

**City University of Hong Kong
Course Syllabus**

offered by Department of Public and International Affairs
with effect from Semester A 2022/23

Part I Course Overview

Course Title:	Qualitative Methods
Course Code:	PIA8618
Course Duration:	One semester
Credit Units:	3
Level:	R8
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	POL8618 Qualitative Methods
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course enables post-graduate research students to develop competency in both theory and the application of qualitative methods that are commonly used in social sciences. It gives students an applied understanding of the fundamental qualitative mode of enquiry and methods needed for social research and explores topics including: ethnography, interpretivist approaches and grounded theory and field interviews, focus groups and case studies. This course serves as a foundation for developing the ability of doctoral students to work methodologically as independent scholars using relatively advanced qualitative designs and techniques in their work.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate a good understanding of major qualitative techniques often used in social science research		x	x	
2.	Understand the trade-off between alternative research approaches and analytic techniques		x	x	
3.	Students will learn to implement research designs and translate them into qualitative methods for data analysis			x	x
4.	Apply analytic skills learned in the class to solving real problems in social science research				x
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/wk (if applicable)
		1	2	3	4	
Structured seminars	Lecturers and students will present material and discuss topics	x	x	x	x	3 hours/week
Preparation material for seminars	Preparation of materials for discussion during seminars	x	x	x	x	
Class discussions	During the seminars various exercises translate in discussions	x	x	x	x	
Student presentations	Students prepare and present one research approach and related qualitative methods in a group	x	x			
Essay writing	Students write an essay that reflects on the applicability of various research approaches and related qualitative methods to their PhD topic	x	x			

4. Assessment Tasks/Activities (Ats)

(Ats are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: 100%						
Class participation	x	x	x	x	10%	Students should actively participate in meetings.
Group presentation					30%	Students have to place a research approach and related qualitative methods amongst others.
Individual essay (4000 words)	x		x		60%	Students reflect on the relevance of research approaches and related qualitative methods for their PhD research.
Examination: 0%						

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class participation	Willingness to contribute to class discussions by asking questions, making statements, debating and explaining issues related to qualitative research methods.	Always contributes to class discussions.	Often contributes to class discussions	Occasionally contributes to class discussions	Never contributes to class discussions
2. Group presentation	Ability to present knowledge of approaches to qualitative research and related methods.	Excellent presentation of knowledge of approaches to qualitative research and related methods.	Good presentation of knowledge of approaches to qualitative research and related methods.	Basic presentation of knowledge of approaches to qualitative research and related methods.	Inadequate presentation of knowledge of approaches to qualitative research and related methods.
3. Individual essay	Ability to demonstrate knowledge of approaches to qualitative research and related methods, and capacity to translate these to research proposals with a high standard of writing, analysis and evaluation.	Excellent demonstration of knowledge of approaches to qualitative research and related methods, and capacity to translate these to research proposals with a high standard of writing, analysis and evaluation.	Good demonstration of knowledge of approaches to qualitative research and related methods, and capacity to translate these to research proposals with a high standard of writing, analysis and evaluation.	Basic demonstration of knowledge of approaches to qualitative research and related methods, and capacity to translate these to research proposals with a high standard of writing, analysis and evaluation.	Inadequate demonstration of knowledge of approaches to qualitative research and related methods, and capacity to translate these to research proposals with a high standard of writing, analysis and evaluation.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation	Willingness to contribute to class discussions by asking questions, making statements, debating and explaining issues related to qualitative research methods.	Always contributes to class discussions.	Often contributes to class discussions	Occasionally contributes to class discussions	Rarely contributes to class discussions.	Never contributes to class discussions
2. Group presentation	Ability to present knowledge of approaches to qualitative research and related methods.	Excellent presentation of knowledge of approaches to qualitative research and related methods.	Good presentation of knowledge of approaches to qualitative research and related methods.	Basic presentation of knowledge of approaches to qualitative research and related methods.	Poor presentation of knowledge of approaches to qualitative research and related methods.	Inadequate presentation of knowledge of approaches to qualitative research and related methods.
3. Individual essay	Ability to demonstrate knowledge of approaches to qualitative research and related methods, and capacity to translate these to research proposals with a high standard of writing, analysis and evaluation.	Excellent demonstration of knowledge of approaches to qualitative research and related methods, and capacity to translate these to research proposals with a high standard of writing, analysis and evaluation.	Good demonstration of knowledge of approaches to qualitative research and related methods, and capacity to translate these to research proposals with a high standard of writing, analysis and evaluation.	Basic demonstration of knowledge of approaches to qualitative research and related methods, and capacity to translate these to research proposals with a high standard of writing, analysis and evaluation.	Poor demonstration of knowledge of approaches to qualitative research and related methods, and capacity to translate these to research proposals with a high standard of writing, analysis and evaluation.	Inadequate demonstration of knowledge of approaches to qualitative research and related methods, and capacity to translate these to research proposals with a high standard of writing, analysis and evaluation.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Qualitative/quantitative and mixed methods analysis, history of qualitative research, interpretive approaches, grounded theory, feminist research, critical research, postcolonial research, interviewing, discourse analysis, ethnography, focus groups, software applications.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Leavy, Patricia (2014) <i>Oxford Handbook of Qualitative Research</i> , New York: Oxford University Press.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Crang, M (2005) Qualitative methods: there is nothing outside the text? <i>Progress in Human Geography</i> 29(2): 225-233.
2.	Fontana, A and Frey, J. H (2000) The Interview: From Structured Questions to Negotiated Text. Denzin, Norman, K., and Yvonna S. Lincoln. (eds.) <i>Handbook of qualitative research</i> . London, Sage. 645-672
3.	Galasiński, D and Kozłowska, O (2010) Questionnaires and Lived Experience: Strategies of Coping With the Quantitative Frame. <i>Qualitative Inquiry</i> 16(4): 271-284
4.	Onwuegbuzie, A.J., Leech, N.L., (2005) On Becoming a Pragmatic Researcher: The Importance of Combining Quantitative and Qualitative Research Methodologies. <i>International Journal of Social Research Methodology</i> 8, 375–387.
5.	Cope. M (2009) Transcripts (coding and analysis). In <i>International Encyclopedia of Human Geography</i> , Kitchin, R and Thrift, N (eds), Oxford: Elsevier; 350-354.
6.	Manning, P.K and Cullum-Swan, B. (1994) Narrative, content and semiotic analysis. Denzin, Norman, K., and Yvonna S. Lincoln. (eds.) <i>Handbook of qualitative research</i> . London, Sage. 463-478
7.	Guest, Greg; Namey, Emily E. and Mitchell, Marilyn L. (2013) <i>Collecting Qualitative Data: A Field Manual for Applied Research</i> . London: Sage. Chapter 3. H62 .G829 2013 http://www.sagepub.com/upm-data/48454_ch_3.pdf
8.	Kitzinger, J., & Barbour, R. (Eds.). (1999). <i>Developing focus group research: politics, theory and practice</i> . London: Sage. Introduction: 1-20. H61.28 .D48 1999 http://www.sagepub.in/upm-data/9384_005836Ch1.pdf
9.	Ali, S and Kelly, M (2004) Ethics and Social Research. Seale, Clive (ed) <i>Researching Society and Culture</i> , London, Sage: 58-73
10.	Babbie, Earl R. 2010. <i>The Practice of Social Research</i> . Belmont, Calif : Wadsworth Cengage.
11.	Denzin, Norman, K., and Yvonna S. Lincoln. (eds.) 2000. <i>Handbook of qualitative research</i> . London, Sage.
12.	George, Alexander L. and Andrew Bennett. 2004. <i>Case studies and theory development in the social sciences</i> . Cambridge, Massachusetts: MIT Press.

13.	Gubrium, Jaber F. and James A. Holstein. (eds.) 2002. <i>Handbook of interview research: context and method</i> . London, Sage.
14.	Seale, Clive. (ed.) 2004. <i>Social research methods: A reader</i> . London, Routledge.
15.	Wyscoki, Diane Kholos. (ed.) 2004. <i>Readings in social research methods</i> . Toronto, Wadsworth.
16.	Yin, Robert K. 2002. <i>Case study research: Design and methods</i> . 3rd edition. Sage Publications, Inc.
17.	Brannen, J. (2005) Mixing Methods: The Entry of Qualitative and Quantitative Approaches into the Research Process. <i>International Journal of Social Research Methodology</i> 8, 173–184.
18.	Basit, T. (2003) Manual or electronic? The role of coding in qualitative data analysis. <i>Educational Research</i> 45, 143–154.