



Syllabus for Political Science 5033: Research Methods (Qualitative)

NOTE: If you have tested positive for COVID-19 or have had direct exposure to someone with COVID-19, file a report with the COVID-19 Response Team at https://uco.co1.qualtrics.com/jfe/form/SV_39Omw83BStDpw1L.

Course Information

College: Liberal Arts
Department: Political Science
Course title: Research Methods
Semester: Fall 2021
Course number: POL 5033
CRN: 17369
Building and Classroom: UCO Downtown – Carnegie
Meeting Day/Time: Tuesday, 6-8:45 PM

Instructor Information

Instructor name: Dr. Alyssa L. Provencio
Office location: Liberal Arts Building – North 100B, Political Science suite, Box 165
Student hours: By appointment anytime during regular business hours (M-F, 9 AM-5 PM) via Zoom or face-to-face by request.
Email (*the BEST way to get ahold of me!*): aprovencio@uco.edu
I will respond as soon as possible, within 24 hours, as long as it's during regular business hours (M-F, 9 AM-5 PM); I cannot guarantee any responses outside of those hours.
Communication: Please remember to check your UCO (@uco.edu) email and the D2L course site frequently, as these are the official modes of communication for this course. I will post announcements, course updates, and resources in the News area of the D2L course site homepage. Be sure to check this frequently to stay up-to-date on the latest course information.
Campus telephone: (405) 974-5537
Personal Google Voice phone number: (405) 896-0906 – This number forwards to my cell phone; I cannot receive text messages at this number.
Teaching Philosophy: I aim to be inclusive and participatory in the pursuit of equity and justice in the public sphere.

Master of Public Administration Program Mission, Vision, Values, and Supported Competencies

Mission

As the flagship public service program for Oklahoma's metropolitan university, the University of Central Oklahoma MPA serves diverse communities by preparing ethical, transformational leaders who creatively and analytically inform public dialogue and manage policy through collaborative action by preparing graduates for careers in government, nonprofit organizations, and other public service fields.

Vision

To be the graduate program of choice for Oklahoma's public servants.

Values

Professionalism, Ethical Leadership, Diverse and Global Perspectives, Social and Environmental Justice

Land Acknowledgment

The MPA faculty acknowledge and honor the indigenous peoples whose unceded traditional lands overlap in Oklahoma – the Apache, Arapaho, Caddo, Comanche, Kiowa, Osage, and the Wichita. We also remember the 60 tribes who were relocated during the genocidal disruptions of the removal era, including, but not limited to, the Muscogee, Sac and Fox, Seminole, Cherokee, Delaware, Osage, Ponca, and Pawnee nations. In the United States, Oklahoma has the third-largest number of tribes, behind Alaska and California.

Supported Competencies

<p>Universal Competency #3 – To analyze, synthesize, think critically, solve problems, and make decisions. SLO - UCO MPA graduates employ proper decision making using critical thought to manage and solve dynamic and evolving public policy and administrative issues.</p>	
1. Explores and applies the practical dimensions of research, such as creating a research design, choosing appropriate research methodology, executing the design, and analyzing the data.	Research project - 5 assignments throughout the semester (average grade)
2. Evaluates the completeness of relevant information and identifies the values and perspectives inherent in such information.	Literature Review - Rubric
3. Translates data analysis to an appropriate presentation (e.g., paper, presentation, brief, etc.).	Journal Article Teach - Rubric
<p>Universal Competency #4 – To apply and articulate a public service perspective. SLO - UCO MPA graduates develop, analyze and implement resources professionally and in partnership with communities in order to ethically manage or solve complex challenges in the public interest.</p>	
2. Successfully interacts with citizens and public service professionals.	Interviews - Grade
<p>Universal Competency #5 – To communicate and interact productively with a diverse and changing workforce and citizenry. SLO - UCO MPA graduates professionally and effectively communicate, both written and orally, and through informal and formal interactions in diverse work environments, and communities.</p>	
3. Successfully expresses oneself, through writing or presentation, by crafting a factual and persuasive argument or perspective.	Reflexive Paper

Course Description and Objectives

Course Description

The course explores qualitative data gathering and data analysis procedures relevant to the collection, interpretation, and application of data useful today by social scientists. We focus the bulk of our attention on a review of qualitative methodological approaches offering special attention to tools helpful to public servants. We also explore the how-to of qualitative methods techniques. **What does this mean? Together, we will come to understand the basics of how to conduct reliable and valid research on public service-related topics that matter to you.**

Prerequisites

None

Course Objectives

- Become familiar with the principles and methodologies of a few paradigms within qualitative research.
- Understand a range of ethical considerations involved in conducting qualitative research.
- Explore the central concepts, issues, and dilemmas associated with qualitative research.
- Explore the practical dimensions of qualitative research, such as creating a research design, conducting interviews and observations, and analyzing qualitative data.
- Analyze qualitative research studies.

Textbook Information

All materials used will be provided via D2L free of charge.

Course Outline, Requirements & Assignment Weights, and Grading

Course Outline - See Appendix A

Course Requirements & Assignment Weights

More information about the following assignments will be provided in class and via D2L.

% of Grade	Assignment Name	Description	Due Date
10%	Participation	This will be a cumulative grade of attendance and classroom engagement.	No due date.

15%	Weekly Memos	Students should prepare a one-page, single-spaced memo on each week's readings. The memo should respond to issues or questions raised by the texts; these may refer to concerns related to the texts themselves or their relevance to the student's research concerns. At the bottom of every memo, each person should include two questions they have about the readings.	Weekly - these should be posted to D2L by 8 AM the Monday morning before the class session.
10%	Journal Article Teach	Throughout the semester, students will present qualitative research studies. Students will select a qualitative study of their choice, then plan and lead discussion about the study in class. Included should be: 1) Summary of key findings 2) Analysis of the research methods used 3) Highlight of the theories used (if any) 4) Critique of the study 5) Critical Q&A I will be available to help select the study, access necessary resources, or generally assist in whatever way I can.	Varies.
5%	Research Problem Overview	A 300-word (minimum) description of the research question you would like to examine, its importance, and the field setting. I will approve this before completing any additional assignments, or otherwise work with you to amend your topic.	Sept. 20 @ 11:59 PM
5%	Annotated Bibliography and Overview	A sampling of five academic journal articles that are related to the topic of your choice and a short paragraph summarizing the article, including methods and key findings for each article. The articles must be from high-quality, academic, peer-reviewed journals. They can come from any discipline but preferably related to public administration. In addition, a 300-word (minimum) overview of how the literature ties together is required.	Sept. 27 @ 11:59 PM
10%	Ethics Training	All students must complete CITI training. Students will register (for free) and complete the training on the CITI website . Please upload the certificate of completion to D2L.	Oct. 4 @ 11:59 PM
5%	Consent Form & Ethics Considerations	Draft of an IRB-based consent form for your interview and a 300-word overview of ethical considerations based on a hypothetical research question of your choice.	Oct. 11 @ 11:59 PM
5%	Self-as-Researcher Examination	A 500-word examination of personal bias and privilege that may affect your research, also using the hypothetical research question as your frame of reference.	Oct. 18 @ 11:59 PM
10%	Interview Session	Conduct an interview and (audio) record the interview; this person cannot be someone that you know personally (e.g., friend or colleague). In a separate memo, describe your interview techniques and critique your attempt (300-word minimum).	Nov. 1 @ 11:59 PM
5%	Interview Transcription	Transcribe the interview in its entirety or up to 30 minutes of the interview (whichever is shorter). In a separate memo, describe and critique your attempt at transcription (300-word minimum).	Nov. 15 @ 11:59 PM
5%	Interview Coding	Using <i>in vivo</i> or descriptive coding, code your interview. Write about the major themes or topics discussed (300-word minimum).	Dec. 6 @ 11:59 PM
15%	Reflexive Paper	In a reflexive paper, explain how you dealt with/learned from your emotions/self/senses from your previous assignments. How did your positionality as the research influence or not influence how you conducted or interpreted your work? Reference previous work and include detailed examples. (1000-word minimum).	Dec. 14 @ 11:59 PM

Class Policies

Grading Policies

Scale

A 90-100

B 80-89.9

C 70-79.9

D 60-69.9

F 0-59.9

Grading Response Times

Grades will be posted in the D2L grade book within two weeks of the due date unless otherwise communicated via the News Board or D2L email.

Late Work Policy

Assignments are due by the times and days listed in the schedule. Assignments may be uploaded to D2L after the deadline with an automatic 5% off per day it is late (example: 2 days late = 10% off). The final paper will not be accepted after the deadline during finals week. Any other circumstances will be handled on a case-by-case basis.

Missing Class & Make-Up Assignments

You are all adults and should make decisions accordingly. It is your responsibility to obtain the information you missed in class and to keep up with any changes in the course outline. That being said, in-class activities cannot be made up. If you need to miss a class due to illness, family emergency, death in your immediate family, or any other grave matters, please email, phone, or talk to me in person before with justification, if possible. If one of the above circumstances affects your ability to turn in an assignment, please email/phone/talk to me in person before with justification, if possible, before the due date. If it is not possible to contact me before the missed class or due date, please contact me as soon as you can.

Contesting Grades

If you have received a grade on an assignment that you see as unfair, you have the right to contest the grade with a written explanation sent to me by email. I will consider it, but I reserve the right to give the grade initially given with an explanation of why your request was denied. Final grades will NOT be changed. You will have had ample opportunity to contest your grades on assignments and/or exams. For example, while figuring final grades, if I find you are one point away from the next highest grade, you will receive the lower grade. If you are .1 point from the next highest grade, you will receive the lower grade. I will NOT raise your grade at the end of the semester if you are one or two points away from the next higher grade. What you earned is what you get. If I do it for one person, I will have to do it for all.

Classroom Expectations

Participation

The success of a student's performance is directly related to the quantity and quality of preparation for and participation in classes. I fully expect participation and active engagement during class sessions.

Behavior

I expect appropriate class behavior. The classroom is a learning environment and a preparation for your entry into the workforce, continuation up the workforce ladder, and/or additional higher education. I want you to come to class, exchange ideas, think, have fun, and challenge other students and me intellectually. Arriving to class late, leaving class early, interruption, sleeping in class, reading, listening to music, and displaying other inappropriate behavior are not conducive to a learning environment. If you do not want to be in my class, please don't come. As this class is participatory, I expect that we will be sharing our own ideas/opinions. These ideas/opinions may not always be that of your colleagues. Please be respectful! I take discrimination very seriously. Racist or sexist remarks will be considered a violation of classroom expectations and I reserve the right to refer the offender to the Office of Student Conduct. If you are being disruptive, I will ask you to leave. If this occurs twice during the semester, you will not be allowed to return to class and you will be referred to the Office of Student Conduct.

Technology

Please bring a laptop, tablet, or internet-capable phone to class – we will use it for in-class activities. Use it well! Please don't text during class. If you need to have a cell phone ringer on (e.g., if you are an emergency responder, expecting an important call, and/or going through a family emergency), please set your phone on vibrate and inform me in advance; otherwise, please set your phone to silent.

D2L

You all will have access to the online-based instruction program Desire2Learn (D2L). I will use D2L in several ways, including emailing the whole class on updates and information, posting course documents (including any updates to the course

outline), using it as an assignment submission tool, and for other activities. We will discuss the use of D2L more in class. You must understand how to use D2L, as it is essential to your success in class. If you have any questions, please see me for help.

Zoom

We might be using Zoom as a contingency plan. The link to the class session would be located in D2L.

Email

All course emails will be sent to your UCO email address; check your emails regularly! When emailing me, I ask that you please include POL 5033 and a short descriptor of what your email is about; for example, POL 5033: Interview Questions.

Recording Policy

Due to limitations on the disclosure of personally identifiable information under certain federal privacy laws, students are not permitted to record class sessions or allow non-students to view online class sessions. Students registered with the UCO office of Disability Support Services may request accommodation of the prohibition and must present a copy of the DSS letter to the instructor.

Fine Print

Illness

If you are ill/contagious, out of respect for your classmates and me, I request that you do not come to class. If this is the case, please let me know via email. Please refer to "Missing Class & Make-Up Assignments" for further details on how sick days will be handled.

Incompletes

All students are expected to complete course requirements by the end of the semester. In those rare circumstances in which completion by the semester's conclusion is not possible, I may decide to either submit a final grade based on the work completed or submit a grade of "I" along with a default grade based on work completed. In no case will an "I" grade be submitted unless at least 50% of the required work has been completed by the end of the semester. If an "I" grade is provided, the student will be allowed no more than one year from the end of the semester to complete course requirements; else, the "I" grade will convert to the default grade.

Academic Integrity

I seek to uphold equity and fairness in my classroom. Cheating of any kind will not be tolerated in consideration of your fellow students. I abide by UCO's Academic Dishonesty Policy, which is available in the syllabus attachment.

ADA Statement Regarding Special Accommodations

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 ("Title IX"), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or TitleIX@uco.edu. The Title IX Office is located in the Lillard Administration Building, Room 114D.

Office of Academic Affairs COVID-19 Syllabus Statement - Fall 2021

Consistent with Centers for Disease Control (CDC) guidance for areas of substantial or high COVID-19 transmission as of August 1, 2021, the University of Central Oklahoma recommends that all individuals wear a mask covering the mouth and nose when in public indoor spaces such as classrooms, laboratories, studio spaces, the library, the Nigh University Center, enclosed athletic facilities, and other shared indoor spaces on campus. While mask wearing is not required, the university encourages all members of the university community to follow the guidelines issued by the CDC based on conditions in Oklahoma County. This guidance may be revised at any point during the semester.

As detailed in the Student Code of Conduct, students are expected to be familiar with the UCO Coronavirus webpage, www.uco.edu/coronavirus and are expected to follow the recommendations and guidance published on that page. Because the recommendations and guidance are subject to change, students should check back often for updated information and requirements.

Students who follow these guidelines will not be penalized for class absences provided they follow their instructor's directions for making up missed assignments in a timely fashion, in conformity with the requirements and expectations outline in the class's syllabus. Instructors shall provide reasonable opportunities, consistent with the structure and objectives of the class, for students who are following these guidelines to participate in and to keep up with the work of the class.

As the conditions on campus and in the community evolve, events may occur that necessitate a change in the procedures, course schedule or modes of delivery. The information provided on www.uco.edu/coronavirus will be updated throughout the academic year. Procedure changes on this webpage and communicated via official correspondence from the university will supersede any prior guidance.

UCO Policies

Transformational Learning Objectives

This course supports the following tenets of transformative learning:

- Discipline Knowledge
- Leadership
- Global and Cultural Competency
- Problem Solving (Research, Scholarly, and Creative Activities)
- Service Learning and Civic Engagement
- Health and Wellness

Other University Policies

University policies cover any topic not included here. Additionally, the [UCO Information Sheet](#) covers many important topics and applies to all courses at UCO.

Appendix A – Course Outline

Module	Date	Themes	Readings (Found on D2L)	Due Monday before class by 11:59 PM (on D2L Assignments)
Module 1	24-Aug	Welcome, Introductions, and Overview – The Nature of Qualitative Research		
Module 2	31-Aug	Qualitative Research – What is it and why do it?	<ul style="list-style-type: none"> Chapter 1 from McNabb, D. E. (2002). Chapter 2 from Silverman, D. (2017). 	
Module 3	7-Sep	Research – Ways of Knowing	<ul style="list-style-type: none"> American Bar Association – Critical Race Theory Chapter 1 from Criado-Perez, C. (2019). Asters and Goldenrod from Kimmerer, R. W. (2013). 	
Module 4	14-Sep	Research Design – Research Question	<ul style="list-style-type: none"> Chapter 5 from McNabb, D. E. (2002). Chapter 8 from Silverman, D. (2017). 	
Module 5	21-Sep	Research Design – Literature Review and Methodology	Literature Review: <ul style="list-style-type: none"> Review of Literature from Creswell, J. W. (2014). Methodology: <ul style="list-style-type: none"> Chapter 9 from Silverman, D. (2017). 	Research Problem Overview
Module 6	28-Sep	Ethics and the Institutional Review Board (IRB)	<ul style="list-style-type: none"> Chapter 2 from McNabb, D. E. (2002). Colonizing Knowledges from Tuhiwai Smith, L. (2012). Domenech Rodríguez, M. M., Corralejo, S. M., Vouvalis, N., & Mirly, A. K. (2017). Institutional Review Board: Ally Not Adversary. <i>Psi Chi Journal of Psychological Research</i>, 22(2) 	Annotated Bibliography and Mini Literature Review
Module 7	5-Oct	Researcher Bias	<ul style="list-style-type: none"> Abrams, C., & Luna, A. G. (2015). The Reality of the Researcher: Addressing Assumptions and Biases. Norris, N. (1997). Error, bias and validity in qualitative research. <i>Educational action research</i>, 5(1), 172-176. 	Ethics Training
Module 8	12-Oct	Privilege, Power, and Positionality	<ul style="list-style-type: none"> Ch. 4 and 5 from Oluo, I. (2019). Merriam, S. B., Johnson-Bailey, J., Lee, M. Y., Kee, Y., Ntseane, G., & Muhamad, M. (2001). Power and positionality: Negotiating insider/outsider status within and across cultures. <i>International Journal of Lifelong Education</i>, 20(5), 405-416. 	Consent Form & Ethics Considerations
Module 9	19-Oct	Mid-semester Mental Health Break		
Module 10	26-Oct	Interviewing	<ul style="list-style-type: none"> Chapters from Kvale, S. (2008). <i>Doing interviews</i>. Sage. 	Self-as-Researcher Examination

Appendix A – Course Outline

Module 11	2-Nov	Focus Groups	<ul style="list-style-type: none"> Hopkins, P. E. (2007). Thinking critically and creatively about focus groups. <i>Area</i>, 39(4), 528-535. Sage, D. (2012). Precincts and prospects in the use of focus groups in social and behavioral science research. <i>The Qualitative Report</i>, 17(15), 1. 	
Module 12	9-Nov	Participant Observation, Ethnography	<ul style="list-style-type: none"> Chapter 24 from McNabb, D. E. (2002). Kahn, S. (2011). Putting ethnographic writing in context. <i>Writing spaces: Readings on writing</i>, 2, 175-92. 	Interview
Module 13	16-Nov	Archival Research and Oral Histories	<ul style="list-style-type: none"> Chapter 29 from McNabb, D. E. (2002). Harris, C. (2001). Archival fieldwork. <i>Geographical Review</i>, 91(1-2), 328-334. Winders, J. (2001). On the Outside of "In": Power, Participation, and Representation in Oral Histories. <i>Historical Geography</i>, 29, 45-52. 	
Module 14	23-Nov	Visual Methods	<ul style="list-style-type: none"> Radley, A., Hodgetts, D., & Cullen, A. (2005). Visualizing homelessness: A study in photography and estrangement. <i>Journal of Community & Applied Social Psychology</i>, 15(4), 273-295. Parkin, S., & Coomber, R. (2009). Value in the visual: On public injecting, visual methods and their potential for informing policy (and change). <i>Methodological Innovations Online</i>, 4(2), 21-36. 	Interview Transcription
Module 15	30-Nov	Content Analysis/Coding/Data Analysis	<ul style="list-style-type: none"> Chapter 31 from McNabb, D. E. (2002). Chapters 1-3 from Saldaña, J. (2015). <i>The coding manual for qualitative researchers</i>. Sage. 	
Module 16	7-Dec	Sharing Results/Writing the Narrative & Failure	<ul style="list-style-type: none"> Chapter 36 from McNabb, D. E. (2002). Clark, A. M., & Sousa, B. J. (2020). A manifesto for better research failure. 	Interview Coding
Finals Week	Reflexive paper due December 14, 2021 @ 11:59 PM			