

HLTH AGE 714: QUALITATIVE AND HISTORICAL METHODS IN STUDIES OF HEALTH AND AGING

Winter 2019

Instructor: Dr. James Gillett
Email: gillett@mcmaster.ca
Classroom: KTH 709

Office: KTH 234, ext. 24825
Office Hours: [by appointment]
Lecture: Wednesday 11:30 am – 2:30 pm

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Course Objectives

This seminar introduces graduate students to basic issues in qualitative research epistemology, design and methodologies. The objective is for students to develop a rigorous qualitative research paper suitable for a graduate level academic conference in the social sciences. The seminar assists students in understanding methodological choices, debates, and issues that pertain to conducting and/or evaluating qualitative research. This includes: traditions in qualitative research; the link between theory, design and method; development of a research topic and question; reviewing and appraising literature; planning, collecting and analyzing data; representation of findings; ethical conduct of research with human participants; and evaluating the quality of qualitative research.

Required Materials and Texts

There is no text in this course. The schedule below lists the readings for each week. All are available through the McMaster library system.

Class Format

Each class will feature a combination of lecture, presentations and discussion. In each class, there is an expectation that students will contribute to learning. The nature of this contribution will vary as the course unfolds.

Course Evaluation

Please submit all written assignments double-spaced with one-inch borders in 12-pitch font. Please include a list of references and a title page that includes your name, ID number and date. Please use APA style or another standardized style found in a scholarly journal.

Written Assignments

There are three written assignments in the course.

First (worth 15%; due January 23; one page) is an abstract for the Qualitatives academic conference. It should be between 250-500 words in length. The abstract should contain the following elements: (1) Introduction to the topic/problem/issue; (2) methodological approach or form of analysis used including data collection and analysis; (3) prospective findings and discussion; (4) contribution to the field. Please do NOT use the above elements as subheadings for the abstract submission.

Second (worth 25%; due February 27; four to five pages) is a rough draft of your conference presentation. The paper ought to follow the sections identified for your first assignment and expand based on discussions in class.

Third (worth 35%; due April 17; 15 to 20 pages) is the complete conference presentation. The paper ought to contain the following sections: (1) Introduction to the topic/problem/issue; (2) knowledge context or literature review; (3) methodological approach or form of analysis used including data collection and analysis; (3) findings and discussion; (4) contribution to the field and conclusion.

Weekly Presentations (25%)

In each class, there are two types of mandatory informal presentations each week. First is a short review (approximately 5 min) of an academic article based on your reading of the assigned course material. Second is a short (approximately 5 min) presentation that is an update of your conference presentation. The presentations will be marked pass or fail. For inadequate or missed presentations, students can submit a one page written summary. A mark in the A range will be given once students have provided an adequate presentation or summary for each week.

Weekly Course Schedule and Required Readings

Week 1 (January 9)

Introduction and Overview

No Readings

Week 2 (January 16)

Approaches to Qualitative Research

Readings:

- Morse, J. (2003). The Paradox of Qualitative Research Design. *Qualitative Health Research*, 13(10), 1335-1336.

Week 3 (January 23)

Grounded Theory

Readings:

- Kearney, M. H., Murphy, S., & Rosenbaum, M. (1994). Mothering on crack cocaine: A grounded theory analysis. *Social Science & Medicine*, 38(2), 351-361.

Note: Assignment 1 is due

Week 4 (January 30)

Phenomenology

Readings:

- Smith, J. A. (1996). Beyond the divide between cognition and discourse: Using interpretative phenomenological analysis in health psychology. *Psychology and health*, 11(2), 261-271.

Week 5 (February 6)

Ethnography

Readings:

- Bourdieu, P. (2003). Participant objectivation. *Journal of the Royal Anthropological Institute*, 9(2), 281-294.

Week 6 (February 13)

Case Study Approach

Readings:

- Baxter, P. & Jack, S. (2008). Qualitative case study methodology: study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.

Week 7 (February 20)

Reading Week

Week 8 (February 27)

Narrative Analysis

Readings:

- Murray, M. (2000). Levels of narrative analysis in health psychology. *Journal of Health Psychology*, 5(3), 337-347.

Note: Assignment 2 is due

Week 9 (March 6)

Discourse Analysis

Readings:

- Rozanova, J. (2010). Discourse of successful aging in *The Globe & Mail: Insights from critical gerontology*. *Journal of Aging Studies*, 24(4), 213-222.

Week 10 (March 13)

Textual Analysis

Readings:

- Hsieh, H.-F., & Shannon, S.E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.

Week 11 (March 20)

Historical

Readings:

- Gerrard, J., Rudolph, S., & Sriprakash, A. (2017). The politics of post-qualitative inquiry: History and power. *Qualitative inquiry*, 23(5), 384-394.

Week 12 (March 27)

Ontologies and Critical Practice

Readings:

- Carter, S.M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative Health Research*, 17(10), 1316-1328.

Week 13 (April 3)

Conclusion

Course Policies

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
0-69	F

Late Assignments

Please contact the professor if you have a late assignment or anticipate that an assignment will be late.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.