https://doi.org/10.1177/1525822X02239573>
- Mendia Azkue, I., Luxán, M., Legarreta, M., Guzmán, G., Zirion, I., & Azpiazu Carballo, J. (Eds.). (2015). *Otras formas de (re) conocer. Reflexiones, herramientas y aplicaciones desde la investigación feminista*. Hegoa. <http://publicaciones.hegoa.ehu.es/publications/329>
- Moen, T. (2008). Reflections on the Narrative Research Approach. *International Journal of Qualitative Methods*, 5(4), 56-69.
- Noreña, A. L., Alcaraz-Moreno, N., Rojas, J. G., & Rebolledo-Malpica, D. (2012). Aplicabilidad de los criterios de rigor y éticos en la investigación cualitativa. *Aquichán*, 12(3), 263-274. <http://www.scielo.org.co/pdf/aqui/v12n3/v12n3a06.pdf>
- Ochoa, M. P., Navarro, P. R., & Navarro, S. R. (2015). ¿Cómo diagnosticar a un niño? Diagnóstico del Trastorno de Déficit Atencional con Hiperactividad desde una perspectiva discursiva crítica. *Athenea Digital. Revista de pensamiento e investigación social*, 15(1), 91-110. <https://doi.org/10.5565/rev/athenea.1304>
- Olmos Alcaraz, A. (2015). Análisis crítico de discurso y etnografía: Una propuesta metodológica para el estudio de la alteridad con poblaciones migrantes. *Empiria. Revista de metodología de ciencias sociales*, 32, 103-128. <https://doi.org/10.5944/empiria.32.2015.15311>
- Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2010). Innovative Data Collection Strategies in Qualitative Research. *Qualitative Report*, 15(3), 696-726.
- Ozonas, L., & Perez, A. (2004). La entrevista semiestructurada. Notas sobre una práctica metodológica desde una perspectiva de género. *La Aljaba*, 9(05), 198-203.
- Rennels, T. R., & Purnell, D. F. (2017). Accomplishing Place in Public Space: Autoethnographic Accounts of Homelessness. *Journal of Contemporary Ethnography*, 46(4), 490-513. <https://doi.org/10.1177/0891241615619990>
- Reynoso, C. (1991). *El surgimiento de la antropología posmoderna*. Gedisa.
- Saldaña, J. (2009). *The coding manual*. SAGE.
- Schöngut Grollmus, N., & Pujol Tarrés, J. (2015). Stories about Methodology: Diffracting Narrative Research Experiences. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 16(2). <http://www.qualitative-research.net/index.php/fqs/article/view/2207>
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing* (1st ed). American Psychological Association.
- Taylor, C., & Gibbs, Graham R. (2010). *Online QDA - Preparing data*. Online QDA. http://onlineqda.hud.ac.uk/Intro_QDA/preparing_data.php

- van Dijk, T. A. (2016). Estudios Críticos del Discurso: Un enfoque sociocognitivo. *Discurso & Sociedad*, 1, 137-162.
- van Dijk, T. A. (2017). Análisis Crítico del Discurso. *Revista Austral de Ciencias Sociales*, 30, 203-222.
- Van Maanen, J. (2011). *Tales of the field: On writing ethnography* (2nd ed). University of Chicago Press.
- Vargas-Jiménez, I. (2012). LA ENTREVISTA EN LA INVESTIGACIÓN CUALITATIVA: NUEVAS TENDENCIAS Y RETOS. THE INTERVIEW IN THE QUALITATIVE RESEARCH: TRENDS AND CHALLENGERS. *Revista Electrónica Calidad en la Educación Superior*, 3(1), 119-139.
<https://doi.org/10.22458/caes.v3i1.436>
- Verdaguer, M. (2019). Mothering cancer: Maternal subjectivity and the status of the fetus in a case of cervical ectopic pregnancy. *Women's Studies International Forum*, 74, 27-34. <https://doi.org/10.1016/j.wsif.2019.02.008>
- Weiss, R. S. (1995). *Learning from strangers: The art and method of qualitative interview studies* (1. paperback ed). Free Press.
- Wigginton, B., & Lafrance, M. N. (2019). Learning critical feminist research: A brief introduction to feminist epistemologies and methodologies. *Feminism & Psychology*, 0959353519866058.
<https://doi.org/10.1177/0959353519866058>
- Wolcott, H. F. (2008). *Ethnography: A way of seeing* (2nd ed). Altamira Press.

Software

Article 169 of the UAB statutes states that teaching at the University is developed in a framework of coexistence and solidarity based on the principles and values of an open and democratic society. It is for this reason that, although there is no mandatory software, we recommend using free software.