



COURSE UNIT DESCRIPTION

Course Unit Title	Code
QUALITATIVE RESEARCH METHODS	

Lecturer(s)	Department(s)
Coordinator: lect. dr. Giedrė Vaičekauskienė	Institute of International Relations and Political Science, Vilnius university, Vokiečių str. 10, LT-01130, Vilnius, tel. +370 52514130, e-mail: tspimi@tspmi.vu.lt

Study cycle	Type of the course unit
First	Compulsory

Mode of delivery	Course unit delivery period	Language (s) of instruction
Face-to-face	3 (autumn) semester	English

Requirements for students	
Pre-requisites: -	Co-requisites (if any): -

Number of credits allocated	Total student's workload	Contact hours	Self-study hours
10	250	64	186

Purpose of the course unit: programme competences to be developed

The course aims to give students' insight into qualitative approaches to inquiry from critical and practical standpoints, to develop knowledge on the research cycle of qualitative research starting from preparing the research and moving on to data collection, data analysis and reporting, as well as abilities to adequately develop and carry out basic qualitative research projects. Cooperation and communication competencies are developed.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Students will be able to formulate and implement a basic qualitative research project by using face-to-face interviewing within a given time-frame (formulate a scientifically valid research question based on the topics in their study program, correctly apply methodology and lay out reasoned conclusions).	Problem-oriented lectures, seminars (group discussions, text analysis, comparative assessment and systemic analysis of practical issues, preparation and execution of mini-research project), individual studies (individual search of information, critical literature studies and the analysis of theoretical and practical problems).	Mini-research project
Students will be able to define the main principles and usage facets of the main qualitative approaches to inquiry (interpretation, discourse analysis, qualitative content analysis, narrative research, phenomenological research, grounded theory research, ethnographic research, case study research), also to choose the most suitable method according to given context.		Active participation in seminars, mini research project, final exam
Students will be able to apply their knowledge to practical situations of qualitative analysis by working with MAXQDA.		
Students will be able to conduct scientifically sound qualitative analysis (e.g. policy brief, recommendations) of various political phenomena in different professional settings.		
Students will be able to professionally communicate orally and in written, unambiguously and reasonably convey well-grounded ideas, arguments and conclusions	Seminars (group discussions, text analysis, comparative assessment and systemic analysis of practical issues, practical exercises, preparation and execution of mini-research project),	Active participation in seminars, mini-research project

based on theoretical knowledge; also to trigger or to contribute to the discussion.	individual studies (individual search of information, critical literature studies and the analysis of theoretical and practical problems).	
Students will be able to actively and productively participate and collaborate in cross-cultural team activities, as well as to ensure group members integration by applying ethical values and moral sensibility in respect to cultural and social diversity.	Seminars (group discussions, preparation and execution of mini-research project)	
Students will be able to critically evaluate their own progress and to enhance acquired knowledge and abilities independently.	Seminars (group discussions, text analysis, comparative assessment and systemic analysis of practical issues, practical exercises, preparation and execution of mini-research project), individual studies (individual search of information, critical literature studies and the analysis of theoretical and practical problems).	
Students will be able to distinguish between the ethical use of a source and plagiarism, appropriately cite directly and summarize or paraphrase the referenced source.	Seminars (preparation and execution of a mini-research project), individual studies	Mini-research project

Content: breakdown of the topics	Contact hours						Self-study: hours and assignments		
	Lectures	Consultations	Seminars	Practical sessions	Laboratory activities	Internship/work	Contact hours	Self-study hours	Assignments
1. Designing a qualitative study. Philosophical assumptions and interpretive frameworks that inform qualitative research design, characteristics of qualitative research, main approaches to qualitative inquiry.	2		2				4	6	Reading and analysis of assigned literature. Group discussions: John W. Creswell, Cheryl N. Poth, Qualitative Inquiry & Research Design: choosing among five approaches, 4th Edition, 2018, pp. 41-111. Recommended readings: Henry E. Brady and David Collier, Rethinking Social Inquiry: Diverse Tools, Shared Standards, 2nd Edition, 2010, pp. 65-99.
2. Historical and philosophical foundations of qualitative approach. Hermeneutics: W. Dilthey, M. Heidegger, H. G. Gadamer, P. Ricoeur	2		2				4	6	Reading and analysis of assigned literature: John W. Creswell, Cheryl N. Poth, Qualitative Inquiry & Research Design: choosing among five approaches, 4th Edition, 2018, pp. 15-41. Group discussions.
3. Interpretivism in political science. Ch. Taylor and C. Geertz	2		2				4	6	Reading and analysis of assigned literature: Clifford Geertz, Interpretation of Cultures, 1973, pp. 3-33; Charles Taylor, Interpretation and the Sciences of Man, The

									Review of Metaphysics 25 (1), 1971, pp. 3-51. Group discussions.
4. Narrative Research (origins, features, types, procedures, challenges)	2		2				4	10	Reading and analysis of assigned literature: Lee Ann Fujii, Shades of Truth and Lies: Interpreting Testimonies of War and Violence, Journal of Peace Research 47 (2), 2010, pp. 231-41; John W. Creswell, Cheryl N. Poth, Qualitative Inquiry & Research Design: choosing among five approaches, 4th Edition, 2018, pp. 67-75, 113-114. Group discussions. Practical exercises.
5. Discourse analysis in the political sciences, critical discourse analysis	2		2				4	10	Reading and analysis of assigned literature: David Howarth, Aletta Norval, Yannis Stavrakakis (eds.), Discourse Theory and Political Analysis, 1st Edition, 2000, pp. 1-24, 219-37. Group discussions. Practical exercises. Recommended readings: Keith Topper, The Disorder of Political Inquiry, 2005, pp. 84-108.
6. Phenomenological Research (origins, features, types, procedures, challenges)	2		2				4	10	Reading and analysis of assigned literature: John W. Creswell, Cheryl N. Poth, Qualitative Inquiry & Research Design: choosing among five approaches, 4th Edition, 2018, pp. 75-82, 114-116. Group discussions. Practical exercises.
7. Grounded Theory Research (origins, features, types, procedures, challenges)	2		2				4	10	Reading and analysis of assigned literature: John W. Creswell, Cheryl N. Poth, Qualitative Inquiry & Research Design: choosing among five approaches, 4th Edition, 2018, pp. 82-90, 116-118. Group discussions. Practical exercises.
8. Ethnographic Research (origins, features, types, procedures, challenges)	2		2				4	10	Reading and analysis of assigned literature: John W. Creswell, Cheryl N. Poth, Qualitative Inquiry & Research Design: choosing among five

									<p>approaches, 4th Edition, 2018, pp. 90-96, 118-119.</p> <p>Group discussions. Practical exercises.</p> <p>Recommended readings: Edward Schatz, Political Ethnography: What Immersion Contributes to the Study of Power, 1st Edition, 2009, pp. 237-319; Corey Shdaimah, Roland Stahl and Sanford F. Schram, "When You Can See the Sky through Your Roof: Policy Analysis from the Bottom Up" In Edward Schatz, Political Ethnography: What Immersion Contributes to the Study of Power 1st Edition, 2009, pp. 255-75.</p>
9. Case Study Research (origins, features, types, procedures, challenges)	2		2				4	10	<p>Reading and analysis of assigned literature: Paul Rabinow and William M. Sullivan, The Interpretive Social Science: A Second Look, 1st Edition, 1988, pp. 351-65; John W. Creswell, Cheryl N. Poth, Qualitative Inquiry & Research Design: choosing among five approaches, 4th Edition, 2018, pp. 96-103, 119-121.</p> <p>Group discussions. Practical exercises.</p>
10. Focusing the Study (problem, purpose, question)	2		2				4	6	<p>Reading and analysis of assigned literature: Anne Norton, 95 Theses on Politics, Culture, and Method, 1st Edition, 2004, pp. 90-137.</p> <p>Group discussions. Practical exercises.</p>
11. Various data collection methods: from analysis of archival material to participant observation	2		2				4	10	<p>Reading and analysis of assigned literature: John W. Creswell, Cheryl N. Poth, Qualitative Inquiry & Research Design: choosing among five approaches, 4th Edition, 2018, pp. 147-81; Henry E. Brady and David Collier, Rethinking Social Inquiry: Diverse Tools, Shared Standards, 2nd Edition, 2010, pp. 205-45.</p> <p>Group discussions. Practical exercises.</p>
12. Interviewing techniques and critical reflection on the method. Seminar on focus groups.	2		2				4	6	<p>Reading and analysis of assigned literature: Joe Soss, "Talking Our Way to Meaningful Explanations: A</p>

									Practice-Centered Approach to In-Depth Interviews for Interpretive Research.” In D. Yanow and P. Schwartz-Shea, eds. Interpretation and Method: Empirical Research Methods, 2nd Edition, 2014, pp. 127-49. Group discussions. Practical exercises.
13. Data analysis and representation	2		2				4	10	Reading and analysis of assigned literature: Herbert M. Kritzer, The Data Puzzle: The Nature of Interpretation in Quantitative Research, American Journal of Political Science 40 (1), 1996, pp. 1-32. Group discussions. Practical exercises.
14. Computer software for programs for Qualitative Analysis (MAXQDA)	2		2				4	10	Reading and analysis of assigned literature: Michael C. Gizzi, Stefan Rädiker, The Practice of Qualitative Data Analysis. Research Examples Using MAXQDA, 2021, pp. 17-53. Group discussions. Practical exercises.
15. Reporting a Qualitative Research	2		2				4	10	Reading and analysis of literature: American Political Science Association, “Symposium: Interpretivism” Qualitative Methods Newsletter 1:2, 2003, p. 2-6. Practical exercises related to analysis of face-to-face interviews and focus group discussion reports.
16. Standards of Validation and Evaluation	2		2				4	6	Reading and analysis of literature: John W. Creswell, Cheryl N. Poth, Qualitative Inquiry & Research Design: choosing among five approaches, 4th Edition, 2018, pp. 253-87. Group discussions, practical exercises.
Mini-research project								35	Preparation and presentation of a mini-research project.
Final exam								15	Preparation for the final exam.
Total	32		32				64	186	

Assessment strategy	Weight, percentage	Assessment period	Assessment criteria
Active participation in seminars	30	During semester	Students will be expected to demonstrate both the knowledge during the course, as well as their abilities to apply it in a given situation: - to contribute to discussion, to engage with other participants, to critically evaluate arguments, to raise constructive

			<p>meaningful questions, to offer creative solutions to problems or advice (15% of grade).</p> <ul style="list-style-type: none"> - to execute practical exercises (15% of grade).
Mini-research project	40	During semester	<p>Group of students will have to prepare and implement a mini-research project by using face-to-face interviewing (every student has to do at least one interview individually in the field). The assessment will consist of their ability to:</p> <ul style="list-style-type: none"> - Formulate an appropriate research question (3% of grade); - Formulate hypotheses (3% of grade); - Select relevant sample (5% of grade); - Develop appropriate interview questions (5% of grade); - Draft basic qualitative data analysis (8% of grade); - Arrive at plausible conclusions (5% of grade); - Critically assess the limitations of the research project (4% of grade); - Present results in written in adhesive way (4% of grade); - Present results orally in concentrated, efficient and convincing way (3% of grade).
Final exam	30	At the end of the semester	<p>Written exam consists of 30 multiple-choice questions including fictitious cases to be answered (all questions are of the same score). The assessment of multiple-choice questions will be aimed at the student's capability to assess his/her higher order cognition, i.e., synthesis, creative thinking and problem solving, based on the knowledge of the subject and abilities acquired during the course. No material (notes, handbooks, etc.) is allowed.</p>

Author	Year of publication	Title	Issue of periodical or volume of publication	Publishing place and house or web link
Compulsory reading				
John W. Creswell, Cheryl N. Poth	2018	Qualitative Inquiry & Research Design: choosing among five approaches	4 th edition	Thousand Oaks, California: SAGE publications
Michael C. Gizzi, Stefan Rädiker	2021	The Practice of Qualitative Data Analysis. Research Examples Using MAXQDA		https://www.maxqda-press.com/catalog/books/the-practice-of-qualitative-data-analysis
Clifford Geertz	1973	Interpretation of Cultures		Basic Books
Charles Taylor	1971	Interpretation and the Sciences of Man		The Review of Metaphysics
Herbert M. Kritzer	1996	The Data Puzzle: The Nature of Interpretation in Quantitative Research	40 (1)	American Journal of Political Science
Anne Norton	2004	95 Theses on Politics, Culture, and Method	1 st edition	Yale University Press
David Howarth, Aletta Norval, Yannis Stavrakakis (eds.)	2000	Discourse Theory and Political Analysis	1 st edition	Manchester
Lee Ann Fujii	2010	Shades of Truth and Lies: Interpreting Testimonies of War and Violence	47 (2)	Journal of Peace Research
Joe Soss	2014	“Talking Our Way to Meaningful Explanations: A Practice-Centered Approach to In-Depth Interviews for Interpretive Research.” In D. Yanow and P. Schwartz-Shea, eds. Interpretation and Method: Empirical Research Methods	2 nd edition	New York: Routledge
Paul Rabinow and William M. Sullivan	1988	The Interpretive Social Science: A Second Look	1 st edition	University of California Press

American Political Science Association	2003	“Symposium: Interpretivism” Qualitative Methods Newsletter	1:2	
Recommended reading				
Henry E. Brady and David Collier	2010	Rethinking Social Inquiry: Diverse Tools, Shared Standards	2 nd edition	Rowman & Littlefield Publishers, Inc.; Second Edition
Edward Schatz	2009	Political Ethnography: What Immersion Contributes to the Study of Power	1 st edition	University of Chicago Press
Corey Shdaimah , Roland Stahl and Sanford F. Schram	2009	“When You Can See the Sky through Your Roof: Policy Analysis from the Bottom Up” In Edward Schatz, Political Ethnography: What Immersion Contributes to the Study of Power		University of Chicago Press
Keith Topper	2005	The Disorder of Political Inquiry		Harvard University Press