

# GSE QUALITATIVE COURSE GUIDE

## GSE QUALITATIVE COURSE GUIDE

### Table of Contents

QUALITATIVE METHODS COURSES IN THE OTHER DEPARTMENTS .....	7
QUALITATIVE METHODS COURSES IN UC BERKELEY’S GSE.....	15
WORKSHOPS, CERTIFICATES, FELLOWSHIPS, FURTHER OPPORTUNITIES.....	16

### Overview

Students are encouraged to plan out their qualitative course selections in ways that build their skills for more specialized courses that ultimately support their own research agendas. Incoming GSE graduate students vary greatly in the prior methods training they may have received. Moreover, they face a myriad of course choices both in the GSE and across the university when it comes to course selection. The purpose of this document is to inform students of various course offerings and to assist them with their choices. This is a guide to courses that emphasize qualitative research methods in the social sciences that are offered in the Graduate School of Education and in other departments.

While this guide offers a great deal of information, it does not cover all qualitative methods courses at Stanford. Please also check Explore Courses (<https://explorecourses.stanford.edu>), as course offerings change from year to year and even quarterly. In addition, be sure to discuss with your academic advisors and more advanced students courses and skills that may be related to your interests. The Stanford Syllabus archive (<https://syllabus.stanford.edu/>) can provide more specific information on course objectives, readings and assignments.

## GSE QUALITATIVE COURSE GUIDE

### Qualitative Methods Courses in the GSE

Course #	Course Name	Instructor	Description	Methods taught	Focus	Units	Last Offered	Prerequisites	Assignments
200B	Intro to Qualitative Research Methods	Jaquith	This course introduces core concepts and methods of qualitative research. Through a variety of hands-on learning activities, readings, field experiences, class lectures, and discussions, students will explore the processes and products of qualitative inquiry. Essential questions for the course include: What is the nature of qualitative research? How can we, as consumers and "doers," assess its value? What are the most thoughtful, rigorous, and reliable ways to design, conduct, and analyze qualitative research?	Observation; interview	Application		20 Win	N/A	Short paper; field experience; final paper
248	Language Literacy and Culture	Garcia & Martinez	This field-based Cardinal Course will provide a unique opportunity to combine theory and practice in the study of language, literacy, and culture in educational settings. It is a collaborative partnership between Stanford (through the Haas Center for Public Service) and the Boys and Girls Club of the Peninsula. Stanford students will work directly with children enrolled in the Boys and Girls Club after-school program at a youth center in Redwood City.	Observation; field notes and memo; establishing a research partnership	Application		20 Win	N/A	
278	Intro to Program Evaluation	Ruiz-Primo	The purpose of EDU 278 is to provide an introduction to the field of program evaluation. Students taking this course will be introduced to the basic concepts and intellectual debates in the field. This course is intended to raise issues and challenges faced by evaluators of social and educational programs. We will be working with real evaluation tasks throughout the course. The class will meet once a week for 2:50hrs. It is critical that you commit to reading all the material before class, so the discussion of the topics is focused, and you can be ready to apply them to the development of an evaluation proposal of a real-world program. The evaluation of the proposal will start on Week 3 and it will become the final paper.		Methodology		21 Spr		
296	Introduction to Survey Research		Planning tasks, including problem formulation, study design, questionnaire and interview design, pretesting, sampling, interviewer training, and field management. Epistemological and ethical perspectives. Issues of design, refinement, and ethics in research that crosses boundaries of nationality, class, gender, language, and ethnicity.						
327	The Conduct of Qualitative Inquiry	Goldman	Two quarter sequence for doctoral students to engage in research that anticipates, is a pilot study for, or feeds into their dissertations. Prior approval for dissertation study not required. Students engage in common research processes including: developing interview questions; interviewing; coding, analyzing,	Interviews; coding; observation	Application		16 Au	preference to those who plan to take 327C	

## GSE QUALITATIVE COURSE GUIDE

			and interpreting data; theorizing; and writing up results. Participant observation as needed.						
341	Counterstory in Literature and Education	Antonio	Counterstory is a method developed in critical legal studies that emerges out of the broad "narrative turn" in the humanities and social science. This course explores the value of this turn, especially for marginalized communities, and the use of counterstory as analysis, critique, and self-expression. Using an interdisciplinary approach, we examine counterstory as it has developed in critical theory, critical pedagogy, and critical race theory literatures, and explore it as a framework for liberation, cultural work, and spiritual exploration.	Counterstorytelling as a method for analysis and representing perspectives	Methodology		22 Spr		12-15 page final project; short exercises; readings
352A	Introduction to Research-Practice Partnerships	Borko	This course is an introduction to education research-practice partnerships (RPPs). It examines the distinctive characteristics of education research-practice partnerships, how they differ from other efforts to improve education, and the types of questions that have been explored by RPPs. We will discuss different types of RPPs including design-based implementation research, networked improvement communities, and community-engaged research. We will then focus in more depth on design-based implementation research (DBIR), examining the theories and methodologies used in DBIR, and projects that DBIR scholars have conducted.	Research Practice Partnerships; community engaged research; design-based research	Methodology				Final project; readings
352B	Seminar in Developing Partnership Research	Dee	In this seminar, students develop the foundational knowledge and skills for effective partnership research. This seminar introduces students to the skills and knowledge necessary for starting and sustaining partnership research through readings and discussion. In the seminar, students develop a concept for partnership research they want to pursue and receive coaching and guidance on forming and nurturing a partnership research project.	Developing RPP	Methodology		21 Win		Paper; presentation; readings
352C	Advanced Partnership Research	Padilla & Wentworth	Partnership research requires a dynamic skill set involving negotiations, collaboration and communication as well as knowledge of the context you are working in and the dilemmas practice partners face in their day-to-day work. In this course, students will work with faculty, peers, and practice partners to learn how to navigate the challenging waters of partnership research and examine challenges in their own partnership research.	Developing RPP	Methodology		21 Spr		Weekly responses; partnership challenge presentation; partner presentation
366W	Semiotics for Ethnography	Rosa	This workshop-style seminar will introduce students to a range of semiotic and linguistic anthropological approaches and tools for ethnographic analysis. A group of (linguistic) anthropologists from other universities will be invited to offer workshops, through which students will learn 1. how to teach semiotics in anthropology courses and 2. how to use semiotic concepts for their own research projects.		Application		19 Win	N/A	
389B	Race, Ethnicity, and Language: Writing Race,	Rosa	This methods seminar focuses on developing ethnographic strategies for representing race, ethnicity, and language in writing without reproducing the stereotypes surrounding these categories and practices. In addition to reading various	Tool kit of ethnographic methodologies	Application		21 Aut	N/A	

## GSE QUALITATIVE COURSE GUIDE

	Ethnicity, and Language in Ethnography		ethnographies, students conduct their own ethnographic research to test out the authors' contrasting approaches to data collection, analysis, and representation. The goal is for students to develop a rich ethnographic toolkit that will allow them to effectively represent the (re)production and (trans)formation of racial, ethnic, and linguistic phenomena.						
413	Ethnographies of Religion: Education, Socialization, Indoctrination	Kelman	Religion has long been a central preoccupation for ethnographers interested in the formation and function of social groups. Much ethnography of religion focuses on rituals and practices of inscription -- exploring the ways in which religious communities turn concepts into practices (and vice versa) that reinscribe members within a collective. These efforts take many forms, but they are, at their core, educational, insofar as they serve as an informal curriculum for the acquisition and rehearsal of theological, communal, ritual, textual, and embodied forms. This seminar will focus on the educational aspects central of ethnographic approaches to the study of religion, looking into and beyond schools.		Methodology		18 Win	N/A	
424	Introduction to Research in Curriculum and Teacher Education	Borko	Required for first-year CTE doctoral students. How to conceptualize, design, and interpret research. How to read, interpret, and critique research; formulate meaningful research questions; evaluate and conduct a literature review; and conceptualize a study. Readings include studies from different research paradigms. Required literature review in an area students expect to explore for their qualifying paper.	Study design	Methodology		21 Spr	Must be CTE 1st year	Conceptual framework
443	Intersectional Qualitative Approaches	Annamma	This variable unit, graduate course is designed to explore intersectional analysis because intersectionality is a "method and a disposition, a heuristic and an analytic tool" (Carbado, Crenshaw, Mays, & Tomlinson, 2013, p. 11). This course engages the approaches and analyses possible within an intersectional theoretical framing by examining a wide range of interdisciplinary research methodologies and methods. We will study a myriad of innovative ways of doing intersectional scholarship and given the focus on robust methodological moves, this course will highlight questions of axiology of inquiry, analysis, and representation through an intersectional lens. Our class will investigate and create intersectional conceptual framing for designing and interpreting research. We will explore and develop qualitative or mixed-methods research data collection, analyses, holistic interpretation, and analytic writing from an intersectional perspective.	Survey of methods, framed through and intersectional lens	Methodology		20 Spr	N/A	Lead discussion; fully developed study proposal
450A	Qualitative Analysis in Education	Frye	Primarily for doctoral students; part of doctoral research core. Methods for collecting and interpreting qualitative data including case study, ethnography, discourse analysis, observation, and interview.	Observation, interview, and discourse analysis	Application			PhD focused (not req)	
450B	Using Video as Data in the Learning Sciences	Langer-Osuna	This seminar will focus on key theoretical and methodological advances in the use of digital video-based data in the learning sciences as a fruitful part of a research agenda on teaching,	Discourse and interaction analysis	Application		19 Win		Video project analysis; readings

## GSE QUALITATIVE COURSE GUIDE

			learning, and other educational processes. May be repeat for credit						
450C	Qualitative Interviewing	Ardoin	Addressing the theoretical underpinnings of qualitative interviews as well as the application of theory to practice, this course considers different approaches to interviewing. Interview types covered will range from group interviews to individual interviews, and from unstructured, ethnographically oriented interviews to highly structured interviews. Working with community partners to facilitate application to practice, the students will move from theory to interview design, implementation, and initial stages of analysis, with an emphasis on consistency in approach and utility in graduate-level research.	Interview types: group, structured, unstructured; ethnographic	Application		20 Win	N/A	Article analysis; interviews (3); research memos; presentation & final report
466	Doctoral Seminar in Curriculum Research	Silverman	Required of all doctoral students in CTE, normally during their second year in the program. Students present their ideas regarding a dissertation or other research project and prepare a short research proposal that often satisfies their second-year review.	Research study design	Application		21 Aut	Must by CTE 2nd year	Draft of Qualifying Paper; presentation
492	Humanistic and Historical Approaches to the Study of Education	Levine	This workshop tackles "big questions" in methodology and is envisioned as a community for graduate students who have already begun their research and are seeking additional epistemological training grounded in humanistic approaches to education. It offers an opportunity to critically engage conceptual frameworks and to familiarize oneself with foundational texts that represent a particular approach and are good to "think with." Secondly, it presents an opportunity to present ongoing research ideas, projects, and writing, and to get and give critical feedback.	Research study design; conceptual frameworks	Methodology		21 Spr		Historiographical paper; short exercises; presentations
422	Studying expertise	Levine	This course offers an overview of ways that psychologists and learning scientists characterize knowledge, learning, and expertise. We will look at general models of knowledge representation (e.g. as a set of scripts, as socially mediated, as embodied), and knowledge representation in specific domains (e.g. playing chess, solving math problems, waiting tables, or constructing literary interpretations), as well as in teaching. As a course project, you will build your own comparative study of expert and novice thinking in a domain that interests you and create an AERA style proposal and presentation to share findings.	(Mixed methods) research study design; conceptual frameworks	Methodology		22 Spr		Small expert/novice study + paper

## GSE QUALITATIVE COURSE GUIDE

### Qualitative Methods Courses in the Other Departments

Dept	Course #	Course Name	Instructor	Description	Methods Focus	Focus	Units	Last Offered	Pre-reqs.	Assignment Types
AFRICAAM	293	Research Methods In Africana Studies	Sewer	This course introduces research methodologies in Africana Studies. Under the guidance of the Research Fellow in the African and African American Studies Program, students will study the methods that Africana scholars, artists, and activists employ to design and execute research on Africana phenomena. The class will include lectures, close readings of texts, research assignments, and lively discussions. The course materials will feature both foundational and contemporary texts in the field of Black Studies. Our engagement with Africana research methodologies will pose critical questions about interdisciplinary research and cross-disciplinary perspectives with careful attention to intersectionality, cultural competence, and ethics in research. The class will also discuss how Africana thinkers challenge conventional modes of knowledge production and, in so doing, offer critiques and contributions that advance the methodologies of related disciplines. Students will leave the course better prepared to take on the senior thesis capstone project.	Introduces research methods in Africana Studies	Methodology		22 Aut		Research proposal (length determined by unit load)
AMSTUD	200j	Doing Oral History	Freedman	Students explore exemplary historical works based on oral histories and develop a range of practical skills while completing their own interviews. Topics include oral history and narrative theory, interview techniques, transcript preparation, and digital archiving. Students also learn how to analyze interviews using both qualitative and quantitative methods, practice writing history using oral evidence, and experiment with digital humanities approaches for disseminating oral history, including the Stanford Oral History Text Analysis Project. This course forms part of the "Doing History" series: rigorous undergraduate colloquia that introduce the practice of history within a particular field or thematic area.	Oral history interview analysis	Application		21 Spring		Conduct a pilot individual interview Conduct a group interview Final Paper (interview analysis)
CHPR	247	Methods In Community Assessment Evaluation, And Research	Kiernan	Development of pragmatic skills for design, implementation, and analysis of structured interviews, focus groups, survey questionnaires, and field observations. Topics include: principles of community-based participatory research, including importance of dissemination; strengths and limitations of different study designs; validity and reliability; construction of interview and focus group questions; techniques for moderating focus groups; content analysis of qualitative data; survey questionnaire design; and interpretation of commonly-used statistical analyses.	Mixed methods Quantitative Surveys Qualitative Interviews (semi-structured & focus groups)	Application		22 Spring		Construct survey, interview, and focus group questions; moderate focus groups; obtain high response rates for data collection; interpret; code and analyze qualitative

## GSE QUALITATIVE COURSE GUIDE

											data; write summaries of findings figures
COMM	238	Deliberative Democracy Practicum: Applying Deliberative Polling	Siu	In this course, students will work directly on a real-world deliberative democracy project using the method of Deliberative Polling. Students in this course will work in partnership with the Center for Deliberative Democracy at Stanford, a research center devoted to the research in democracy and public opinion around the world. This unique practicum will allow students to work on an actual Deliberative Polling project on campus. In just one quarter, the students will prepare for, implement, and analyze the results for an Deliberative Polling project. This is a unique opportunity that allows students to take part in the entire process of a deliberative democracy project. Through this practicum, students will learn and apply quantitative and qualitative research methods. Students will explore the underlying challenges and complexities of what it means to actually do community-engaged research in the real world. As such, this course will provide students with skills and experience in research design in deliberative democracy, community and stakeholder engagement, and the practical aspects of working in local communities. This practicum is a collaboration between the Center for Deliberative Democracy and the Haas Center for Public Service. CDD website: <a href="http://cdd.stanford.edu">http://cdd.stanford.edu</a> ;	Deliberative Polling Application of Qual and Quant methods "students will prepare for, implement, and analyze the results for an Deliberative Polling experiment"	Application		21 Aut			Final paper individual/group project
CSRE	146a	Designing Research For Social Justice: Writing A Community-Based Research Proposal	Tien	<b>UNDERGRADUATE:::::</b> This course will support students in designing and writing a community-engaged research proposal. In contrast to "traditional" forms of research, community-engaged research uses a social justice lens in seeking to apply research to benefit communities most impacted. Community-engaged researchers also aim to challenge the power relationship between "researchers" and "researched" by working side by side with community partners in the design, conceptualization, and actualization of the research process. In this course, students will learn how to write a community-engaged research proposal. This involves forming a successful community partnership, generating meaningful research questions, and selecting means of collecting and analyzing data that best answer your research questions and support community partners. The course will also support students in developing a grounding in the theory and practice of community-engaged research, and to consider the ethical questions and challenges involved. By the end of the course, students should have a complete research proposal that can be used to apply for a number of summer funding opportunities.	Theory and practice of community-engaged research	Methodology		21 Aut			
CSRE	346b	Approaching Research In The Community: Design And Methods	Tien	This course focuses on issues of research design and how to select specific methodological strategies to assure ethical and effective partnership-based research. In this course, students will plan for their own participation in a CBRF project. Topical themes will include best practice strategies for (a) defining and selecting community problems or issues to be addressed, (b) generating relevant and useful research questions, (c) choosing specific means and methods	Community Engaged Research focused	Application		21 Spr			CITI training IRB proposal MOU for Community Partner

## GSE QUALITATIVE COURSE GUIDE

				for data collection [e.g., surveys, interviews, focus groups, etc.], (d) storing, organizing and analyzing data, (e) reflecting on and critiquing research findings, and (f) carrying out dissemination in ways that can be expected to enhance community power and advance community development. Students will be provided with opportunities to workshop their respective projects-in-development, (e.g., developing and sharing research questions, data collection instruments, strategies for engaging community constituents as co-researchers, etc.).						
EPI	244	Developing Measurement Tools For Health Research	Halpern-Felsher	The focus of this course is on providing the skills necessary to develop, validate and administer both qualitative and quantitative measures and instruments. Topics will include creating valid measures, ensuring the measures used address and apply to the research questions, design and samples; determining when to use standardized measures or develop new ones; instrument validation techniques; factor analysis; and survey administration, including determining the most effective way of administering measures (e.g., online, paper-and-pencil, ACASI) and the best way to design the survey.	Survey design	Application		22 Win		Complete and submit a full survey instrument that will address the research aims and sampling of their (real or proposed) research project
FEMGEN	203	Feminist And Queer Theories And Methods Across The Disciplines	Longino	This course is an opportunity to explore the difference feminist and queer perspectives make in creative arts, humanities, and social science research.	Focus on feminist and queer epistemologies and ontologies;	Methodology		22 Win	Feminist Studies 101 or equivalent with consent of instructor.	Short paper; final paper
HUMBIO	82a	Qualitative Research Methodology	Wolf	<b>UNDERGRADUATE:::</b> This course introduces students to core concepts and methods of qualitative research. Through a variety of hands-on learning activities, readings, field experiences, class lectures and discussions, students will explore the process and products of qualitative inquiry. This course is designed particularly to support Human Biology undergraduates in designing, proposing and preparing for Honors Thesis research; students may use the course assignments and office hours to support individual research needs (e.g., proposal design, IRB protocol, pilot work).	Study design	Application		21 Spr		
HUMBIO	82b	Advanced Data Analysis In Qualitative Research	Wolf	<b>UNDERGRADUATE:::</b> This course is designed to support upperclass undergraduates who have collected or are collecting qualitative data in completion of Honors Thesis research. The course will review methods of qualitative data organization (field note amendment, transcription, data indexing, conceptual memo writing) and teach methods of qualitative data analysis (multi-stage coding, data modeling, charting, use of analytic software) and examine best methods for the reporting of qualitative research. The course introduces methodologies through readings, sample data sets, and group practice; students then display learning by executing these methodologies on their own data, and reporting findings and methods.	Field note amendment, transcription, data indexing, conceptual memo writing & data coding	Application		21 Aut		

## GSE QUALITATIVE COURSE GUIDE

ME	378	Tell, Make, Engage: Action Stories For Entrepreneur-Ing	Karanian	Individual storytelling action and reflective observations gives the course an evolving framework of evaluative methods, from engineering design; socio cognitive psychology; and art that are formed and reformed by collaborative development within the class. Stories attached to an idea, a discovery or starting up something new, are considered through iterative narrative work, storytelling as rapid prototyping and small group challenges. This course will use qualitative and quantitative methods for story engagement, assessment, and class determined research projects with practice exercises, artifacts, short papers and presentations. Graduate and Co-Term students from all programs welcome. Class size limited to 21.	Observation; storytelling	Application		21 Spr		Qualitative and quantitative methods for story engagement, assessment, and class determined research projects with practice exercises, artifacts, short papers and presentations.
MS & E	387	Design Of Field Research Methods	Valentine	Field research involves collecting original data (qualitative and/or quantitative) in field sites. This course combines informal lecture and discussion with practical exercises to build specific skills for conducting field research in organizations. Readings include books and papers about research methodology and articles that provide exemplars of field research. Specific topics covered include: the role of theory in field research, variance versus process models, collecting and analyzing different kinds of data (observation, interview, survey), levels of analysis, construct development and validity, blending qualitative and quantitative data (in a paper, a study, or a career), and writing up field research for publication. Students will develop intuition about the contingent relationship between the nature of the research question and the field research methods used to answer it as a foundation for conducting original field research.	Data collection: observational, interview and survey	Application		22 Spr		
OB	670	Designing Social Research	Carroll	This is a course in the design of social research, with a particular emphasis on research field (i.e., non-laboratory) settings. As such, the course is a forum for discussing and developing an understanding of the different strategies social theorists employ to explain social processes, develop theories, and make these theories as believable as possible. In general, these issues will be discussed in the context of sociological research on organizations, but this will not be the exclusive focus of the course. A range of topics will be covered, for example: formulating and motivating research questions; varieties of explanation; experimental and quasi-experimental methods, including natural experiments; counterfactual models; conceptualization and measurement; sampling and case selection; qualitative and quantitative approaches. This course is particularly oriented toward developing an appreciation of the tradeoffs of different approaches. It is well suited to Ph.D. students working on qualifying papers and dissertation proposals.	Study design	Application		21 Aut		
OB	675	Micro Research Methods	BERG	This course helps students gain foundational knowledge on several different methods used in micro-OB research, including surveys, experiments (field and lab), longitudinal studies, content analysis,	Surveys, experiments (field and	Application		21 Spr		

## GSE QUALITATIVE COURSE GUIDE

				qualitative interviews, ethnography, cases, and archival datasets. The course will cover the benefits and limitations of each method, and how to creatively mix and match methods to address ambitious research questions.	lab), longitudinal studies, content analysis, qualitative interviews, ethnography, cases, and archival datasets					
OB	684	Full-Cycle Research Design	Ranganathan	In this class, you will learn how to effectively combine qualitative research methods, including ethnographic observation and interviews, with experimental methods, including lab, natural and field experiments, to investigate questions of interest in the study of work, organizations, and markets.	Ethnographic observation interviews	Application		20 Spr		
PAS	255	Intro To Qualitative Research I	Nasr	This course will provide the physician assistant student with an introduction to qualitative manuscripts, describing types of qualitative research methods, and discussing their own tentative qualitative research questions/designs.	Grounded theory; phenomenology and ethnography in healthcare	Application		21 Win	Enrolled in the Master of Science in Physician Assistant Studies program	Design a tentative qualitative research study including question, methods and plan for recruitment and analysis
PAS	256	Intro To Qualitative Research 2	Nasr	This course will provide the physician assistant students with an introduction to qualitative research methods, specifically data analysis, with significant time focused on thematic analysis coding.	Thematic coding; data analysis	Application		20 Aut	successful completion of PAS 255.	Conceptual framework; data analysis
PEDS	202a	Practical Applications For Qualitative Data Analysis	Bruce & Merrell	First quarter of a two-quarter course. Gain experience analyzing qualitative data using qualitative analysis software (i.e. Nvivo, Dedoose). Conduct analysis using your own or existing data sources. Explore multiple qualitative data analysis topics through class lectures, foundational readings and hands-on learning. Core topics include: grounded theory, qualitative data analysis approaches, software-based analysis, cleaning and coding of data, and interpreting data. Note: Preference will be given to medical students and undergraduate students that have successfully completed an introductory qualitative methods course. Enrollment in subsequent PEDS 202B required.	Hands-on experience analyzing and summarizing qualitative data	Application		20 Aut		Codebook; analysis plan; peer feedback;
PEDS	202b	Practical Applications For Qualitative Data Analysis	Bruce & Merrell	Second quarter of a two-quarter course provides hands-on experience summarizing qualitative data and describing findings for dissemination. Final course product will be a draft manuscript for submission with students listed as co-authors. Core topics include: identifying themes and representative quotes, community-engaged dissemination, abstract submission, posters, oral presentations, manuscript writing, and journal selection.	Identifying themes and related quotes, abstract submission, posters, oral	Application		21 Win	Successful completion of <u>PEDS 202A</u> .	Draft of manuscript components

## GSE QUALITATIVE COURSE GUIDE

					presentation, manuscript writing, and journal selection. Final course product will be a draft manuscript for submission.					
PEDS	202c	Qualitative Research Methods And Study Design	Bruce & Merrell	In-depth introduction to qualitative research methods and study design. Gain theoretical and practical knowledge necessary to design and implement a qualitative study. Explore qualitative methods through class lectures, foundational readings and hands-on learning. Core topics include: theoretical frameworks, research questions, methodological approaches (i.e. interviews, focus groups, participant observation, photovoice), data collection, sampling, reliability and validity, and IRB protocols. Students enrolled for 2-units participate in journal club-style discussions of literature employing qualitative methods to gain an appreciation for how qualitative projects are conducted, and what settings and research questions are relevant to qualitative inquiry. Students enrolled for 3-units plan and design an independent research project (i.e. Med Scholars, dissertation, honors thesis), receiving extensive support and feedback to further develop individual study designs and data collection instruments.	Research study design	Methodology	21 Spr	Consent from instructor for undergraduates.	Research proposal; recruitment plan;	
POLISCI	333m	Research And Methods In Political Theory	Reich	This seminar has two aims. First, we examine the methodological approaches of scholars working within political theory as well as those working at the intersection of political theory and empirical social science. Second, we discuss in an informal workshop setting the ongoing work of graduate students, considering how, if at all, the readings on methodology could inform this work.	Methodological approaches in political theory and political philosophy	Methodology	20 Aut		Memos; personal writing	
POLISCI	421k	Questionnaire Design For Surveys And Laboratory Experiments : Social And Cognitive Perspectives	Krosnick	The social and psychological processes involved in asking and answering questions via questionnaires for the social sciences; optimizing questionnaire design; open versus closed questions; rating versus ranking; rating scale length and point labeling; acquiescence response bias; don't-know response options; response choice order effects; question order effects; social desirability response bias; attitude and behavior recall; and introspective accounts of the causes of thoughts and actions.	Questionnaire design, guarding against measurement artifacts, analyzing data in order to overcome the biasing impact of artifacts	Application	20 Aut		Readings; final exam critiquing a questionnaire	
SOC	319	Ethnographic Methods	Christin	This course offers an introduction to the practice and politics of ethnographic fieldwork. It provides a "how to" of ethnographic research, in which students will conduct an ethnographic project of their own, complemented by weekly readings and discussions. In	Introduction to the practice and politics of	Application	19 Aut		Research proposal; transcribed interview;	

## GSE QUALITATIVE COURSE GUIDE

				the process, we will discuss the theory and epistemology of fieldwork, along with the practicalities and politics of fieldwork in different domains. We will examine different stages of ethnographic research (entering the field, conducting and recording fieldwork, exiting the field and writing it up), different methods (observations, interviews, "going along"), as well as distinct styles of ethnographic work (virtual ethnography, organizational ethnography, narrative ethnography, etc.). The course will serve as a participative workshop for students to exchange field notes, share practical advice, and consolidate their research interests. Prerequisite: Must be Communications student or obtain approval from instructor.	ethnographic fieldwork					observation notes; presentation; final research paper
SOC	280a	Foundations Of Social Research		Formulating a research question, developing hypotheses, probability and non-probability sampling, developing valid and reliable measures, qualitative and quantitative data, choosing research design and data collection methods, challenges of making causal inference, and criteria for evaluating the quality of social research. Emphasis is on how social research is done, rather than application of different methods. Limited enrollment; preference to Sociology and Urban Studies majors, and Sociology co-terms.		Application		20 Win		
SOC	376a	Ethnographic And Fieldwork Methods	Stuart	This graduate level seminar is the first of an intensive two-quarter-long course in ethnographic and fieldwork methods. Students will receive hands-on training in the epistemology, theory, methods, and politics of fieldwork. This begins by learning how to critically engage ethnographic and qualitative books and articles. Next, students will become acquainted with field research techniques and issues through a number of class exercises. Students will learn the dynamics of gaining access, building rapport, writing field notes, crafting memos, and executing various modes of analyses. Finally, students will begin conducting their own fieldwork research in a field site of their choosing. Students should plan to spend at least five hours per week in the field, write and submit formal field notes, and craft a final paper that analyzes their fieldwork data. Class session will be divided in two parts. First, students will discuss the readings and topics of the week. The remainder of the class will be devoted to discussing research experiences and/or analyzing fellow students' field notes. Students should anticipate producing an article or chapter length research paper by the end of the second quarter of the class. Priority given to graduate students.	Epistemology , theory, methods, and politics of fieldwork: Building rapport, writing field notes, crafting memos, and executing various modes of analyses	Application		20 Win		Field work; field notes; final paper;
SOC	376b	Ethnographic And Fieldwork Methods	Stuart	This graduate level seminar is the second of an intensive two-quarter-long course in ethnographic and fieldwork methods. Students will receive hands-on training in the epistemology, theory, methods, and politics of fieldwork. This begins by learning how to critically engage ethnographic and qualitative books and articles. Next, students will become acquainted with field research techniques and issues through a number of class exercises. Students will learn the dynamics of gaining access, building rapport, writing field notes, crafting memos, and executing various modes of analyses. Finally, students will begin conducting their own fieldwork research in a field site of their choosing. Students should plan to spend at least five hours per week in the field, write and submit		Application		20 Spr	376A	Field work; field notes; final paper;

## GSE QUALITATIVE COURSE GUIDE

				formal field notes, and craft a final paper that analyzes their fieldwork data. Class session will be divided in two parts. First, students will discuss the readings and topics of the week. The remainder of the class will be devoted to discussing research experiences and/or analyzing fellow students' field notes. Students should anticipate producing an article or chapter length research paper by the end of the second quarter of the class. Priority given to graduate students.						
SOC	380w	Qualitative And Fieldwork Methods Workshop	Stuart & Clair	Presentations and discussion of ongoing ethnographic, interview-based, and other fieldwork research by faculty and students. May be repeated for credit.	Ethnography	Workshop		21 Aut/ Win/Spr	Sociology doctoral student or consent of instructor.	Discussions and presentations
SOC	241	Monitoring The Crisis	Gursky	A course devoted to understanding how people are faring as the country's health and economic crisis unfolds. The premise of the course is that, as important and valuable as surveys are, it's a capital mistake to presume that we know what needs to be asked and that fixed-response answers adequately convey the depth of what's happening. We introduce a new type of qualitative method that allows for discovery by capturing the voices of the people, learn what they're thinking and fearing, and understand the decisions they're making. Students are trained in immersive interviewing by completing actual interviews, coding, and analyzing their field notes, and then writing reports describing what's happening across the country. These reports will be designed to find out who's hurting, why they're hurting, and how we can better respond to the crisis.	Interviews; field notes; coding data	Application		20 Aut		
SOC	346a	Ethnographies Of Race, Crime And Justice	Clair	This course provides graduate students with a survey introduction to influential ethnographic and interview-based sociological research on race, crime, and justice. Recent social movements such as the Movement for Black Lives have drawn attention to the problem of mass criminalization in the U.S. These movements have underscored the centrality of the criminal legal system in defining race in America. Each week, students will read ethnographic books and journal articles on the role of race and racism in different dimensions of the criminal legal process from policing to court processing to incarceration written in the early twentieth century to the present. In addition to gaining foundational knowledge on the key debates within the sociological and criminological literature, students will also gain important insight into the most rigorous qualitative social science methods for studying these topics, and how these methods have changed over time.	Qualitative sociological research methods	Application		20 Aut		Research proposal (2000-5000 words); reading memos

## GSE QUALITATIVE COURSE GUIDE

### Qualitative Methods Courses in UC Berkeley's GSE

To take a class at UC Berkeley, students must complete the Application for the Exchange Program at UC Berkeley Application for Stanford Students, located in Axxess, under Student eForms.

Course #	Name	Description	Term	SEMESTER Units
271B	Introduction to Qualitative Methods	Introduces principles and methods commonly associated with qualitative field research in the social sciences. Includes assigned readings on basic methodological topics; structured activities related to research design, research ethics and human subjects protection, data collection, data organization and reduction, data analysis; and field research experience through individual or team projects.	Aut/Spring	3
243	Advanced Qualitative Methods	The goal of this class is to provide students with ongoing opportunities to expand their qualitative methodological toolkit, with particular emphasis on the following topics: developing a conceptual framework, study design, data collection, data analysis and representation, and writing social sciences research. These topics will be examined in the context of the design, development, and write-up of students' own research.	Traditionally Aut, Spr. 22	3
250C	Discourse Analysis	Examination of the major linguistic, psycho- and sociolinguistic concepts and theories of discourse and their application to the analysis of spoken and written texts in education. Topics include: coherence and cohesion, deixis, speech acts, genres, systematics of conversation and ritual constraints, scripts and frames, information structure, narrative structure.	Spring	3
252B	The Ethnography of Literacy	This course approaches literacy as a socio-cultural activity and considers recent ethnographic work on reading practices in different educational settings, communities, and historical epochs. By considering how reading is differently conceived and realized in a wide range of contexts, this course will shed light on reading as a historically contingent, ideologically shaped, and socio-culturally organized practice. More specifically, this course has a twofold aim: 1) to introduce students to recent ethnographic research on reading practices; 2) to familiarize them with ethnographic methodology. To this scope, in addition to reading exemplary studies of reading practices, students will also conduct a small-scale ethnographic research project	Aut	3
223B	Mathematical Thinking and Problem Solving	Study of special problems and issues in education related to mathematics, science, and technology. Sections may vary from semester to semester.	Alternates	3
222	Design-Based Research Forum	This course examines the societal risks and promises of our data-entrenched society and how classrooms might address the new emergent necessities of democracy.	Aut	3

## GSE QUALITATIVE COURSE GUIDE

### Workshops, Certificates, Fellowships, Further Opportunities

Name	Department	Description	Contact
Graduate Public Service Fellowship	Haas Center for Community Engaged Research	<p>The GPS Fellowship creates a supportive network among graduate students who share an interest in scholar-activism, community engagement, or public scholarship and provides resources to make this engagement a successful part of their future careers. In 15 seminars throughout the academic year, a multidisciplinary cohort of graduate students meets with disciplinary role models, community partners, and community-engaged scholarship leaders to develop their knowledge of the following:</p> <ul style="list-style-type: none"> <li>• community-engaged scholarship practices (e.g., critical pedagogy, participatory action research, community-based research methodology)</li> <li>• resources for public engagement work in individual disciplines and higher education in general</li> <li>• strategies for disseminating public scholarship and representing it in academic promotion and tenure processes</li> <li>• skills for engaging, leading, and mentoring undergraduate students in public service</li> </ul>	Joanne Tien
Community Engaged Research Workshop Series	Haas Center for Community Engagement	This workshop series is designed for Stanford graduate students interested in learning more about and developing skills in community-engaged scholarship and community-based research. Speakers include leaders and practitioners across disciplinary fields.	Joanne Tien
Certificate in Partnership Research	Graduate School of Education	<p>Partnership research occurs when academic researchers and practice partners (e.g., educators, schools, districts, community organizations) share responsibility for the ideas, processes, and outcomes of a collaborative study. Coburn and Penuel (2016) describe research-practice partnerships as “long-term collaborations between practitioners and researchers that are organized to investigate problems of practice and solutions”, using intentional strategies to foster the partnership and produce original analyses of data to support improvements across the educational context (p. 48). The stakeholders and institutions involved in partnership research may include individuals, such as youth, families, community members, educators, school and district leaders, and policymakers, as well as institutions/organizations, such as schools, districts, state and federal legislation, industry, and non-governmental organizations (e.g., philanthropic institutions and community-based organizations).</p> <p>Successful candidates will receive a Certificate of Completion, signed by the Stanford GSE Dean and Certificate Program Director. A copy will be placed in the student file.</p>	Laura Wentworth
Public Scholarship Collaborative	Graduate School of Education	<p>A community of graduate students committed to mobilizing research findings for the advancement of educational opportunity and equity in K–20 education.</p> <p>The goals of the collaborative are to:</p> <ul style="list-style-type: none"> <li>▪ engage in public scholarship to bridge the distance between scholarly expertise and stakeholders’ understanding of educational equity issues.</li> <li>▪ (re)frame, clarify, and advance interdisciplinary research-based and equity-minded viewpoints to offer guidance on education policy, practice, and research issues; and</li> <li>▪ offer GSE graduate students opportunities to develop expertise in public scholarship.</li> </ul>	Alfredo Artiles
Ethnography Lab - Graduate Fellowship Program	Sociology	The Lab's graduate fellowship program supports PhD students as they conduct dissertation research. Financially, fellows will receive \$3,000 stipends to defray the costs of central research tasks, including travel to field sites, transcription of interviews, and compensation for participants. In terms of intellectual support, the Lab coordinates and funds an "Advanced Empirical Seminar" for each graduate fellow. Each graduate fellow will select a distinguished scholar from outside the university whose insights they wish to integrate into their dissertation. The Lab brings these outside scholars to Stanford to provide mentorship and feedback on fellows' in-progress work (e.g., dissertation chapter, journal article).	Forrest Stuart

## GSE QUALITATIVE COURSE GUIDE

		Fellowships are open to Stanford PhD candidates who are conducting fieldwork (e.g., ethnography, observations, interviews) as a central component of their dissertations. Applicants must have successfully defended their dissertation proposal, have collected at least some portion of fieldwork data, and have begun the analysis and writing process by the time of their application to the program. Priority will be given to students who are currently active in the Lab workshop and events. Fellows are expected to regularly attend and contribute to the Lab's associated Qualitative and Fieldwork Methods Workshop.	
Center for Global Ethnography	Stanford Institute for Research in the Social Sciences (IRISS)	The Stanford Institute for Research in the Social Sciences (IRISS) facilitates first-rate interdisciplinary research, trains the next generation of scholars, and incubates research projects to address critical societal challenges. IRISS ensures that world-class, evidence-based research is produced to meet evolving problems in areas of governance and democracy, economic inequality, immigration policy, and other social issues that affect communities across the globe.	<a href="mailto:IRISS-info@stanford.edu">IRISS-info@stanford.edu</a>
Qualitative and Fieldwork Methods Workshop	Sociology	The lab hosts the Qualitative and Fieldwork Methods Workshop for graduate students, meeting weekly for 90 minutes to discuss students' written qualitative and ethnographic work, typically paper drafts, dissertation chapters, and proposals. This is offered as a course, but you do not need to enroll to participate	Matthew Clair
Social Science Data and Software (SSDS)	Library Services	A group within the Stanford Libraries that provides services and support to Stanford faculty, staff and students in the acquisition, curation, and preservation of social science data and the selection and use of quantitative (statistical) and qualitative analysis software.	
Ethnography in Education Research Forum	UPenn	Convened by the Center for Urban Ethnography at Penn GSE since 1980, the Ethnography in Education Research Forum is internationally recognized for its encouragement of original and in-depth ethnographic research on education broadly defined, within and outside the context of schooling. The Forum provides a space for ethnographers in a range of disciplines and fields to come together across generations to share and learn from each other and, in so doing, to become part of a broader intellectual community. Coordinated by current and former graduate students in collaboration with faculty members, the Forum is committed to advancing systematic, rigorous, and engaged inquiry and to involving students in all phases of the meeting.	<a href="mailto:cue@gse.upenn.edu">cue@gse.upenn.edu</a>

### Stanford Resources:

- [Stanford Center for Spatial and Textual Analysis](#)
- [Nvivo for Students Software is available for free.](#)

## **GSE QUALITATIVE COURSE GUIDE**