



The Hebrew University of Jerusalem

Syllabus

Introduction to Qualitative Research Methods - 53304

Last update 01-09-2022

HU Credits: 4

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Sociology & Anthropology

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: vered vinitzky-seroussi

Coordinator Email: vered@mail.huji.ac.il

Coordinator Office Hours: request by mail and then zoom

Teaching Staff:

Prof Vered Vinitzky-Seroussi,
Ms. ambreen .benshmuel,
Mr. nir tila-cohen

Course/Module description:

This course offers an introduction to qualitative research – key features, development and major trends, various types of studies, and diverse methods of collecting and analyzing qualitative data. Emphasis will be given to methodological and ethical dilemmas and uncertainties that accompany the qualitative research approach as well as the researcher in the field. In addition, the students will conduct a small-scale research.

Course/Module aims:

This course aims to present and to discuss key principles of the qualitative research approach, paradigms, and methods, as well as to develop basic skills in conducting qualitative studies.

Learning outcomes - On successful completion of this module, students should be able to:

1. To get to know the main characteristics and principles of qualitative research methods and their limitations.
2. Ability to design a qualitative research

Attendance requirements(%):

100

Teaching arrangement and method of instruction: 1. Lectures in class + discussions
2. Guided study groups
3. exercising individual research project guided by the course' team.
3. guest lectures on unique topics

Course/Module Content:

1. Definition of the field and its history (including the representational and legitimization crises), critic
2. Distinction between Ontology, Epistemology, and Methodology
3. Impact of choice of Paradigm on practical issues
4. Ethics in research
5. Research Strategies
6. Entering the field, methods for collecting data

Required Reading:

Taylor, Steven J., Robert Bogdan, and Marjorie DeVault. (2015). *Introduction to qualitative research methods: A guidebook and resource*. John Wiley & Sons. Pp: 7-11.

צבר-בן יהושע. נעמה. (2001). מבוא. בתוך נעמה צבר-בן יהושע (עורכת). מסורות וזרמים במחקר האיכותי. לוד: כנרת זמורה ביתן (דביר). עמ' 13-20.

וייט, ויליאם פ'. (1998). התפתחותו של מחקר "חבורת קרן הרחוב". בתוך משה שוקד ושלמה דשן (עורכים), החוויה הבין-תרבותית: מקראה באנתרופולוגיה ירושלים: שוקן. עמ' 372-357.

Goffman, Erving. (1989). "On fieldwork". *Journal of contemporary ethnography*. Vol. 18(2). Pp: 123-132.

Goode, Erich. (2002). "Sexual involvement and social research in a fat civil rights organization". *Qualitative Sociology*. Vol. 25(4). Pp: 501-534.

אריאל כנפו-נעם, "שלושה זרים זהים" - הסרט והמדע (מתוך "הארץ").

Ortner, Sherry B. (2010). "Access: Reflections on studying up in Hollywood". *Ethnography*. Vol. 11 (2). Pp: 211-233.

Boostrom, Robert. (1994). "Learning to pay attention". *Qualitative studies in education*. Vol. 7(1). Pp:51-64.

Pecheco-Vega, Raul. (2019). "Writing Field Notes and Using Them to Prompt Scholarly Writing". *International Journal of Qualitative Methods*. Vol. 18. Pp:1-2.

גירץ, קליפורד. (1990). פרשנות של תרבויות. (תרגום: י' מייזלר). ירושלים: כתר. עמ' 39-15.

Gazit, Zohar. (2015). "Death is not the end: Resisting social exclusion due to suicide". *Contemporary Social Science*. Vol. 10(3). Pp: 310-322.

Hannerz, Ulf. (2003). "Being there... and there... and there! Reflections on multi-site ethnography". *Ethnography*. Vol. 4(2). Pp: 201-216.

Tavory, Iddo, and Stefan Timmermans. (2009). "Two cases of ethnography: Grounded theory and the extended case method". *Ethnography*. Vol. 10(3). Pp: 243-263.

Fine, Gary A. (1993). "Ten lies of ethnography: Moral dilemmas of field research". *Journal of contemporary ethnography*. Vol. 22(3). Pp: 267-294.

Pagis, Michal. (2010). "Producing intersubjectivity in silence: An ethnographic study of meditation practice". *Ethnography*. Vol. 11(2). Pp:309-328.

לומסקי-פדר, עדנה. (1997). "סיפורי חיים של חיילים משוחררים: יחסי הגומלין בין זיכרון אישי לזיכרון חברתי של מלחמה". תיאוריה וביקורת. גליון 11. עמ': 59-79.

הראל שלו, אילת, ודפנה-תקוע שיר. (2021). "הקשבה לסיפורים של ביטחון וחוסר ביטחון". בתוך: על ביטחון וחוסר ביטחון- הקרב הכפול של נשים לוחמות, עמ': 53-77.

Portelli, Alessandro. (2006). "What makes oral history different." In *The Oral History Reader*. Pp. 32-42.

Vinitzky-Seroussi, Vered, and Eyal Ben-Ari. (2000). "'A Knock on the Door': Managing Death in the Israeli Defense Forces". *The Sociological Quarterly*. Vol. 41(3). Pp: 391-411.

Zerubavel, Eviatar. (2021). *Generally Speaking: An Invitation to Concept-Driven Sociology*. New York: Oxford University Press. Chapters: 2-4.

אלאור, תמר. (2014). סנדלים: אנתרופולוגיה של סגנון ישראלי. תל אביב: עם עובד. עמ' 115-149.

Sharp, Gwen, and Kremer Emily. (2006). "The safety dance: Confronting harassment, intimidation, and violence in the field". *Sociological Methodology*. Vol. 36(1). Pp: 317-327.

גבתון, דן. (2001). "תיאוריה המעוגנת בשדה: משמעות תהליך ניתוח הנתונים ובניית התיאוריה במחקר איכותי". בתוך נעמה צבר-בן יהושע (עורכת). מסורות וזרמים במחקר האיכותי. לוד: כנרת זמורה ביתן (דביר). עמ': 195-227.

Samudra, Jaida Kim. (2008). "Memory in our body: Thick participation and the translation of kinesthetic experience". *American ethnologist*. Vol. 35(4). Pp:665-681.

Additional Reading Material:

ברנשטיין, דבורה. (1983). "החלוצה בין הדוידים: מעמדן של נשים בכוח-העבודה בתקופת היישוב". מגמות. כ"ח (1). עמ' 7-19.

Behar, Ruth, and Mayol Humberto. *An island called home: Returning to Jewish Cuba*. Rutgers University Press, 2007. Pp: 1-35.

Vinitzky-Seroussi, Vered. (1998). *After pomp and circumstance: High school reunion as an autobiographical occasion*. Chicago: University of Chicago Press. Pp:165-179.

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 5 %

Project work 0 %

Assignments 15 %

Reports 5 %

Research project 75 %

Quizzes 0 %

Other 0 %

Additional information:

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-Students must follow the messages and materials published on the course's website.

Students can contact teaching assistants via E-mails and will receive answers within 48 hours

-Delaying the submission of the exercise up to one week from the date of submission results in a 10 point reduction from the work's final grade. Beyond one week of delay, submissions will not be accepted.