

Subject Description Form

Subject Code	APSS631											
Subject Title	Advanced Qualitative Research Methodology											
Credit Value	2											
Level	6											
Pre-requisite / Co-requisite/ Exclusion	Nil											
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>2. Term Paper</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all the components if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class participation	10%	30%	2. Term Paper	60%	0%
100% Continuous Assessment	Individual Assessment	Group Assessment										
1. Class participation	10%	30%										
2. Term Paper	60%	0%										
Objectives	<ol style="list-style-type: none"> 1. To enable students to have an excellent understanding of the philosophical ground and methodological issues of undertaking a qualitative research in social science field. 2. To enable students to grasp of relatively full picture of the links between the philosophical, methodological, theoretical and operational aspects of an empirical research. 3. To introduce to students the basic ideas and concepts of the philosophy of social science in order to assist students to construct solid ground for their research project. 											
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. To enable students to have an excellent understanding of the philosophical ground and methodological issues of undertaking a qualitative research in social science field. b. To enable students to grasp of relatively full picture of the links between 											

	<p>the philosophical, methodological, theoretical and operational aspects of an empirical research.</p> <p>c. To introduce to students the basic ideas and concepts of the philosophy of social science in order to assist students to construct solid ground for their research project.</p>
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Nature of Knowledge and Knowledge Building <ul style="list-style-type: none"> • Thomas Kuhn: Paradigm Shift • The Power of Science • Debates between Positivism and the School of Falsification • The Epistemology of qualitative research • The Role of Actor: Double Hermeneutics 2. Qualitative Research <ul style="list-style-type: none"> • Theory, Framework and Empirical Data • Grounded Theory, Extended Case Method, Critical Theory, • Praxis-oriented research, Action Research, Standpoint Theory and Oral History 3. Issues Arising from Qualitative Research <ul style="list-style-type: none"> • Field Work Relationship and Politics • Ethic Issues in Qualitative Research • Validity and Reliability of Qualitative Research • Writing and Representation
Teaching/Learning Methodology	<p>This subject is divided into three parts. In the first part, each student, in collaboration with the lecturer, figures out the possible qualitative methods employed in their research project, and then find out the philosophical ground for using qualitative method. Students are expected to be able to present clear understanding of the basic philosophical and methodological support of the qualitative method. In the second part, students then go further to make a decision on the particular method he/she would employ, and here they should work with the lecturer to assess the feasibility of using the chosen method, to point out the strengths and weaknesses of it and the linkage between theoretical framework and the chosen method. In the final part, students conduct a pilot study to examine the way ahead for their own research project.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks		% weighting	Intended subject learning outcomes to be assessed		
				a	b	c
	1. Class participation		40%	✓	✓	✓
	2. Term Paper		60%	✓	✓	✓
	Total		100%			
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students are expected to submit an individual paper of 5000 words critically reviewing a methodology that he or she will adopt in his or her research. The paper will demonstrate student's knowledge of qualitative research methodology and capacity of applying the methods in their research.</p>						
Student Study Effort Required	Class contact:					
	▪ Lecture					20 Hrs.
	▪ Seminar					6 Hrs.
	Other student study effort:					
	▪ Group discussion					10 Hrs.
	▪ Reading					16 Hrs.
	▪ Library research					16 Hrs.
	Total student study effort					68 Hrs.
Medium of Instruction	English					
Medium of Assessment	English					
Reading List and References	<p><u>Essential</u> Burawoy, Michael edited 2000. <i>Global Ethnography</i>. Berkeley: California University Press.</p>					

Hammersley, M., and P. Atkinson. 1995. *Ethnography: Principles in Practice*. London: Routledge.

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Huberman, A. Michael and Matthew B. Miles. 2000. *The Qualitative Researcher's Companion*. London: Sage.

Jessor, Richard et al. 1996. *Ethnography and Human Development*. Chicago: University of Chicago Press.

Riessman, Catherine Kohler. 1994. *Qualitative Studies in Social Work Research*. London: Sage.

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Shaw, Ian & Gould, Nick. 2002. *Qualitative research in social work*. London: Sage.

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Supplementary

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Becker, Howard and Balnche Geer, 1970. "Participant Observation and Interviewing: A Comparison" in William J. Filstead edited *Qualitative Methodology*. Chicago: Markham Publishing Co.

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Burawoy, Michael, 1998. "The Extended Case Method" *Sociological Theory*. 16: 4-33.

Burawoy, Michael, 1998. "Critical Sociology: a Dialogue between Two Science," *Contemporary Sociology* Vol. 27 (1): 12-20.

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- Devault, Marjorie. 1990. "Talking and Listening from Women's Standpoint: Feminist Strategies for Interviewing and Analysis," *Social Problem* 37(1):96-116.
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- Groves, J. M. and Kimberly A. Chang. 1999. "Romancing Resistance and Resisting Romance: ethnography and the construction of power in the Filipina Domestic Worker Community in Hong Kong" *Journal of Contemporary Ethnography*. Vol. 23, No. 3: 235-265.
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- Harding, Sandra. 1998. "Can Men be Subjects of Feminist Thought?" in Tom Digby (ed) *Men Doing Feminism*. London: Routledge.
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- Lather Patti. 1991. "Research as Praxis" & "Feminist Perspectives on Empowering Research Methodologies" *Getting Smart: Feminist Research and Pedagogy with/in the Postmodern*. London: Routledge.
- Mishler, Elliot, 1986. "The Joint Construction of Meaning," *Research Interviewing: Context and Narrative*. Cambridge: Havard University Press.
- Park, Peter. 1999. "People, Knowledge, and Change in Participatory Research" *Management Learning*. Vol. 30 (2): 141-157.
- Reinharz, Shulamit. 1992. "Feminist Action Research" *Feminist Methods in Social Research*. Oxford: Oxford University Press.
- Reinharz, Shulamit. 1992. "Feminist Ethnography" *Feminist Methods in Social Research*. Oxford: Oxford University Press.

	<p>Reinharz, Shulamit. 1992. "Feminist interview research" & "Feminist Oral History" <i>Feminist Methods in Social Research</i>. Oxford: Oxford University Press.</p> <p>Riessman, Catherine Kohler. 1999. "Narrative Analysis" in in Huberman, A. Michael and Matthew B. Miles edited <i>The Qualitative Researcher's Companion</i>. London: Sage.</p> <p>Shaw, Ian. 2005. "Practitioner Research: Evidence or Critique?" <i>British Journal of Social Work</i>, 35, pp. 1231-48.</p> <p>Stacey, Judith. 1991. "Can there be a Feminist Ethnography?" in Sherna Gluck and Daphne Patai edited, <i>Women's Words: the Feminist Practice of Oral History</i>. New York: Routledge.</p> <p>Strauss, Anselm and Corbin, Juliet. 1975. "Ground Theory Methodology: An Overview" in Fred I. Greenstein, Nelson W. Polsby edited <i>Strategies of inquiry</i>. Reading, Mass.: Addison-Wesley Pub. Co. Pp. 273-285.</p> <p>潘英海, 1994, <文化識盲與文化糾結: 本土田野工作者的文化問題>, 「社會科學研究方法檢討與前瞻」。臺北: 中央研究院民族學研究所。</p> <p>古學斌等 (2007) 〈專業限制與文化識盲: 農村社會工作實踐中的文化問題〉, 《社會學研究》, 6: 161-179。</p> <p>朱元鴻, 1997, <背叛/洩密/出賣: 論田野方志的冥界> 《臺灣社會研究季刊》, 第 26 期, 頁 29-65。</p>
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