

**Qualitative methods for third sector research**  
**Course Syllabus**  
**2010**

Frances A. Huehls, Ph.D.  
PHST P530  
Office: University Library, UL2111  
755 W. Michigan Street  
Indianapolis, IN 46202-3162  
Telephone: 317-278-2313  
E-mail [fhuehls@iupui.edu](mailto:fhuehls@iupui.edu)  
Office hours: Fridays 1-5 pm or by appointment

This course will examine the organization, design and execution of multi-method, qualitative research with a special emphasis on third sector contexts. Specific tools for research, such as observation, interview, case study design, and document analysis will be examined through course readings, discussion, and the conduct of student projects. Course readings and assignments will also encourage the students to deconstruct published research to recognize viewpoint and researcher bias, to find strengths and weaknesses in evidence and analysis, and to evaluate strategies for writing and presenting research.

The student will be able to:

1. Identify primary and secondary research strategies used in published research.
2. Recognize viewpoint and researcher bias in published research.
3. Identify situations and problems that are amenable to qualitative inquiry.
4. Identify research tools that would be appropriate for examining specific problems or questions.
5. Apply the process of qualitative inquiry to conduct a limited scope original research project.

**Course readings** will be available through the University Library reserve system and electronic journals. Also, please purchase a copy of Merriam, Sharan B. (2009), *Qualitative Research*, Jossey-Bass. You should order through Amazon or another source. It will not be available through the campus bookstore.

**Course Requirements and Grading:**

Research compliance	10
Research project	50
Class participation	40
Total	100 points

### **Grading scale**

This class uses a traditional 100-point grading system that can be converted to the 4-point grading system used for earning semester grades. Assignments during the semester will be awarded points as noted above.

Grade	100 point scaling	4 point scale
A, A+ (4.0)	94 to 100	3.86 to 4.0
A- (3.7)	90 to 93	3.70 to 3.85
B+ (3.3)	87 to 89	3.30 to 3.69
B (3.0)	84 to 86	3.00 to 3.29
B- (2.7)	80 to 83	2.70 to 2.99
C+ (2.3)	77 to 79	2.30 to 2.69
C (2.0)	74 to 76	2.00 to 2.29
C- (1.7)	70 to 73	1.70 to 1.99
D+ (1.3)	67 to 69	1.30 to 1.69
D (1.0)	63 to 66	1.00 to 1.29

### **Plagiarism**

Plagiarism is the use of the work of others without properly crediting the actual source of the ideas, words, sentences, paragraphs, entire articles, music or pictures. Using the work of others, including that of other students, with or without their permission, is plagiarism if there is no indication of the source of the original work. Cutting and pasting text from Web sites without citing the source URL is also plagiarism. Plagiarism, a form of cheating, is a serious offense and will be severely punished. When plagiarism is suspected, the instructor will inform the student of the charge; the student has the right to respond to the allegations. If a student is charged with plagiarism, procedures outlined in the IUPUI "Student Rights and Responsibilities" statement will be followed. Students have the right to appeal any charge to the Academic Affairs Committee.

### **Attendance Policy**

Attending class and participating in discussion are opportunities for the student to demonstrate mastery of course objectives. Students may miss four classes for any reason. Absences in excess of these four—for any reason including illness, jury duty, parenting responsibilities, volunteer activities, etc.—will require the student to write a final take-home exam question (5-10 pages; pass/fail grade). The purpose of the final exam will be to demonstrate mastery of course objectives. No additional points will be awarded for passing the final exam. Students who fail will have 10 points deducted from their point total for the course.

The success of this course depends heavily on class participation. If you are absent on the day of an in-class exercise, there will be no opportunity to make up the absence. If you know that scheduled work travel or other commitments will interfere with attending class, please reconsider taking this course.

## CLASS SCHEDULE

<u>Date</u>	<u>Topic</u>
Jan 12 T	<b>Review of syllabus</b> <b>Introduction to research strategies</b>
Jan 14 Th	Read: Merriam: Chapter 1
Jan 19 T	<b>Ethics and research compliance</b>  Read: Merriam, pp. 228-234  Nickel & Eikenberry. "A Critique of the Discourse of Marketized Philanthropy."
Jan 21 Th	Developing standards for research: professional ethics vs. institutional review. Read:  American Sociological Association code of ethics: PDF in Oncourse resources  American Educational Research Association research ethics: <a href="http://www.aera.net/AboutAERA/Default.aspx?menu_id=90&amp;id=717">http://www.aera.net/AboutAERA/Default.aspx?menu_id=90&amp;id=717</a>  Will review during class –IRB certification assignment:  IUPUI Institutional review board: <a href="http://researchadmin.iu.edu/HumanSubjects/IUPUI/cert_req.html">http://researchadmin.iu.edu/HumanSubjects/IUPUI/cert_req.html</a>
Jan 26 T	Types of qualitative research: Read Merriam, Chapter 2
Jan 28 Th	Discussion of research topics. Bring to class a one page summary of what you are thinking of doing for your project.
Feb 2 T	Case studies Read: Merriam, Chapter 3
Feb 4 Th	Read: Kelley, Margaret S., Howard Lune, and Sheigla Murphy. (2005). Doing syringe exchange: organizational transformation and volunteer commitment. <i>Nonprofit and Voluntary Sector Quarterly</i> , 34, 3, p. 362-386.  Campbell, David A. (Winter 2008). Getting to yes ... or no: Nonprofit decision making and interorganizational restructuring. <i>Nonprofit Management &amp; Leadership</i> . 19(2):221-241.

<b>Feb 9 T</b>	Study design Read: Merriam, Chapter 4
<b>Feb 11 Th</b>	Design for your research (in class exercise)  Due today: 3-5 page narrative about your motivations for going to graduate school
<b>February 16 T</b>	Interviews  Read: Merriam, Chapter 5  In class: Develop interview questions from narratives.
<b>February 18 Th</b>	In class interviewing .
<b>Feb 23 T</b>	Oral history: Review Smithsonian oral history guide: <a href="http://www.folklife.si.edu/explore/Resources/InterviewGuide/InterviewGuide_home.html">http://www.folklife.si.edu/explore/Resources/InterviewGuide/InterviewGuide_home.html</a> And read "Tending the Commons," <a href="http://memory.loc.gov/ammem/collections/tending/">http://memory.loc.gov/ammem/collections/tending/</a>
<b>Feb 25 Th</b>	Observation Read: Merriam, Chapter 6
<b>March 2 T</b>	Read: Roca, Beltrán. (June 2007). Organizations in Movement: An Ethnographer in the Spanish Campaign Poverty Zero. <i>Voluntas</i> , 18(2):116-134.  Milofsky, Carl. (March 2000). Transparent research. <i>Nonprofit and Voluntary Sector Quarterly</i> . 29(1):61-80.
<b>March 4 Th</b>	Document analysis Read: Merriam, Chapter 7
<b>March 9 T</b>	Data analysis Read: Merriam, Chapter 8
<b>March 11Th</b>	Grounded theory exercise in class
<b>March 16 &amp; 18</b>	Spring break

<b>March 23 T</b>	More data analysis Read: Netting, F. Ellen, et al. (2005) Mixing and phasing of roles among volunteers, staff, and participants in faith-based groups. <i>Nonprofit and Voluntary Sector Quarterly</i> , 34, 2, p. 179-205.
<b>March 25 Th</b>	Research project updates
<b>March 30 T</b>	Validity & Reliability Read: Merriam, chapter 9
<b>April 1 Th</b>	Writing Read: Merriam, chapter 10
<b>April 6 T</b>	Mixed methodology: guest speakers
<b>April 8 Th</b>	Catch up
<b>April 13 T</b>	In-class critique of drafts with partner
<b>April 15 Th</b>	Catch up
<b>April 20 &amp; 22</b> <b>April 27 &amp; 29</b>	Presentations Presentations Research papers due by 5 pm on April 29