

Course Outline
CHL 5115 Qualitative Analysis and Interpretation

Winter 2025
Thursdays, 1- 4 pm.
Room 705, Health Sciences Building, 155 College St.



Colonialism is an ongoing process that has profoundly shaped, and continues to shape, the world we live in, including what know to be true and how we come to know it—our ontology and epistemology—as well as our ideas about research and knowledge production. The land where we meet this semester is Michi-Saagiig Nishinaabeg Akiing (Mississauga Territory, Treaty 13, 1805) the traditional lands of the Haudenosaunee Nations and the historical home of the Wendat Nation. Euro-Western ontology conceives of this land, and the more-than-humans that inhabit and co-create it, as resources—things to extract, commodify, as well as to study. I recognize that knowledge production has, and continues to, contribute to the ongoing processes of colonization. As your instructor this semester, I will think about how to unsettle the taken-for-granted assumptions about knowledge production that inform my work, and that of my colleagues in public health, and act upon it to the best of my abilities.

Course Instructor

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Course Pre-requisites

This course is open to PhD students who meet the course pre-requisites. Priority will be given to DLSPH students and those from CQ's contributing partners (see p. 12). Master's

students with course pre-requisites (CHL 5138, formerly JRP1000 or equivalent) and qualitative thesis data to work with in the course will be considered.

Students taking this course are expected to have:

- Knowledge of the theoretical and philosophical foundations of qualitative inquiry, and of data generation (course prerequisites: CHL5131; CHL 5138, formerly JRP1000 or equivalent; SWK6307, or equivalent)
- Prior training and/or experience with qualitative research.
- Their own qualitative data/research plan to use in the course.

A maximum of 15 students can be in the course at one time. Only in exceptional circumstances are auditors accepted. All students must contact the instructor for permission to enrol.

Purpose

This is an advanced graduate-level course in qualitative research methodology that focuses on the theory, techniques and issues of data analysis and interpretation¹. The course is designed for students taking qualitative approaches to their thesis research *i.e.*, *using both qualitative forms of data and qualitative (non-numeric, interpretive) forms of analysis*. Ideally students should be in the late data gathering and analysis phase of their research, although students at the proposal writing and pre-data generation stage also benefit from the course. The course aims to give students knowledge and experience in concrete analysis practices, but also to enhance their ability to articulate and address the core theoretical and methodological issues of qualitative inquiry. Although the topics discussed are generic to qualitative methodology, the literature and class instruction draw heavily on the field of health, as well as my own work in ecological approaches to health, food systems, and posthumanist theory.

Course Objectives

This course aims to develop student skill in qualitative research and even enjoyment of the process. At the end of the course students should have made significant progress towards being able to understand and articulate:

1. What it means to *critically* analyze and interpret qualitative data, including the difference between value-adding analysis and primary description.
2. The role, place, significance and timing of theory in the analysis process
3. The implications for analysis and interpretation of data generation, transformation, and management processes
4. The complexity and implications of the interpretation of ‘meaning’
5. The role of the researcher in analysis, and the significance of standpoint

² I acknowledge the intellectual work firstly of Professor Joan Eakin who developed this graduate course in advanced qualitative analysis and interpretation. Secondly, I acknowledge the intellectual work of Dr. Brenda Gladstone who further developed the course over many years. Both Drs Eakin and Gladstone have mentored emerging critical qualitative scholars, like me, in the health and social sciences, including through this course.

6. The notion, practice and significance of methodological reflexivity, and its role in the research process
7. The constitutive effects of writing on the analysis, and the different ways of representing the results of qualitative inquiry and their implications
8. Issues associated with judging research quality in qualitative inquiry
9. The importance of being able to write, and articulate convincingly, the nature, value, and limitations of your analytic process and of qualitative methodology more generally.

Course Requirements

CHL5115 is a Credit/No Credit course (CR/NCR). There are two components to achieve credit for this course:

- a) satisfactory completion of three (3) written assignments*
- b) participation in class discussions. Students are expected to do the required readings as preparation for discussion of each of the topics assigned by the instructor in the course outline. Also, each student will facilitate a one-hour discussion of their own research-in-progress in a 'working session' on a topic or issue of their choosing related to data analysis (see p.p. 8-9).

Students must make best efforts to attend all classes and to notify the instructor if they will be absent.

a) Written Assignments

The written assignments are designed to facilitate students' own research-in-progress (accommodating different interests, topics, and stages of research) while developing generic methodological knowledge and skills; in particular, learning how to write about methodology and methods for qualitative data analysis and interpretation (described below).

Requests for extensions to due dates must be discussed with the instructor at least one week in advance.

Assignment # 1	Reflection Paper #1		Due: Feb 24th
Assignment # 2	Reflection Paper # 2		Due: March 17 th
Assignment # 3	Final paper #3		Due: April 14 th

Evaluation of Written Assignments

*Satisfactory completion of the three written assignments for course credit is considered equivalent to achieving, at minimum, a B- (70-72%) on each assignment (according to the School of Graduate Studies University of Toronto graduate grading scale).

The following criteria will be used to determine satisfactory completion of a written assignment:

- the paper demonstrates an understanding of key course concepts (ideas or arguments) covered in the readings, class presentations and discussions, applied to the student's own research interests.
- the paper is well-written – it is coherent, organized, and concise.

While not necessary for achieving course credit, students are encouraged to consider the following additional criteria as a way to understand their own success in written assignments on data analysis and interpretation that indicate:

- an ability to analyze and integrate key course concepts (ideas/arguments) applied to their own research interests.
- an ability to go beyond the ideas/arguments covered in the course and applied to the student's research interests, taking them in a more critical and constructive direction (for example, comparing different ideas about qualitative data analyses, considering their implications for analyses, and articulating and supporting a position taken on the ideas discussed)
- The above, plus intellectual creativity and flexibility (for example, developing a new synthesis, insight, or application in written response to course ideas and/or arguments).

Assignments 1 and 2: Reflection Papers

For these assignments you are expected to engage actively with the required course readings and with class presentations and discussions and to relate the readings and the class material to your own research. They are a 'digest-and-relate' exercise intended to get you thinking and writing critically about analysis, and to be able to bring analytic ideas and interpretive practices to bear on your own research data and situation.

For these papers you are expected to draw on *both* readings and class presentations and discussion, as relevant. You are expected to ***use*** ideas/approaches/analysis elements from the readings and the class discussions, to ***think and write about your own research analysis, or to take up (and further develop) the methodological issue in general***.

For example, when you read the literature each week and hear what is presented and discussed in class make it a practice to ask yourself such things as:

- What does this have to offer *me* for my process of analysis?
- What is *generic/general* about the particular article/class content that has relevance to me?
- Are there key concepts or ideas that grab me?
- Does it make me *think differently* about my own data, analysis, research problem? How and why?

- Does it suggest a different approach to my analysis than I am currently taking?
- Do my research questions as currently framed “fit” with such analytic approaches? (Why, why not?)
- What does (or does not) resonate with my past experience/existing knowledge and current practices of qualitative analysis?
- Can I try out a concept/technique/approach on my own material?

You can take up any aspect of the readings /class material – whatever is most useful to you and relevant to your own on-going research. This can be, for example, an issue raised in one article or a theme running through several readings, a key methodological point, a particular strategy or analytic device, etc.

The point is to ‘try out’, experiment with, critique, elaborate or otherwise reflect on what the readings and class might have to offer your own research. (Some of you may wish to use your study ‘data’ in your reflection. This can be included in an appendix, which will not count toward the page limit).

Emphasis should be on depth rather than on breadth – i.e., consider a particular matter carefully and thoughtfully, rather than writing a general, non-specific piece. The papers will be assessed on:

- your grasp of the reading material and of the issues (as reflected in your discussion of its relevance to your own work)
- your methodological insight (as reflected in how you identify, frame, focus and construct the issue, evidence that you are going beyond elementary grasp of the method)
- and your ability to articulate matters of method (extent to which you can explain/make clear what your main point is, what you know and mean)

Ideally, some of you will be able to use some of these reflections when you are writing your methods chapter or section of your dissertation, or you are writing your thesis proposal.

The papers can relate to any reading/class topic (or combination of) up to and including the day the paper is due. However, the two reflection papers ***must deal with different topics/issues*** and ***not draw centrally on the same readings***. Be sure to start the paper with a brief but very clear layout of the specific matter you are focusing on. That is, get it straight what you are aiming to do/achieve in the paper. Ensure that you make it clear what author(s) or idea(s) or class content you are drawing on or orienting yourself towards.

Each paper should be no longer than 5 pages (1 ½ spacing), not counting references or appendices. Please upload your assignments in Word (not PDF) to Quercus.

Assignment 3: Final Paper

You have three options for this assignment (details below). All must be ***based on and demonstrate*** what you have learned in this course. Choose *one* of:

Option 1 annotated (methodological) analysis of data

Option 2 Draft the analysis section (or part of it) for your proposal or thesis

Option 3 Analysis of a published empirical article with a focus on analysis, interpretation and writing

Option 1: Annotated analysis of data

For this option you are asked to:

- a) Analyze (or re-analyze) some of your own data (current or past work that you have done yourself (like a Master's thesis, or data from another project you have worked on extensively and are intimate with, perhaps as an RA), *and*
- b) Comment *methodologically* and reflexively on what you do.

You can situate yourself at any stage/location of analysis. Take on whatever is most relevant to you – early coding and analysis, using particular analytic strategies or devices, identifying themes, memo writing, developing concepts, theorizing, writing etc. Describe the process and/or the result of your analysis and then reflect critically on what you have done from a methodological point of view (e.g., what difficulties did you have? What seemed to work or not? Do you have any concerns about what you have done?). Of course, it is recognized that the piece of analysis offered in this assignment might only be a small, partial fragment of the overall analysis, and still “half baked” and in-progress.

It is expected that you will actively draw on this course to do this assignment. Thus, it is not sufficient for this assignment to just plug in some analysis that you have already done without evidencing the specific knowledge/perspective gained in the course, including the readings we have read together. In fact, it is necessary to engage with course readings in your paper, in addition to other publications. Please indicate the course readings you cite in your own work with an * in the reference list. Take on something new or re-do something you might already have done but in light of the course. This is the place to take some risks with your analysis – you will be graded less on the end result as much as on *the methodological insight and reflexivity which you bring to the effort*, and on the *grounding of your comments in the course*. This option can involve development of material presented in class, incorporating new ideas gleaned in the process. It can also involve more in-depth development of material discussed in the first two reflection papers; if this option is taken, the paper must demonstrate how your thinking about the topic has evolved, incorporating new ideas gleaned in the process.

Option 2: Draft the analysis part of methods section/chapter for your thesis

This option is for those students who are in the midst of analyzing their own thesis data. Here you will try to characterize, describe and discuss the approach and procedures you used/are taking for *analyzing and interpreting your data*. Do not take on the thesis' methodology as a whole, just the *section dealing with analysis/interpretation*, although it is expected that you link your discussion of analysis with other elements/stages of the research (e.g., to how the data were generated, and to the theoretical perspective of the study etc.). Your discussion of the analysis should be referenced (including course

materials), provide a rationale/logic for the approach being taken (or not taken), and show a grasp of the methodological process and issues involved. Ask yourself questions like:

- What general approach to analysis am I taking?
- Am I taking a relatively homogeneous approach, or combining various elements from different strategies? Are they compatible?
- Are there alternatives? What is the logic for approaching the data this way?
- What specific analytic methods/procedures am I taking, with what effect?
- Are there particular or special issues of analysis and interpretation related to my topic/situation and how am I handling them?
- What aspects of the data collection situation/context have significance for analysis and interpretation?
- What are the strengths/limitations of the approach and procedures I am taking to analysis?
- How am I using literature and existing theory in my analysis? How do I write this into the description of the method?

Clearly you will not all be at the end point of the analysis, so your account of what you did and how you got there will be incomplete. It is an unfinished story – but at least you will get some start on thinking about how you will write your method.

Option 3: Analysis of published empirical article in relation to analysis, interpretation and writing

A third option is for students (especially those who are at the proposal stage and do not yet have their own data and analysis underway). Students should choose a recent qualitative paper from the list of journals listed in the reference section of this outline. The paper should be one that reports on an empirical (involving ‘data’) qualitative research project (**not** a mixed method one (**at least not one that mixes positivist and interpretive methods**), nor a conceptual or review article) that you *consider (at least at the outset of the exercise) an excellent* paper. Using what you have learned in the course (from course readings, in-class discussions), describe the following aspects of the paper (some will be more relevant than others). Be sure to indicate how you know or recognize these things (i.e., give examples/evidence from the text). Comment on how effective/satisfactory (or not) you find the particular feature or aspect you are discussing.

- Is there a main ‘story’ or point of the article? What kind of a story is it?
- How is the article positioned (audience? theory or problem/practice oriented?)
- How is the researcher/author positioned in the analysis?
- How is the paper structured/framed (how is the story told)?
- What general theoretical perspective frames the analysis?
- What approach to analysis and interpretation was taken and how was this communicated in the paper? What was not included (with what effect?)?
- What rhetorical/literary devices are used in writing?
- How are data presented and used?

- Are data/findings theorized? Is the theorization convincing? (Why, why not?)
- How are the subjects of research represented?
- What made you consider the article ‘excellent’? (Or, if you changed your mind as you got into it, what did you not end up liking about it?).

Finish your paper with a short paragraph saying what is the most important thing that you learned from this exercise that informs your own ability to analyze, interpret and write/publish.

Assignment 3, whatever option, should be *no longer* than 12 pages (1 ½ spaced). If you chose option 3, be sure to include with the paper a hard copy (easily legible) of the article analyzed. If you are analyzing some data, as in Option 1, you should include as appendix the material you are working on, or part of it, or an example of it. Please upload your paper and any additional materials to Quercus.

Student In-Class ‘Working Sessions’ (presentation & discussion of student work)

The final hour of class will be devoted to discussion of students’ own work. Students each will present some aspect of their research, which has previously been discussed with the instructor. To prepare for this will require some extra time commitment to the course, above and beyond the weekly readings and assignments.

Presentations can be made in any class session, from Week 2 on. On the first day of class you will sign up for weekly presentations. However, because there are 12 sessions in the course, only 11 students can present. If enrolment is more than that, priority will be given to students on the following basis:

1. Doctoral students who are at the stage of analyzing their own thesis data
2. Those who are working on data not their own but from a study they were deeply involved in
3. Other students who are considered by the instructor to be at a stage (or have a topic) that might be suited to this exercise and benefit the class.

Unfortunately, this may leave out students who are taking the course in the pre-proposal stage of their programs and others who might like to put their research up for discussion. We will revisit this part way through the course in case we can make room for those who were initially left out.

The purposes of the student presentations in this course are multiple, and pertain to both the students presenting and to those in the class listening/participating:

- to help students get a handle on their own analyses
- to enhance students’ ability to speak about and articulate methodological issues in qualitative research
- to give students ideas from others regarding their own research projects
- to inform students’ thinking and preparation of assignments during the course

- to give the instructor a teaching ‘prop’ to address common issues and points as they arise, and in relation to concrete projects (i.e., it is vehicle for teaching).

Process for Presentation: Presenting students can speak to any on-going problem or issue they are having with their own research as long as it is either directly about analysis or has significant implications for analysis and interpretation. ***All presentations must be discussed with the instructor in person or by e-mail beforehand*** to ensure that the presenting student and the class as whole get the maximum benefit from comments and questions from the instructor and the others in the class.

- What typically happens is that the week before the session at which a student will present, she/he will contact the instructor (usually by e-mail) laying out what they have in mind.
- The instructor will write back, suggesting things to think about, other possibilities etc. and the student will revise accordingly.
- There might be some back and forth. If helpful, the instructor and student may decide to meet online or by phone to discuss final arrangements for the session.

The intent is to offer the students some ‘private’ one-on-one consultation on their own research, and to help the student develop a session that makes sense for the one-hour session and that engages the other students in the class. Thus, it must be clear what input the presenter is seeking from their peers. The idea is for listeners to engage, make suggestions, and offer alternatives from their own experience. The e-mail exchanges, and the class discussions, can be frank and sometimes unsettling for the presenters because they can raise difficult questions, but they also can provide fresh insight and stimulating alternatives that are highly useful to student presenter.

Note that the student presentations are more dialogical. During the presentation, students should expect engagement from the instructor that will draw out generic issues, link to past/future topics, ask key questions etc. These are thus informal *working* sessions and not formal presentations of end products (i.e., this is not an uninterrupted presentation like at a conference or to a committee).

Presenting students should try to do the following:

- Try not to cover too much. If you do too much, useful discussion rarely ensues (this is the most typical mistake students make – taking on too much for the time)
- Have a clear focus, make it clear what you want to do, and what sort of input/feedback you might like from the group.
- Get the class into your project and head space VERY succinctly – give just enough so they know where you are and where you are coming from – but do not spend much time in a general introduction to your topic (e.g., no need to provide the entire rationale/background for the study)
- Plan presentation material that takes about 15 minutes, no more, to allow for lots of discussion, student and instructor comments etc. Issues will be raised

that are new or that you hadn't anticipated so you want to have time to discuss as they arise.

1. A) Writing Support

University of Toronto: Health Sciences Writing Centre

The following departments/Faculties offer their own writing support for graduate students through one-on-one consultations: DLSPH, Nursing, Pharmacy, KPE and Social Work. To learn more and to book an appointment see:

<https://www.hswriting.ca/>

[Please note: Students in other departments/Faculties should see:

<https://www.sgs.utoronto.ca/resources-supports/gcac/writing-centre/>]

B) Writing Resources

Graduate Centre for Academic Communication (GCAC)

The GCAC also offers a wide range of resources, free non-credit courses, workshops and writing intensives throughout the academic year. To learn more about GCAC offerings see: <https://www.sgs.utoronto.ca/resources-supports/gcac/>

2. Accessibility and Accommodation:

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. For more information, or to register with Accessibility Services, please visit: <http://studentlife.utoronto.ca/as>

3. Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences:

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>)

University of Toronto's policy regarding plagiarism:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Potential offences include, but are not limited to:

- *In papers and assignments:*
 - a. Using someone else's ideas or words without appropriate acknowledgement.
 - b. Submitting your own work in more than one course without the permission of the instructor.

- c. Making up sources or facts.
- d. Obtaining or providing unauthorized assistance on any assignment.
- e. Not properly [paraphrasing](#) published work.

4. Course Policy on the Use of Generative AI in Oral and Written Assignments
Note that generative AI is constantly changing and this course policy may be update at any point during the semester.

Course policy on the use of generative AI in assignments is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Course policy on the use of generative AI in assignments includes the following: 1. Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. 2. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course. 3. The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course.

Support Resources:

24/7 Emergency counselling services:

U of T My Student Support

Program: <https://studentlife.utoronto.ca/service/myssp/>

Good2Talk Student Helpline: <https://good2talk.ca>

Mental health distress contacts during University hours (9am-5pm):

St. George Health & Wellness

Centre: <https://studentlife.utoronto.ca/departments/health-wellness/>

UTM Health & Counselling Centre: <https://www.utm.utoronto.ca/health/>

UTSC Health & Wellness Centre: <https://www.utsc.utoronto.ca/hwc/>

Mental health distress contacts in the community:

Anishnawbe Health Toronto Mental Health Crisis Line: <http://aht.ca>

Black Youth Helpline: <https://blackyouth.ca>

ConnexOntario: <https://www.connexontario.ca>

Distress Centres of Greater Toronto: <https://www.dcoft.com>

LGBTQ Youthline: <https://www.youthline.ca>

The Centre for Critical Qualitative Health Research ('CQ') at U of T



This course is part of CQ's *Essentials of Qualitative Research* curriculum. CQ is an extra-departmental unit in the Dalla Lana School of Public Health also supported by the Faculties of Kinesiology and Physical Education, Nursing, Pharmacy, Social Work, and the Rehabilitation Sciences Institute. CQ builds capacity in the health sciences to advance critical and theoretically informed qualitative inquiry. As a hub for researchers, graduate students, and professors teaching qualitative methodology, its academic fellows promote research that addresses the socio-political dimensions of health and questions prevailing assumptions that naturalize health, for example, as individual and biological phenomena.

Visit the CQ website www.ccqhr.utoronto.ca to learn more about CQ's resources and activities, which include the Essentials of Qualitative Research (EQR) Course Series and Certificate in Advanced Training in Qualitative Health Research Methodology for PhD students, the Joan Eakin Award for Methodological Excellence in a Qualitative Doctoral Dissertation, and the *At the Centre* Speaker Series.

CHL5115 – Qualitative Analysis & Interpretation

Class Schedule – Winter 2025

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|------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jan | 09 | Week One: Introduction
Introduction to interpretive qualitative analysis; varieties of analytic approaches; ‘value-adding’ analysis; place in the research process; key features; overview of course; how to ‘do’ the course; resources. |
| | 16 | Week Two: Key considerations in analysis & interpretation
What is (not) analysis? Significance of the researcher, theoretical perspective, how data are generated, and significance of context. Core concepts and assumptions; double (triple?) hermeneutics; the ‘ <i>everything is data</i> ’ maxim. |
| | 23 | Week Three: Data transformations
From <i>in vivo</i> -to-(tape/‘hand’) -recorded-to-transcription-to-analysis: what is lost or obscured and changed; politics and practicalities; implications for interpretation. |
| | 30 | Week Four: Reading and interrogating data
Meaning and its interpretation; notion of ‘analytic devices’; making strange; reflexivity as resource; different approaches to understanding data; layered, relational, narrative readings; contradiction; negation. |
| Feb | 06 | Week Five: Generative coding
Theory, practice, and implications of generative coding: types of codes; codebooks; coding and thematic analysis, as means not end |
| | | Written Assignment # 1 due February 24th (submit to Quercus) |
| | 13 | Week Six: Working with and beyond codes
Capturing the gestalt; reconstituting, re-contextualizing & summarizing data. |
| | | FEBRUARY BREAK (NO CLASSES FEB 17-21) |
| | 27 | Week Seven: Conceptualizing I
Analytic memoing; analytic and conceptual generalization; types/levels of concepts; generating concepts. |
| Mar | 06 | Week Eight: Conceptualizing II
Developing, situating, and linking concepts; pursuing hunches; comparison; thought operations; situational analysis; reading(s) & writing as analysis (in a ‘post-coding world’). |

13 Week Nine: Theorizing

Different sites, types, sources and uses of theory and their combination; transforming data and concepts into ‘findings’; abductive thinking; linking macro and micro level data/ideas.

Written Assignment #2 due March 17th (submit to Quercus)

20 Week Ten: Students’ choice (or we stick with Analyzing visual or “non-traditional data” analysis)**27 Writing I: The Story**

Writing as analysis; finding the story; strategies and approaches; audiences; the politics of representation; positioning the story; taking sides.

April 03 Writing II: Describing the analytic process

Significance of word-craft and grammar; providing evidence; confidentiality; incorporating literature.

Writing about method of analysis; claiming your own inventions; key contested issues including scientific legitimacy and authority; issues of quality and rigor.

Written Assignment # 3 due April 13th (submit to Quercus)

Readings

For each session there are “**Required**” readings, which are listed below by session. Occasionally there are required readings that I’ve labelled, ‘time permitting’, and I leave to you whether you might read for class discussion, use in assignments or for use in your future study.

For most sessions there is also a section following the list of required readings called “**Additional**” readings. These are readings on the topic that might be useful for students wishing to go further in the subject. They consist of readings the instructor has found useful, and/or have been used in previous years of teaching the course. Some additional references are annotated to give you some sense of what they offer. A variety of “**General**” readings and resources regarding qualitative analysis (journals, methodology texts, special topics) are also listed at the end of the course syllabus.

Week One: Introduction

Required:

Eakin, J. and Gladstone, B. (2020). “Value-adding” analysis: doing more with qualitative data. *International Journal of Qualitative Methods*, 19: 1-13.

[a background reading covering key course topics]

Jardine, D. (1992). The fecundity of the individual case: Considerations of the pedagogic heart of interpretive work. *Journal of Philosophy of Education*, 26 (1) 51-61.

[a beautifully expressed reflection on the nature of interpretation to be read at the beginning and again at the end of the course when it will have much more resonance]

Time permitting:

Freeman, M. (2014). The hermeneutical aesthetics of thick description, *Qualitative Inquiry*, 20(6): 827-833.

[critically addresses the use of a common concept in qualitative research - ‘thick description’ – to think about qualitative analysis, as interpretation]

Additional:

Brinkman, S. (2014). Doing without data, *Qualitative Inquiry*, 20(6): 720-725.

[a challenging but worthwhile read, an article that makes a case for ‘analysis after coding’, employing an ‘abductive’ and not simply an inductive or deductive mode of inference in qualitative analyses]

Week Two: Key considerations in analysis and interpretation

Required:

Frost, N. et al (2010). Pluralisms in qualitative research: the impact of different researchers and qualitative approaches on the analysis of qualitative data, *Qualitative Research*, 10 (4): 441-460.

Ribbens McCarthy, J., Holland, J. and Gillies, V. (2003). Multiple perspectives on the 'family' lives of young people: Methodological and theoretical issues in case study research. *International Journal of Social Research Methodology*, 2003,6,1:1-23

Funk, L., Stajduhar, K. (2009). Interviewing family caregivers: Implications of the caregiving context for the research interview, *Qualitative Health Research*, 2009, 19 (6):859-867.

Additional:

General overview

- Coffey, A. & Atkinson, P. 'Varieties of data and varieties of analysis', in *Making Sense of Qualitative Data*, Sage, 1996. Pp 1-10.

Significance of interviewing for interpretation

- Rapley, T. "The art(fullness) of open-ended interviewing: some considerations on analyzing interviews", *Qualitative Research*, 2001 1(3) 3003-323.

Significance of interpreting silences in interviews conducted in non-Western settings

- Kawabata, M. & Gastaldo, D. (2015). The less said, the better: Interpreting silence in qualitative research, *International Journal of Qualitative Methods*, 1-9, DOI: 10.1177/1609406915618123

Discusses a 'role of refusal in the work of making claims' in qualitative analysis

- Tuck, E., & Wang, K.W. (2014). Unbecoming Claims: Pedagogies of Refusal in Qualitative Research, *Qualitative Inquiry*, 20(6): 811-818.

Role, place and significance of theory in qualitative research

- Giacomini, M. "Theory matters in qualitative health research", in Bourgeault, I. Dingwall, R. and deVries, R. *Qualitative Methods in Health Research*, Sage, 2010: pp 125-156. (*A comprehensive overview of the nature/uses of 'theory' in qualitative health research*)
- Reeves, S. M. Albert, A. Kuper, B. Hodges "Why use theories in qualitative research" *BMJ* 13 September 2008, 337:631-634.
- Gubrium & Holstein: Chapters 2,3 & 5 from *The New Language of Qualitative Method*, 1997, NY, Oxford University Press (good overview with illustration from the sociological literature of major theoretical approaches to research).
- Feldman, M. *Strategies for Interpreting Qualitative Data*, Sage Qualitative Research Methods Series 33, 1995. (demonstrates what 4 different approaches

would look like, ethnomethodology, semiotic analysis, dramaturgical analysis, deconstruction).

- Honan, E, Knobel, M., Baker, C., Davies, B. “Producing possible Hannahs: Theory and the subject of research”, *Qualitative Inquiry* 6 (1), 2000:9-32
- Starks, H. and Trinidad, S.B. “Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory”, *Qualitative Health Research* 207, 17 (10):1372-1380.
- Wilkinson, S. “Women with breast cancer talking causes: Comparing content, biographical and discursive analyses”, *Feminism and Psychology*, 2000, 10(4):431-460.

Week Three: Data transformations

Required:

McMullin, C. (2021). Transcription and qualitative methods: Implications for third sector research, *Voluntas*, <https://doi.org/10.1007/s11266-021-00400-3>

Tilley, S. (2003). Challenging research practices: Turning a critical lens on the work of transcription, *Qualitative Inquiry*, 9 (5): 750-773.

Bucholtz, M. (2000). The politics of transcription, *Journal of Pragmatics*, 32: 1439-1465.

Time permitting:

Wong, J., & Poon, M. (2010). Bringing translation out of the shadows: Translation as an issue of methodological significance in cross-cultural qualitative research, *Journal of Transcultural Nursing*, 21(2): 151-158.

[considers assumptions of neutrality/objectivity in the process of translation similar those made about transcription]

Nordstrom, S.N. (2015). Not so innocent anymore: Making recording devices matter in qualitative interviews, *Qualitative Inquiry*, 21(4): 388-401.

[an interesting article on the ‘not-so-innocent’ material-discursive practices set in motion by recording devices used in qualitative interviews]

Additional:

- Atkinson, P. “Transcriptions”, in *Understanding Ethnographic Texts*, Sage QRM Series 25, 1992: 22-29
- Bischooping, K. (2005). Quote, unquote: From transcript to text in ethnographic research, Chapter 10, in, D. Pawluck, W. Shaffir, and C. Miall, *Doing Ethnography*, Canadian Scholar’s Press, Pp.141-154.

- Edwards, J. & Lampert, M. (Eds) *Talking Data: Transcription and Coding in Discourse Research*, Hillsdale, NJ: Erlbaum, 1993.
- Kowal, S. and D. O'Connell, "The transcription of conversations", pp 248-252 in U. Flick et al. (Eds.) *A Companion to Qualitative Research*, Sage, 2004.
- Kvale, S., 'From Speech to Text' Chap 9 in *Interviews* by S. Kvale, Sage, 1996: 160-175.
- Lapadat, J. "Problematizing transcription: Purpose, paradigm and quality", *Int.J.Social Research Methodology*, 2000, 3,3,203-219.
- Lapadat, J. Lindsay, A. Transcription in research and practice: From standardization of technique to interpretive positionings. *Qualitative Inquiry*, 5 (1),1999: 64-86.
- Poland, B. Transcript quality as an aspect of rigor in qualitative research. *Qualitative Inquiry* 1(3), 1995: 290-310

Week Four: Reading and interrogating data

Required:

Becker, H. (1993). How I learned what a crock was, *Journal of Contemporary Ethnography*, 1993, 22 (1): 28-35.

Mauthner, N. and Doucet, A. (1998). Reflections on a voice-centred relational method, Chapter 8, in J. Ribbens, & R. Edwards (Eds.), *Feminist Dilemmas in Qualitative Research*, Sage, Pp. 119-145.

Stenvoll, D. and Svensson, P. (2011). Contestable contexts: the transparent anchoring of contextualization in text-as-data, *Qualitative Research*, 11 (5): 570-586.

Additional:

- Kvale, S. (1996). The plurality of interpretations, Chapter 12, *Interviews*, Sage, Pp. 210-228.
- Holstein J. & Gubrium J. "Context: working it up, down and across". In C. Seale, G. Gobo, J. F. Gubrium & D. Silverman (Eds), *Qualitative Research Practice*, Ch. 19. Thousand Oaks, CA, Sage.
- Cooper, N. & Burnett, S. "Using discursive reflexivity to enhance the qualitative research process", *Qualitative Social Work*, 2006, 5(1): 111-129
- Excerpt (pp 1760-62) on reflexivity from Lessard, C. "Complexity and reflexivity: Two important issues for economic evaluation in health care", *Social Science and Medicine*, 2007, 65(8):1754-1765.
- Weick, K. "Essai: Real-time reflexivity: Prods to reflection", *Organization Studies*, 2002, 23(6):893-898 (very interesting critique of reflexivity, calling for a less narcissistic version that takes into account that life is lived forward, but understood backwards).

- Agar, M. "An ethnography by any other name..." *FQS*, 7 (4) Art. 36 - September 2006 [on-line journal] available at : <http://www.qualitative-research.net/fqs-texte/4-06/06-4-36-e.htm> (about context, meaning, abductive logic as defining features of ethnography)
- Baker, C. "Ethnomethodological analyses of interviews", Chap.37, Gubrium, J. & Holstein, J. (Eds) *Handbook of Interview Research*, Sage, 2002:777-795
- Coffey & Atkinson Chap 4 "Meanings and metaphors" in *Making Sense of Qualitative Data*, Sage, 1996
- Devault, M. (1990). Talking and listening from women's standpoint: Feminist strategies for interviewing and analysis. *Social Problems*, 37(1), 96-116.
- DeVault, M. "Ethnicity and expertise: racial-ethnic knowledge in sociological research" *Gender and Society*, 1995, 9 (5), 612-631
- Dey, I. *Qualitative Data Analysis*, Routledge, 1993 Chap 14 [corroborating evidence, the quality of data, lies, different interpretations]
- Gubrium, J. *Analyzing Field Reality*, Sage Qualitative Research Methods Series #8, 1988, pp.9-39
- Jarvinen, M. 'The biographical illusion: Constructing meaning in qualitative interviews', *Qualitative Inquiry*, 6(3), 2000:370-391
- Lofland and Lofland, "Developing analysis", Chap 9, *Analyzing Social Settings*, Wadsworth, 1995, 2nd Edition.
- Oinas, P. "Voices and silences: the problem of access to embeddedness", *Geoforum*, 30, 4, 1999, pp. 351-361
- Parr, J. "Theoretical voices and women's own voices", Chap 6 in Ribbens, J. and Edwards, R. (Eds), *Feminist Dilemmas in Qualitative Research*, Sage, 1998, pp87-102 [challenges of shifting mid-thesis from positivist to ethnographic, feminist approach.]
- Poland, B. and Pederson, A. "Reading between the lines: Interpreting silences in qualitative research", *Qualitative Inquiry*, 4 (2), 1998, 293-312
- Radley, A. & Billig, M. "Accounts of health and illness: Dilemmas and representations", *Sociology of Health & Illness* 1996, 18 (2): 220-240 [distinguishing accounts from facts].
- Riessman, C. "Analysis of personal narratives", in Gubrium J. & Holstein, R. *Handbook of Interview Research*, Sage 2002: 695-709.

Week 5: Generative coding and thematic analysis

Required:

Coffey, A. & Atkinson, P. (1996). Concepts and coding, Chapter. 2, in *Making Sense of Qualitative Data*, Sage, Pp. 26-53.

Braun, V. & Clarke, V. (2019). Reflecting on reflexive thematic analysis, *Qualitative Research in Sport, Exercise and Health*, 11(4): 589-597.

Additional: (Note: for both 5. Coding, and 6. Working with Codes and Beyond)

- Taber, N. “Institutional ethnography, autoethnography, and narrative: an argument for incorporating multiple methodologies” *Qualitative Research* 2010, 10 Feb:5-25
- Baxter, J. 1992 The Hagerville tire fire: interpreting risk through a qualitative research design” *QHR* 2(2): 208-37 (example of use of typologies)
- Charmaz, K. ‘Qualitative interviewing and grounded theory analysis’, selection beginning on pg 683, in Chapter 32 in Gubrium, J. and Holstein, J. (Eds) *Handbook of Interviewing*, Sage, 2002: 675-694
- Campbell, M. “Institutional ethnography and experience as data”, in W. Carroll (Ed.) *Critical Strategies for Social Research*, Canadian Scholars’ Press Inc, 2004: 206-219
- Figueroa, Silvana K.(2007)'The Grounded Theory and the Analysis of Audio-Visual Texts', *International Journal of Social Research Methodology*,11:1,1 — 12 (critique and reconsideration of grounded theory coding)
- Hammersley, M. and Atkinson, P. Chap 8 “The process of analysis” in *Ethnography: Principles in Practice*, Routledge, London, 1983, 1989:174-206.
- Kvale, S. ‘Methods of analysis’, in *InterViews*, Sage, 1996, pp187-204
- Pamphilon, B. (1999). The zoom model: A dynamic framework for the analysis of life histories, *Qualitative Inquiry*, 5(3): 393-410.
- Rees, C., Knight, L., Wilkinson, C. “Doctors being up there and we being down here: A metaphorical analysis of talk about student/doctor-patient relationships”, *Social Science and Medicine*, 65 (2007) 725-737.(example of focus on metaphors and their interpretation/use)
- Ritchie, J. and Spencer, L. “Qualitative data analysis for applied policy research”, in Seale, C. “Using numbers” in *The Quality of Qualitative Research*, Sage, 1999: 119-139.
- Seidel, J. & Kelle, U. 1995. Different functions of coding in the analysis of textual data. In U. Kelle, (Ed) *Computer-Aided qualitative Data Analysis: Theory, Methods and Practice* (pp 52-61. London, Sage.
- Strauss, A. and Corbin, J. *Basics of Qualitative Research*, Sage, 1990, pp.57-115 (detailed procedures for coding and analyzing in grounded theory analysis)

Week 6: Working with codes and beyond

Required:

Hollway, W. and Jefferson, T. (2000). Analysing data produced with defended subjects, Chapter 4, in *Doing Qualitative Research Differently*, Sage, Pp.55-82.

Rosiek, J.L., & Heffernan, J. (2014). Can’t code what the community can’t see: A case of the erasure of heteronormative harassment, *Qualitative Inquiry*, 20(6):726-733.

Atkinson, P. (1992). The ethnography of a medical setting: Reading, writing and rhetoric, *Qualitative Health Research*, 2(4): 451-474.

Additional:*On dealing with contradictions & inconsistencies in data*

- Blumenthal, D. "Representing the divided self", *Qualitative Inquiry*, 5(3), 1999, 377-392.
- Frost, N. (2009). Do you know what I mean? The use of a pluralistic narrative analysis approach in the interpretation of an interview, *Qualitative Research*, 9 (1): 9-29.
- Seale, C. "Accounting for contradictions" in *The Quality of Qualitative Research*, Sage, 1999:73-86.
- Power, E. "Toward understanding in postmodern interview analysis: Interpreting the contradictory remarks of a research participant", *Qualitative Health Research*, 2004, 14 (6): 858-865. (paper based on an assignment in this course!)
- Watson, C. "Unreliable narrators? 'Inconsistency' (and some inconstancy) in interviews", *Qualitative Research*, 2006, 6(3): 367-384.
- West, P. (1990). 'The status and validity of accounts obtained at interview: a contrast between two studies of families with a disabled child'. *Social Science and Medicine*, 30(11), 1229-1239.

Week 7: Conceptualizing I**Required:**

Broom, A. (2021). Editorial. Conceptualizing qualitative data, *Qualitative Health Research*, 31(10): 1767-1770

Becker, H. (1998). Concepts, in Chapter 4, *Tricks of the Trade: How to Think About Your Research While You're Doing It*, University of Chicago Press, Pp. 109-145.

Empirical example:

Gladstone, B., McKeever, P., Seeman, M. & Boydell, K. (2014). Analysis of a support group for children of parents with mental illnesses: Managing stressful situations, *Qualitative Health Research*, 24(9): 1171-1182.

Additional: (Note: for Conceptualizing I, II and Theorizing)

- Alvesson, M. and Skoldberg, K. "Illustrations of a reflexive interpretation", pp 285-293 in *Reflexive Methodology*, 2nd ed. Sage, 2009. [very useful example of application of 'reflexive' interpretation, using an example from business research]
- Allen, D. and Cloyes, K. "The language of 'experience' in nursing research", *Nursing Inquiry*, 2005, 12 (2): 98-105. [critical analytic dissection of the concept of 'experience', unsettling examination of a much-used concept]
- Angus, J., Kontos, P. Dyck, I. McKeever, P., Poland, B. "The personal significance of home: Habitus and the experience of receiving long-term home

- care”, *Sociology of Health and Illness*, 27(2), 2005:161-187. [*using a theoretical construct to makes sense of/frame findings*].
- Ansprach, R., “Notes on the sociology of medical discourse: The language of case presentation”, *J. Health and Social Behavior*, 1988. Vol 29 (December): 357-375 [Note: *Empirical example – read for style/content of conceptualizations*]
 - Carminati, L. (2018). Generalizability in Qualitative Research: A Tale of Two Traditions *Qualitative Health Research*, 1–8, DOI: 10.1177/1049732318788379
 - Danermark, B. et al. section on thought operations starting p 79 in Chap 4 “Generalization, scientific inference and models for an explanatory social science” pp 73-114 in Danermark, B. Ekstrom, M. Jakobsen, L. & Karlsson, J. *Explaining Society*, Routledge, 1997. [*methodological theory – fairly challenging but illuminating*].
 - De la Cuesta, C. “The craft of care: Family care of relatives with advanced dementia”, *Qualitative Health Research* 2005, 15(7):881-896. (nice example of straightforward conceptualization of findings, medium-intensity theorization).
 - Eakin, J., E. MacEachen, J. Clarke, “‘Playing it smart’ with return to work: Small workplace experience under Ontario’s policy of self-reliance and early return”, *Policy and Practice in Health and Safety*, 01(2),2003:19-41 [empirical example]
 - Frank, A. “What is dialogical research and why should we do it?” *Qualitative Health Research*, 2005 15 (7) 964-974.
 - Halkier, B. (2011). Methodological practicalities in analytic generalization, *Qualitative Inquiry*, 17 (9): 787-797.
 - Puddephatt, A., W. Shaffir and S. Kleinknecht, *Ethnographies Revisited: Constructing Theory in the Field*, Routledge, London & New York, 2009
 - Miller, G. & K. Fox, “The possibility of analytic dialogue between ethnography, conversation analysis and Foucault”, Chap.3 pp 35-55, in D. Silverman (Ed.) *Qualitative Research: Theory, Method and Practice*, 2nd Ed., Sage, 2004 [*very good but may be challenging for some*]
 - Orona, C. Temporality and identity loss due to Alzheimer’s disease”, *Social Science and Medicine* 30(11) 1247-1256, 1990 (classic description of conceptualization process).
 - Pawluch, D. “Conceptualizing a profession in process: the New Pediatrics revisited”, in Puddephatt, A., W. Shaffir and S. Kleinknecht, *Ethnographies Revisited: Constructing Theory in the Field*, Routledge, London & New York, 2009, pp. 318-330 [*finding the focus in a dissertation project; re-conceptualizing a study mid-stream*].

Week 8: Conceptualizing II

Required:

Clarke, A. (2005). Chap 3. “Doing situational maps and analysis” in, *Situational Analysis: Grounded Theory After the Postmodern Turn*, Sage Publications, Pp. 83-144.

Augustine, S. (2014). Living in a post-coding world: analysis as assemblage. *Qualitative Inquiry*, 20(6): 747-753.

Mazzei, L.A. (2014). Beyond an easy sense: A diffractive analysis. *Qualitative Inquiry*, 20(6): 742-746.

Time permitting:

Evans-Jordan, S.B. (2023). Mapping a way into qualitative inquiry: Reflections on learning and teaching Clarke's situational analysis [44 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 24(2), Art. 20, <https://dx.doi.org/10.17169/fqs-24.2.4061>

Week 9: Theorizing

Required:

Alasuutari, P. (1996). Theorizing in qualitative research: A cultural studies perspective, *Qualitative Inquiry*, 2(4): 371-384.

Childers, S.M. (2014). Promiscuous analysis in qualitative research. *Qualitative Inquiry*, 20(6), 2014: 819-826.

Malone, K. (2016). Theorizing a child–dog encounter in the slums of La Paz using post-humanistic approaches in order to disrupt universalisms in current ‘child in nature’ debates. *Children’s Geographies*, 14(4), 390–407.
<https://doi.org/10.1080/14733285.2015.1077369>

Empirical examples: (read /skim and looking for different types of theorizations)

Antoniou T, Loutfy, MR, Glazier RH, et al. Waiting at the dinner table for scraps: A qualitative study of the help-seeking experiences of heterosexual men living with HIV infection, *BMJ Open* 2:e000697. doi:10.1136/bmjopen-2011-000697.

Gibson, B.E., King, G., Teachman, G., Mistry, B. & Hamdani, Y. (2016). Assembling activity/setting participation with disabled young people. SSN 0141-9889, pp. 1–16
doi: 10.1111/1467-9566.12496

Kontos, P. (2004). Ethnographic reflections on selfhood, embodiment and Alzheimer’s disease, *Aging & Society*, Pp. 829-849.

Wheatley, E. (2005). Discipline and resistance: Order and disorder in a cardiac rehabilitation clinic, *Qualitative Health Research*, 15(4): 438-459.

Moore, D. (2009). Workers, clients and the struggle over needs: Understanding encounters between service providers and injecting drug users in an Australian city, *Social Science and Medicine* 68 (6): 1161-1168.

For your future reference see also the CQ's "*Recipients of the 'Joan Eakin Award for Methodological Excellence in a Qualitative Doctoral Dissertation'**" (2010-present).

Abstract summaries and links to award winning dissertations available at:

<https://ccqhr.utoronto.ca/education/dissertation-award/recipients/>

*This award is given to graduate students who demonstrate, amongst other attributes, strong congruence between theory and critical qualitative methodology.

Additional:

- Kontos, P., Miller, K-L., Mitchell, G., Cott, C. "Dementia Care at the Intersection of Regulation and Reflexivity: A Critical Realist Perspective", *Journal of Gerontology: Social Sciences*, 2012, 10.1093 [additional example of theorizing; useful laying out of critical realism as an approach]

Week 10: Analyzing visual and other 'non traditional' forms of data

OR Students' choice, reading list TBD

Required:

Piper, H. and Frankham, J. (2007). Seeing voices and hearing pictures: Image as discourse and the framing of image-based research, *Discourse: Studies in the Cultural Politics of Education*, 28(3): 373-387.

Yates, L. (2010). The story they want to tell, and the visual story as evidence: Young people, research authority and research purposes in the education and health domains, *Visual Studies*, 25(3): 280-291.

Ohito, E. & Nyachae, T.M. (2018). Poetically poking at language and power: Using Black Feminist poetry to conduct rigorous feminist critical discourse analysis, *Qualitative Inquiry*, 1-12, <https://doi.org/10.1177/1077800418786303>

Additional:

- Barker, J. and Smith, F. (2012). What's in focus? A critical discussion of photography, children and young people, *International Journal of Social Research Methodology*, 15 (2) March, 91-103.
- Clarke, A. Mapping visual discourses, Chap 6 in A. Clarke, *Situational Analysis*, Sage, 2005, Pp. 205-260.
- Harper, D. "Reimagining visual methods", Denzin & Lincoln, *Handbook*, 2000: 717-732
- Harrison, B. (2002). Seeing health and illness worlds - using visual methodologies in a sociology of health and illness: a methodological review. *Sociology of Health And Illness*, 24, 856-872

- Heath, C. & Hindmarsh, J. (2002). Analysing interaction: Video, ethnography and situated conduct. In T. May (Ed.), *Qualitative Research in Action* (Thousand Oaks: Sage Banks, M. (2001). *Visual Methods in Social Research*. London, Sage.

Week Eleven: Writing I, The Story

Required:

Kamler, B. & Thompson, P. (2014). Putting doctoral writing centre stage. Chapter 1, Helping doctoral students write. 2nd Edition, Routledge

Sandelowski, M. (1998). Writing a good read: Strategies for re-presenting qualitative data, *Research in Nursing and Health*, 21: 375-382.

Golden-Biddle, K and Locke, K., (1997). Crafting the storyline, Chapter 2, *Composing Qualitative Research*, Sage, Pp. 21-70.

Time permitting:

Evans, P. (2000). Boundary oscillations: Epistemological and genre transformation during the 'method' of thesis writing, *International Journal of Social Research Methodology*, 3 (4): 267-286.

Empirical example:

Additional:

- Ellis, C. & Berger, L. "Their story/my story/our story: Including the researcher's experience in interview research", Gubrium, J. & Holstein, J. *Handbook of Interview Research*, Sage 2002: 849-875.
- Ellis, C. and Bochner, A. (Eds) *Composing Ethnography: Alternative Forms of Qualitative Writing*, Ethnographic alternative Series vol 1, Alta Mira Press
- Garman, N., and Piantanida, M. (Eds) *The Authority to Imagine: The Struggle Towards Representation in Dissertation Writing*, New York, P. Lang, 2006.
- Fine, M. Weis, L. Weseen, S. Wong, L. "For Whom? Qualitative research, representations, and social responsibilities", in Denzin & Lincoln, Handbook, 2000:107-131
- Frank, A. "After methods, the story: from incongruity to truth in qualitative research", *Qualitative Health Research* 14, (3) March 2004: 430-440.
- Goodley, D. and Moore, M. "Doing disability research; Activist lives and the academy", *Disability and Society*, 15 (6). 2000:861-882
- Hammersley and Atkinson, "Writing ethnography," Chap 9 in *Ethnography: Principles in Practice*, Routledge, 1983, 1986, 1987:207-232
- Kamoche, K., and K. Maguire. (2010). Pit sense: Appropriation of practice-based knowledge in a UK coalmine, *Human Relations*, 64 (5) 725-744.

- Lumsden, K. “You are what you research”: Researcher partisanship and the sociology of the ‘underdog’”, *Qualitative Research*, 2012: 13(1), 3-18.
- Mitchell, K., & Clark, A.M. (2018). Five Steps to writing more engaging qualitative research, *International Journal of Qualitative Methods*, 17:1-3.
- Perriton, L. ‘Sleeping with the enemy? Exploiting the textual turn in management research’, *Int. J. of Social Research Methodology*, 2001, 4, 1, 35-50 (strategies for incorporating reflexivity in research texts).
- Rhodes, C. “Ghostwriting research: Positioning the interviewer in the interview text” *Qualitative Inquiry* 6(4)511-525
- Richardson, L. “Writing: A Method of Inquiry”, In Denzin & Lincoln, *Handbook of Qualitative Research*, 2nd Ed. 2000:923-948
- Snyder, L. “The question of “whose truth”? The privileging of participant and researcher voices in qualitative research”, Chapter 9 in Pawluck, D., W. Shaffir, C. Miall, *Doing Ethnography*, Canadian Scholar’s Press, 2005, 129-139.
- Van Maanen, J. *Representation in Ethnography*, Sage, 1995.
- Van Maanen, J. 1988 *Tales of the Field: On Writing Ethnography*, Chicago, University of Chicago Press [forms of ethnography, realist, confessional, critical tales].

Week 12: Writing II Part A: The words

Required:

Review all ‘empirical example’ papers from previous weeks and identify features of the *writing form*: i.e. use of evidence, use of literature, metaphors, general structure, confidentiality style, grammatical features (e.g. verb tense), voice, features that make the paper particularly effective (or not so) etc.

For exercise in class bring the article (assigned in session on Conceptualizing I):

Gladstone, B., McKeever, P., Seeman, M. & Boydell, K. (2014). Analysis of a support group for children of parents with mental illnesses: Managing stressful situations, *Qualitative Health Research*, 24(9): 1171-1182.

Additional:

- Bringer, J., Johnston, L. and Brackenridge, C. “Maximizing transparency in a doctoral thesis 1: The complexities of writing about the use of QSRNVIVO within a grounded theory study”, *Qualitative Research*, Aug 2004 4(2) PP 247-265 (19)
- Nespor, J. “Anonymity and place in qualitative inquiry”, *Qualitative Inquiry* 6(4), 2000:546-569.
- Rosenblatt, P. “Interviewing at the border of fact and fiction”, Gubrium, J. & Holstein, J. *Handbook of Interview Research*, Sage, 2002, 893-909.
- Sandelowski, M. 1994. “The use of quotes in qualitative research”, *Research in Nursing and Health* 17:479-482.

- Saukko, P. (2000). Between voice and discourse: Quilting interviews on anorexia. *Qualitative Inquiry*, 6(3), 299-317.(tension between analyst and subject voices; alternative representational forms)
- Sandelowski, M. "Finding the findings in qualitative studies", *Journal of Nursing Scholarship*, Third Quarter, 2002:213-219.
- Smith, P. "Food truck's party hat", *Qualitative Inquiry*, 5,2,1999, 244-261. (issues of representation; textual practices and different ways to write; the problem of representing people, eg representing the mentally retarded)
- Standing, K. "Writing the voices of the less powerful", Chap. 11, in Ribbens, J. and Edwards, R. (Eds) *Feminist Dilemmas in Qualitative Research*, Sage, 1998.

Writing II Part B: Describing the analytic process

Required:

Kamler, B. & Thompson, P. (2014) Structuring the dissertation argument. Chapter 7. Helping doctoral students write. 2nd Edition, Routledge

Eakin, J. and Mykhalovskiy, (2003). Reframing judgment of qualitative research: Reflections on a review of appraisal guidelines in the health sciences, *Journal of Evaluation of Clinical Practice*, 9(2):187-194.

Tracy, S. (2010). Qualitative quality: Eight 'big tent' criteria for excellent qualitative research, *Qualitative Inquiry*, 16 (10): 837-851.

Caelli, K., Ray, I., Mill, J. (2003). Clear as mud: Towards greater clarity in generic qualitative research, *International Journal of Qualitative Methods*, 2(2).
[Addresses the problem of 'generic' qualitative research (common in many applied QR settings) that is not rooted in a named tradition or theoretical position, and suggests core minimal quality requirements]

[Elton, S. \(2021\). Growing Methods: Developing a methodology for identifying plant agency and vegetal politics in the city. *Environmental Humanities*.](#)

Mott, C., & Cockayne, D. (2017). Citation matters: mobilizing the politics of citation toward a practice of 'conscientious engagement.' *Gender, Place and Culture*, 24(7), 954–973. <https://doi.org/10.1080/0966369X.2017.1339022>

Additional:

- Burman, E. "Minding the gap: Positivism, psychology, and the politics of qualitative methods", *Journal of Social Issues*, 1997, 53 (4):785-801.[excellent discussion of the fundamental differences between positivism and interpretive qualitative inquiry]

- Corden, A. & Sainsbury, R. “Exploring ‘quality’: Research participants’ perspectives on verbatim quotations”, *Int. J. Social Research Methodology*, 2006, 9(2):97-110.
- Donald E. Polkinghorne, “Validity Issues in Narrative Research”, *Qualitative Inquiry*, Vol. 13, No. 4, 471-486 (2007)
- Chamberlain, K. “Methodolatry and qualitative health research”, *Journal of Health Psychology*, 2000, 5(3): 285-296
- Devers, K. “How will we know ‘good’ qualitative research when we sit it? Beginning the dialogue in health services research”, *Health Services Research*, 34 (5), Part II, 1999:1153-1188
- Guba, E., & Lincoln, Y. (1989). Judging the quality of fourth generation evaluation, *Fourth Generation Evaluation* (pp. 228-251). Newbury Park: Sage Publications [*influential but highly critiqued model of assessing quality in qualitative research*].
- Hammersley, M. Chap 3 “Standards for assessing ethnographic research” in *Reading Ethnographic Research: A Critical Guide*, London, Longman, 2nd Edition, 1998, p 58-77.
- Kvale, S. “The social construction of validity”, *Interviews*, Sage, 1996:229-204
- Lincoln, Y. “Emerging criteria for quality in qualitative and interpretive research”, *Qualitative Inquiry* 1(3) 1995: 275-89.
- Mays, N. and Pope, C. “Assessing quality in qualitative research”, *British Medical Journal* 2000; 320-52 (1January).
- Murphy, E., Dingwall, R., Greatbatch, D., Parker, S. Watson, P., Chapter 5 “Criteria for assessing qualitative research”, in *Qualitative research methods in health technology assessment: a review of the literature*, 1998; 2 (16):167-198.
- Patton, M. “Enhancing the quality and credibility of qualitative analysis”, *Health Services Research*, 34 (5) part II 1999: 1189-1208 [*straightforward introduction to some core ideas and cautions*].
- Pratt, M.G., (2009). For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research, *Academy of Management Journal*, *From the Editors*, 52(5): 856-62.
- Smith. B. (2017): Generalizability in qualitative research: misunderstandings, opportunities and recommendations for the sport and exercise sciences, *Qualitative Research in Sport, Exercise and Health*, DOI: 10.1080/2159676X.2017.1393221
- Williams, M. “Generalization in interpretive research”, Chapter 5 in May. T. *Qualitative Research in Action*, Sage, 2002:126-143
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Reference Materials for Qualitative Analysis & Interpretation

Texts on analysis, or that include significant discussion of analysis & interpretation

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- Gubrium, J. & Holstein, J. *Handbook of Interview Research*, Sage, 2002.
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- Morse, *Critical Issues in Qualitative Health Research*
- Packer, M. *The Science of Qualitative Research*, Cambridge University Press, 2011.
- Patton, M. *Qualitative Evaluation and Research Methods* 2nd Ed. Sage, 1990
- Ribbens, J. and Edwards, R. *Feminist Dilemmas in Qualitative Research*, Sage, 1998 [very nice set of essays, mostly by young scholars reflecting on the methodological issues of their dissertations, concerning a range of data collection and analysis issues].
- Sage *Qualitative Research Methods Series* (slim, multi volume series)
- Seale, C., Gobo, G., Gubrium, J. & Silverman, D. *Qualitative Research Practice*, Sage, 2004
- Silverman, D. (Ed.) *Qualitative Research: Theory, Method and Practice*, 2nd Ed., Sage, 2004
- Silverman, D. *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Action*, Sage, 1993.
- Willis, J. *Foundations of Qualitative Research: Interpretive and Critical Approaches*. Sage, 2007.

Some References for Particular Forms & Topics of Qualitative Analysis

Analysing interview data

- Online Interviewing Exercise available through the website of the Centre for Critical Qualitative Health Research, www.ccqhr.utoronto.ca (under Teaching). Dr. Ping-Chun Hsiung (University of Toronto, Sociology) has developed an internet accessible courseware on teaching and learning qualitative interviewing. With 37 annotated interview transcripts, the courseware facilitates teaching/learning of analytical skills and critical thinking.
- Dierckx de Casterle et al "QUAGOL: A guide for qualitative data analysis", *Int. J. of Nursing Studies*, 2011, doi:10.1016/j.ijnurstu.2011.09.012

Critique/development of Grounded Theory

- Clarke, A. *Situational Analysis: Grounded Theory After the Postmodern Turn*, Sage, 2005
- Fendt, J. "Grounded theory method in management research: Users' perspectives", *Organizational Research Methods* 2008 11 (3):430-455.
- Dey, I. "Grounded theory" in Seale, C., Gobo, J., Gubrium and D. Silverman (Eds.) *Qualitative Research Practice*, Sage, 2004:80-93.
- Charmaz, K. *Constructing grounded theory: A Practical Guide Through Qualitative Analysis*, Sage, 2006.

Discourse Analysis

- Allender, S., D. Colquhoun and P. Kelly, "Competing discourses of workplace health", *health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*, 2006, Vol 10(1): 75-93 [empirical example]
- Atkinson, P. and Coffey, A. "Analysing documentary realities", Chap. 4 in D. Silverman (Ed) *Qualitative Research*, 2nd Edition Sage, 2004:56-75.
- Clarke, A. "Turning to discourse", Chapter 4 in *Situational Analysis: Grounded Theory After the Postmodern Turn*, Sage, 2005
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- Kusenbach, M. (2003). "Street phenomenology: the go-along as ethnographic research tool." *Ethnography* 43(3): 455-485.
- Zoller, H. "Health on the line: Identity and disciplinary control in employee occupational health and safety discourse" *Journal of Applied Communication Research*. 31 (2) 2003: 118-139. [empirical example of discourse analysis]

Observation, Field Ethnography

- Emerson, R., Fretz, R., Shaw, L. “Participant observation and fieldnotes”, Chap 24 in Handbook of Ethnography, Edited by P. Atkinson, A. Coffey, S. Delamont, J. Lofland, L. Kontos, Pia “Ethnographic reflections on selfhood, embodiment and Alzheimer’s disease”, Aging & Society, 2004:829-849
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- Okely, J. “Thinking through fieldwork:”, Chap 1 in A Bryman, A. & Burgess, R. Analyzing Qualitative Data, Routledge, London/New York, 1994: 18-45
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- Sanchez-Jankowski, M. “Representation, responsibility and reliability in participant-observation”, in May, T. (Ed), Qualitative Research in Action, Sage, 2002, Chapter 6.
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- Wolfinger, N. “On writing fieldnotes: collection strategies and background expectancies, Qualitative Research, 2002, 2(1)85-89

Critical assessment of qualitative research

- Morse, J. “A review committee’s guide for evaluating qualitative proposals” *Qualitative Health Research* 2003, 13 (6):833-851.
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<http://www.ualberta.ca/~ijqm/>
- Seale, C. *The Quality of Qualitative Research*, Sage, 2000 “Guiding Ideals” p.32-
- Sparkes, A. “Myth 94: Qualitative health researchers will agree about validity”, *Qualitative Health Research*, 2001, 11(4):538-552.
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Focus Group analysis

- *Qualitative Health Research* (journal) collection of articles (2010) on “Collecting Qualitative Data” – most are about data gathering through focus groups.
- Halkier, B. “Focus group as social enactments: integrating interaction and content in the analysis of focus group data” *Qualitative Research*, 2010 10 (1):71-89.

- Lehoux, P., Poland, B., Daudelin, G. “Focus group research and ‘the patient’s view’, *Social Science and Medicine* 63 (2006) 2091-2104 (empirical paper illustrating results of taking into account the interactive context of data).
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- Wilkinson, S. “Focus groups in feminist research: Power, interaction, and the co-construction of meaning”, *Women’s Studies International Forum*, 1998, 21, 1:111-125.

Useful Qualitative Links, Online Resources and Journals

Centre for Critical Qualitative Health Research, Facey, M., Gastaldo, D., Gladstone, B., & Gagnon, M. (2018). Learning and Teaching Qualitative Research in Ontario: A Resource Guide. Toronto: eCampusOntario:

<http://qualitative-research-ontario.open-text.utoronto.ca/>

International Collaboration for Participatory Health Research Methodology:

<http://www.icphr.org/>

International Institute for Qualitative Methodology:

<https://www.ualberta.ca/international-institute-for-qualitative-methodology/index.html>

Some Journals Regularly Publishing Qualitative Research (mostly in health field)

- Qualitative Inquiry
- Qualitative Research
- Qualitative Health Research
- International Journal of Qualitative Methods
- Social Science and Medicine
- Sociology of Health and Illness
- Journal of Contemporary Ethnography
- FQS Forum Qualitative Social Research < <http://www.qualitative-research.net/fqs/fqu-eng.htm> > (peer reviewed online journal –international)
- Qualitative Sociology
- Culture, Medicine and Psychiatry
- Medical Anthropology
- Ethnography
- health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine