

University at Buffalo
Department of Urban and Regional Planning
URP 675: Advanced Qualitative Research Seminar
Fall 2017

Lecture: Thursday 11:00am – 1:40pm, Hayes 328
Instructor: Rob Silverman
Office: Hayes 329
Office Hours: Thursday 2:00am – 3:00pm (and by appointment)
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The Course:

This course introduces students to qualitative methods used in urban research. The methods covered during the semester can be applied to urban planning projects, other applied research settings, and thesis and dissertation research. Topics will include: field notes and field observations, semi-structured interviewing, content-analysis, and focus groups. Students will apply the skills they learn to research practicum during the semester.

We will meet during the scheduled lectures for the semester. During each class session we will discuss the required readings and their relevance to the assignments you will be working on during the semester. Everyone should be prepared to discuss the readings and participate in class exercises. Regular and punctual attendance is required.

If you have any questions during the semester, please bring them to my attention. I will be available during my office hours and by appointment. Also, you may contact me by phone or e-mail. This syllabus is subject to change during the semester.

Course Objectives:

The course objectives for URP 675 are listed below. The course assignments will be used to assess student learning of the course objectives. Course assignments that assess specific course objectives are identified in the course requirements section of this syllabus.

Course Objective 1: learn methods for collecting, analyzing and reporting results from qualitative field analysis.

Course Objective 2: learn methods for collecting, analyzing and reporting results from qualitative interviewing.

Course Objective 3: learn methods for collecting, analyzing and reporting results using content analysis techniques.

Course Objective 4: learn methods for collecting, analyzing and reporting results from focus group analysis.

Course Objective 5: apply computer aided qualitative data analysis to qualitative research.

Course Objective 6: work on an experience-base group project to develop collaborative skills in the collection, analysis and presentation of qualitative data

Required Text and Required Reserve Readings: The required texts are available at the UB Medical Bookstore.

1) Silverman, R.M. and Patterson, K.L. (2015). *Qualitative research methods for community development*. New York: Rutledge.

2) Required Reserve Readings and web-based tutorials are available on UBLearns.

Note: In addition to the required readings it is suggested that students use the current APA style manual as a reference when writing papers and other assignments during the semester.

Other Materials:

Students will receive a free license for the ATLAS.ti software package.

Students will need a digital recorder for the interviewing assignment and the focus group assignment. A suitable recorder can be purchased at an office supply store or online for \$25-\$30.

Students will need access to a digital camera for the field observation assignment (and potentially the focus group assignment).

As an alternative, many smartphones have adequate audio recorders and digital cameras to complete assignments during the semester. You will need to determine if your devices will meet your course needs.

Course Requirements:

Field Observation Assignment: In this assignment students will make field observations, photograph a field setting, take full field notes, and prepare a report. On **September 21**, the assignment will be discussed in more detail. The field notes and the report based on the field observations are due on **October 5**. [course objectives 1 & 5]

Interviewing Assignment: In this assignment students will: create a semi-structured interview guide, conduct interviews, prepare verbatim transcripts, and write a report based on the data collected in the interviews. On **October 5**, the assignment will be discussed in more detail. The interview guide, verbatim transcripts, and the report based on the data collected in the interviews are due on **October 26**. [course objectives 2 & 5]

Focus Group Assignment: This is a group assignment. The class will: plan and conduct a focus group(s), prepare verbatim transcripts, and write a report based on the data collected in the focus group(s). On **October 26**, the assignment will be discussed in more detail. On **November 9** the focus group(s) will take place. The verbatim transcript(s), and the report based on the data collected in the focus group(s) are due on **November 30**. [course objectives 4, 5 & 6]

Content Analysis Assignment: In this assignment students will: conduct content analysis and write a report based on the data collected. On **November 16**, the assignment will be discussed in more detail. The report based on the content analysis is due on **December 7**. [course objectives 3 & 5]

Discussion Boards: During the semester students will be asked to contribute to discussion boards on UBLearns. Discussion boards will become active the about a week before responses are to be posted. Discussion boards responses should be posted by 11:59pm on: **September 28, October 10, November 14, and November 30**. [course objectives 1, 2, 3 & 4]

Grading Policy:

There are 100 points possible during the semester. With the exception of extreme emergencies, the grade of “I” will not be given at the end of the semester. Extra credit will not be offered in this course. Your grade will be based on the following assignments and activities:

FIELD OBSERVATION ASSIGNMENT	23 points
INTERVIEWING ASSIGNMENT	30 points
FOCUS GROUP ASSIGNMENT	23 points
CONTENT ANALYSIS ASSIGNMENT	20 points
DISCUSSION BOARDS	4 points

Grading Scale:

<u>Grade</u>	<u>Total Points</u>
A	96-100
A-	90-95.99
B+	87-89.99
B	84-86.99
B-	80-83.99
C+	77-79.99
C	70-76.99
D	60-69.99
F	0-59.99

Academic Integrity:

Students are expected to approach the course with seriousness and integrity. It is important to complete assignments on time, attend class regularly, and foster a collegial learning environment. Plagiarism and other instances of academic misconduct will result in a failing grade on a respective assignment, exam, or paper. Students should refer to the *University at Buffalo Graduate Catalog* for clarification on the University’s policies and procedures. The University’s graduate student academic integrity policy is at the following link: <http://grad.buffalo.edu/study/progress/policylibrary.html> .

Accommodations for Disabilities:

If you have a disability (physical, learning, or psychological) that impacts your course work please contact the Office of Accessibility Resources (AR), 60 Capen Hall, (716) 645-2608, <http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html> . AR will provide you with information and review appropriate arrangements for reasonable accommodation (such as recruiting note-takers, readers, or extended time on assignments). You must bring requests for accommodations for a disability to the professor’s attention within the first two weeks of class.

Writing Centers:

The University at Buffalo has writing center where students can get assistance with essays, term papers, and thesis projects. Students should contact one of the following if they would like to access these campus resources:

- Graduate students can contact the Graduate Student Association (GSA) about their Editorial Assistance Program. For information about this program contact the GSA at (716) 645-2960 or visit the following link: <http://gsaedit.wix.com/gpa-editorial> .
- International students can contact the English Language Institute. The English Language Institute is located at 320 Baldy Hall; (716) 645-2077; elibuffalo@buffalo.edu; <http://wings.buffalo.edu/gse/eli> .

SYLLABUSⁱ

August 31: Introduction to the Course, the Qualitative Paradigm

Required Readings:

Silverman & Patterson: Ch 1

September 7: Grounded Theory and Analyzing Qualitative Data

Required Readings:

Silverman & Patterson: Ch 2 & 7

Emerson: Ch 15 (RESERVE)

Lofland, et al.: Ch 9 (RESERVE)

Lub, V. (2015). Validity in qualitative evaluation: Linking purposes, paradigms, and perspectives. *International Journal of Qualitative Methods*, 14(5): 1-8. (RESERVE)

Maxwell, J.A. (2013). Validity: How might you be wrong? Pp. 121-138. In *Qualitative research design: An interactive approach*. Thousand Oaks: Sage. (RESERVE)

September 14: Coding Qualitative Data using ATLAS.ti

Software Manuals and Video Tutorials:

ATLAS.ti 8 for Windows Quick Tour (RESERVE)

ATLAS.ti for Mac Quick Tour (RESERVE)

ATLAS.ti online tutorials, <http://atlasti.com/video-tutorials/> (RESERVE)

Other Activities:

Before class view the following online tutorials, <http://atlasti.com/video-tutorials/> (Windows will be reviewed in class, there are additional tutorials that may be of interest to Mac users). There are additional tutorials at the ATLAS.ti website to explore independently.

- Windows
 - ATLAS.ti Windows-Interface Overview
 - ATLAS.ti Windows-Creating a New Project
 - ATLAS.ti Windows-Exporting the Project
 - ATLAS.ti Windows-Adding Documents to the Project
 - ATLAS.ti Windows-Coding Text Document
 - ATLAS.ti Windows-Coding Graphic Documents
 - ATLAS.ti Windows-Creating a List of Codes

- ATLAS.ti Windows-Coloring and Grouping the Codes
- ATLAS.ti Windows-Retrieving the Coded Data
- ATLAS.ti Windows-Creating a Report of Coded Quotations

- Mac
 - ATLAS.ti Mac-Creating a New Project
 - ATLAS.ti Mac-Interface
 - ATLAS.ti Mac-Adding Documents
 - ATLAS.ti Mac-Coding
 - ATLAS.ti Mac-Grouping the Project Codes
 - ATLAS.ti Mac-Creating Outputs in Word (DCC/DOCX) and OpenOffice format (ODT)

September 21: Field Notes and Field Research

Required Readings:

- Silverman & Patterson: Ch 3
- Esterberg: Ch 4 (RESERVE)
- Gaber and Gaber: Ch 3 (RESERVE)
- Lofland, et al.: Ch 5 (pp. 108-115) (RESERVE)

Other Activities:

- Field Observation Assignment Discussed
- Discussion Board #1 Opens

September 28: Field Exercise and Examples of Field Observation Publications

Required Readings:

- Nykiforuk, C.I.J., Vallianatos, H., Nieuwendyk, L.M. (2011). Photovoice as a Method for Revealing Community Perceptions of the Built and Social Environment. *International Journal of Qualitative Methods*, 10(2): 103-124. (RESERVE)

- Pierce, J. and Lawhon, M. (2017). Walking as method: Toward a methodological forthrightness and comparability in urban geographic research. *The Professional Geographer*, 67(4): 655-662. (RESERVE)

Other Activities:

- Discussion Board #1 Due by 11:59pm on September 28

October 5: Semi-Structured Interviews

Required Readings:

- Silverman & Patterson: Ch 4
- Esterberg: Ch 5(pp, 83-108) (RESERVE)
- Lofland, et al.: Ch 5 (pp. 99-108) (RESERVE)

Other Activities:

- Field Observation Assignment Due

Interviewing Assignment Discussed
Discussion Board #2 Opens

October 12: Interviewing Simulations and Example of Semi-Structured Interview Publications

Required Readings:

Radu, P.T., Carnochan, S. and Austin, M.J. (2015). Obstacles to social service collaboration in Response to the great recession: The case of the Contra Costa County Safety Net Initiative, *Journal of Community Practice*, 23(3/4): 323-347. (RESERVE)

Other Activities:

Discussion Board #2 Due by 11:59pm on 10/10/17

October 19: Work on Interview Assignment – No Class Meeting

October 26: Focus Groups

Required Readings:

Silverman & Patterson: Ch 5
Esterberg: Ch 5(pp, 108-113) (RESERVE)
Gaber and Gaber: Ch 4 (RESERVE)

Other Activities:

Interviewing Assignment Due
Focus Group Assignment Discussed and Planned

November 2: Question Route Development and Focus Group Preparation

Required Readings:

Patterson, K.L. and Silverman, R.M. (2011). How local public administrators, nonprofit providers and elected officials perceive impediments to fair housing in the suburbs: An analysis of Erie County, New York. *Housing Policy Debate* 21(1): 165-188. (RESERVE)

Other Activities:

Discussion Board #3 Opens

November 9: Focus Group and Collaborative Analysis

November 16: Content Analysis

Required Readings:

Silverman & Patterson: Ch 6
Gaber and Gaber: Ch 5 (RESERVE)

Massey, D.M., Rugh, J.S., Steil, J.P. and Albright, L. (2016). Riding the stagecoach to hell: A qualitative analysis of racial discrimination in mortgage lending. *City & Community*, 15(2): 118-136. (RESERVE)

Silva, C.N. (2012). Research methods for urban planning in the digital age. Pp 1-16. In *Online research methods in urban and planning studies: design and outcomes*. Hershey: IGI Global.
(RESERVE)

Other Activities:

Content Analysis Assignment Discussed
Discussion Board #3 Due by 11:59pm on November 14
Discussion Board #4 Opens

November 23: Thanksgiving Holiday – NO CLASS

November 30: Focus Group Assignment Due

Other Activities:

Focus Group Assignment Due
Discussion Board #4 Due by 11:59pm on November 30

December 7: Content Analysis Assignment Due

¹ Guest speakers TBA