EDUC 3104: Introduction to Qualitative Methods
Spring 2024
Wednesdays, 12:00-2:50PM

In Person: 5602 Posvar Hall

The syllabus is a living document.
I reserve the right to change the syllabus to meet class needs.

Course Instructor
Lori Delale-O'Connor, Ph.D.
Dr. Delale-O'Connor, Dr. D-O'C, Dr. Lori
loridoc@pitt.edu
she/her/hers

Office Hours — My office hours are by appointment and can be in person, via Zoom or by phone (whichever is most comfortable for you). Please email me, and we can set up a time to talk. I look forward to meeting with you!

Mission/Vision of the School of Education

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity.
We are the School of Education at the University of Pittsburgh.

Course Overview

Course Description
This course introduces students to qualitative research design and methods in the social sciences from a **justice-centered, critical perspective**. In small-scale projects, students will gain experience with various aspects of the research process and familiarity with the implementation of research methods characteristic of qualitative research. We explore differing assumptions about how knowledge is generated and the nature of truth claims.

Rationale
This course serves an essential need for doctoral students to understand and apply some of the forms of research that fall under the umbrella of "qualitative research." Students will gain an understanding of the

basic mechanics of qualitative research, as well as an understanding of the many ways in which forms of qualitative research are fundamentally grounded in theories of knowledge (*epistemologies*), theories of the social world (*paradigms* or *theoretical perspectives*), and traditions of practice (*methods, genres,* or *discourse communities*).

Objectives of the Course
The specific goals for this course include the following:

- To learn more about the research process and, specifically, how to use qualitative research techniques as part of this process.
- To understand different approaches to qualitative research and the epistemological and ontological assumptions associated with these approaches.
- To develop practices to support thesis and dissertation research.
- To prepare students so they may choose and explore specific methods further to conduct, with on-going guidance, a qualitative dissertation or other study.

Required Texts

1. Emerson, R.M., Fetz, R.I., & Shaw, L.L. (2011). *Writing ethnographic fieldnotes,* 2nd ed. Chicago, IL: University of Chicago Press.

2. Lareau, A. (2021). *Listening to people: A practical guide to interviewing, participant observation, data analysis, and writing it all up.*

3. Saldaña, J. *(2015). The coding manual for qualitative researchers,* 3rd ed. Thousand Oaks, CA: Sage.

4. Tachine, A. R. & Nicolazzo, Z. Eds (2022). *Weaving an Otherwise, In-Relations Methodological Practice*

And one of the following of your choice for a Qualitative Book Club:

- Dhillon, J. K. (2017). *Prairie rising: Indigenous youth, decolonization, and the politics of intervention*. University of Toronto Press.
- Ewing, E. L. (2018). *Ghosts in the schoolyard: Racism and school closings on Chicago's South Side*. University of Chicago Press.
- Nicolazzo, Z. (2016). *Trans* in college: Transgender students' strategies for navigating campus life and the institutional politics of inclusion*. Stylus Publishing, LLC.

Additional readings available on Canvas (some are optional, see Course Calendar for details):

Alcoff, L. (1991). The problem of speaking for others. *Cultural critique*, (20), 5-32.

Farmer-Hinton, R., Lewis, J. D., Patton, L. D., & Rivers, I. D. (2013). Dear Mr. Kozol.... Four African American women scholars and the re-authoring of Savage Inequalities. *Teachers College Record*, *115*(5), 1-38.

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Fine, M. (2018). *Just research in contentious times: Widening the methodological imagination*. Teachers College Press. Chapter 1: Loss and Desire: Bearing witness in white working-class suburban New Jersey

Foote, M. Q., & Bartell, T. G. (2011). Pathways to equity in mathematics education: How life experiences impact researcher positionality. *Educational Studies in Mathematics*, *78*(1), 45-68.

Milner IV, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational researcher*, *36*(7), 388-400.

Paris, D., & Winn, M. T. (Eds.). (2013). *Humanizing research: Decolonizing qualitative inquiry with youth and communities*. Thousand Oaks, CA: Sage.
- Diaz-Strong, D., Luna-Duarte, M., Gómez, C., & Meiners, E. R. (2014). Too close to the work/there is nothing right now. *Humanizing research: Decolonizing qualitative inquiry with youth and communities*, 3-20.
- Tuck, E., & Yang, K. W. (2014). R-words: Refusing research. *Humanizing research: Decolonizing qualitative inquiry with youth and communities*, 223-248.

Patel, L. (2015). *Decolonizing educational research: From ownership to answerability*. Routledge. Ch 3 Research is relational

Silberzahn, R., Uhlmann, E. L., Martin, D. P., Anselmi, P., Aust, F., Awtrey, E., ... & Nosek, B. A. (2018). Many analysts, one data set: Making transparent how variations in analytic choices affect results. *Advances in Methods and Practices in Psychological Science*, *1*(3), 337-356.

Winkle-Wagner, R., Lee-Johnson, J., & Gaskew, A. N. (2018). Critical Theory and Qualitative Data Analysis in Education. New York, NY: Routledge.
- Reavis, T. B. (2018). Illuminating systemic inequality in education: Using Bourdieu in critical qualitative data analysis. In *Critical theory and qualitative data analysis in education* (pp. 99-109). Routledge.

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Course Assignments and Grading

Assignments and Grading Basis

1. CITI training and (if needed) IRB (Institutional Review Board) approval	5 points
2. Researcher positionality paragraph	10 points
3. Proposed Research Summary	15 points
4. Interview protocol	15 points
5. Interview transcriptions (Team or Individual)	10 points
6. Field notes (Team or Individual)	10 points
7. Codebook (Team or Individual)	10 points
8. Analytic memo	25 points
Total	**100 points**

Grading Scale
Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, and grammar, spelling, and syntax. Letter grades are converted to a 4.0 scale using the standard University of Pittsburgh values to compute a final grade, which have the following meaning.

- "A" signifies work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate an original interpretation of course material.
- "B" signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of "A" work, particularly inconsistent preparation for class or written work that demonstrates less significant insight into the material or frequent grammatical errors.
- "C" signifies work that is poorly constructed, supported, or inconsistent argument, or work with multiple spelling and grammatical errors.
- "D" signifies minimal attention to assignments.
- "F" is assigned for undone work or any work that breaches University standards of academic integrity.

Assignments
This course is a doctoral seminar. All assignments must be completed to pass the course. Please stay in touch if you are facing personal challenges that may impact your work. I am happy to work with you.

All the writing you do for this seminar should be word-processed in 12-point font, double-spaced with one-inch margins (yielding 250-275 words/page).

Please use APA (American Psychological Association) style. Purdue OWL is a great resource for APA formatting questions.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

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Course Assignment Descriptions

1. **CITI certification and study approval – 5 points**
   Due –
   - Upload to Canvas by **Sunday, January 28 at 10:00PM** (or as soon as possible)

As soon as possible, please submit your certificate of completion for human subjects certification modules. While requirements may vary for your department, for this course, you will need to complete at least the Responsible Code of Research and the Social-Behavioral-Educational Courses. Details on the CITI training modules and access to complete them can be found here: https://www.orp.pitt.edu/training.
As noted by the University's Office of Research protection, "The purpose of this training is not only to satisfy government and University of Pittsburgh policy requirements, but to enhance research activities at all stages." Human subjects certification is required to submit any studies for IRB approval.

For this course, you also have the **option** of completing an "expedited" application to the University of Pittsburgh Institutional Review Board for approval of your study. Use the Pitt PRO system to create an "expedited" study, indicating either your advisor or your instructor as the mentor for the project. **While student approval is optional, please note publication or presentation outside of the course cannot happen without receiving IRB approval.**

2. **Researcher positionality paragraph (500 words maximum; about 2 pages double spaced)**
   Due –
   - Upload final draft to Canvas by **Sunday, February 11 at 10:00PM.**

This 2-page assignment requires you to synthesize the readings as well as our discussions about your epistemological stance. It asks you to engage with questions that many scholars wrestle with through their work: What is your role as researcher in relation to your research? **But it asks you to do so succinctly, as might be required for a journal publication.** This means a deep engagement with your position in the world and how that affects access to information, knowledge, and power. Further, this means questioning how your power and privilege influence the way your knowledge is perceived by others. Questions to consider as you are writing (you will not be answering these directly but taking these ideas into consideration as you write):

   a. How have your identities (race/ethnicity, class, gender, sexuality, and any other important identity categories) and experiences informed you about the world around you?
   b. What has brought you to your project? Can you trace when you first became interested in this subject/your research question? Why is this project important to you?
   c. As you have already begun thinking about your project, think about your role as a researcher. How does your race/ethnicity, class, gender, sexuality (and any other important identity categories) affect your perspective for your project?
   d. What power and privileges do you bring to your research project? What might you take for granted in terms of access to information, certain research methodologies, or "insider"/ "outsider" status?

As a note, this is not meant to simply be an exploration of your identities, but a connection of those identities and associated power structure with your research.

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3. **Proposed Research Summary**
   Due –
   - Upload final draft to Canvas by **Sunday, February 18 at 10:00PM.**

In no more than 1 page, succinctly summarize your research project for this course. Your summary should include:

   a. Research question(s) -What do you hope to find out? (Questions will be a subset of larger research questions and interests you have.)
   b. Prior theoretical and/or empirical findings about this question – What has the literature said about your questions? (This will not be exhaustive!)
   c. Data collection – Who do you plan/hope to interview? Where/what do you hope to observe?

Ideally, this project should be related to your broader research interests **but depending on many things (how far along you are in your program, your background in the focal area, limited time, potential issues of access, etc.) it may not be EXACTLY what you plan to do for a capstone or dissertation project.**

4. **Interview protocol**
   Due —
   - Bring a digital draft to class **Wednesday, February 28** for in-class activity.
   - Upload final draft to Canvas by **Sunday, March 3 at 10:00PM.**

Skilled interviewers know how to ask questions, the "right" questions to ask, and in what order. Interview protocols support this skill development, help with relative standardization across interviews, and are a required part of IRB applications. Before conducting an interview, you will develop a protocol that will support that work, as follows:

   a. Roughly 2-3 pages, this should yield the 45–60-minute interview (described below)
   b. Include introductory language (see examples on Canvas) and additional support language/reminders you might need to conduct an interview
   c. Include both questions and prompts
   d. Write out all questions and prompts as full sentences
   e. Be sure to indicate if some questions are only applicable to some roles and which questions could be dropped if short on time
   f. Show good progression of questions (start with background/familiarity and then build from there)

5. **Interview transcription (at least one 45–60-minute segment)**
   Due –
   - Bring a digital draft to class **Wednesday, April 3** for in-class activity.
   - Upload the final copy to Canvas by **Sunday, April 7 at 10:00PM.**

It is important that this be *an individual interview with an adult,* because group interviews, focus group interviews, and interviews with children have different dynamics, require skills, and require different informed consent processes. This assignment has the following steps:

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a. Select two people who will be appropriate informants for the phenomenon you are studying. <u>Do not interview a minor, a member of your family, or a close friend</u>.

b. Conduct two 45-to-60-minute interviews (one with each respondent) digitally (phone, Zoom, etc.) and audio-record them both. (If an interview lasts less than 45 minutes, conduct and audio-record another one with that person or someone else until you have at least 45 minutes to transcribe from one person and at least 90 minutes (about 1 and a half hours) of total interview time).

c. After you have completed both interviews, transcribe the interview word for word, including your questions and anything else you say (*do not hire someone to transcribe*). Record "ums," "ahs," incorrect grammar, sentence fragments, etc. Indicate pauses in speech or "dead air" (we will discuss transcription and free digital options).

d. On both transcripts, assign pseudonyms to your interviewee, place names, and organizations. Do not use the respondent's initials as pseudonyms.

e. Before coming to class, read back over your transcripts.

6. **Observational field note**
   Due –
   - Bring a digital draft to class **Wednesday, April 3** for in-class activity.
   - Upload the final copy to Canvas by **Sunday, April 7 at 10:00PM.**

This assignment has the following steps:

a. Select a setting relevant to your research questions. It should be a setting in which you can be an observer or a participant-observer safely (in person or online). The closer the observation is to the settings in which you find your interview respondent(s), the more helpful the observational data will be for answering your research questions.

b. Conduct one 40-to 60-minute observation. The length of the observation will depend on the amount of action, the richness of the setting, and your interest in and willingness to record minute details.

c. Your goal is to create meaning. To do so, put yourself in the shoes of those you observe, and concentrate on details that will enable you to recreate the scene for someone who is not there. *Remember to show not tell.*
   Take detailed field notes as you observe and record all action by participants. Include time, temperature, weather, lighting, noise level, overheard voices, and any other physical attributes of the setting. Describe the people you observe, using concrete and descriptive language (as opposed to interpretive or evaluative language and opinions or judgment– we will talk about this distinction in class). Consider including information on body language, tone of voice, facial expression, and movement. It is difficult to avoid focusing exclusively on the spoken dialogue, but you must learn to do so. Whenever you feel your attention is centered solely on conversation, pull back and relocate your attention to the observable non-verbal context.

d. During the observation, try to be as unobtrusive as possible. Avoid speaking unless spoken to or unless necessary. Record attempts to remain solely an observer. Indicate to what degree you participated in the setting. But, if someone asks why you are there, introduce yourself and briefly explain.

e. Record your interpretation of the mood of the setting, any evidence of tone in voices, and any evidence of meaning in non-verbal communication.

f. Keep a running list of questions while you are observing that note what you do not know (e.g., Why did she greet this person differently; What is this person's role? etc.).

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g. In a separate place in your field notes, note your own disposition at the time of the observation (in other words, record it but do not make your field notes all about *your* experience).

h. Type up your field notes. Use the Hatch text as a guide. As much as possible, write in complete sentences.

i. Produce names for all the people, places, and major identifiers

j. Once you have finished with your field notes, generate a list of questions that you *might* ask those you have observed (or others you would like to interview) to clarify or make fuller meaning of what you have seen. Note what additional observations you want to make to understand the setting more fully. Draw from the list of running questions you kept during your observations.

7. Codebook
Due –
- Bring a digital draft to class **Wednesday, April 10** for in-class activity.
- Upload the final copy to Canvas by **Sunday, April 14 at 10:00PM.**

As you collect and format your data, you will begin reducing and analyzing it through coding. Codebooks or code lists allow you (and others if you are part of a research team!) to have a consistent and evolving understanding and record of your codes. In a codebook, you will record what codes you develop from your data, what they mean, and brief, but representative examples of each.

Drawing from Saldaña your codebook should have:

a. Code name—a short, descriptive name
b. Detailed description—1-3 sentences of properties/qualities
c. Inclusion criteria—conditions that merit the code
d. Exemplar(s)—examples that best represent this code

8. Analytic memo
Due –
- Bring a digital draft to class **Wednesday, April 17** for in-class activity.
- Upload the final copy to Canvas by **Sunday, April 28 at 10:00PM.**

By the end of the semester, you will have collected a few data records related to a topic of interest to you/your research. You will probably not feel comfortable writing something definitive about your topic or the data that you have collected, so think about this assignment as a "memo about analytic procedures." In this assignment, the idea is to describe your analytic process and evolving understanding of how best to reduce data and engage in coding to answer your research questions. (Continued on next page.)

The memo should have a meaningful introduction and conclusion, along with the following components:

a. **Description of data reduction.** Describe your system for identifying what parts of the corpus of data you collected were relevant to your research questions and how you developed a dataset.
b. **Description of coding process.** Make use of all the data that you have collected for this project, making sure to represent interviews, documents, and observational data.
c. **Articulation of some preliminary insights.** Use a single code or small set of codes and explore results tentatively in written form. Employ analytic-commentary-units as described by Emerson, Fretz, & Shaw (2011).

d. **Connection to your research questions AND prior theory and/or empirical findings (if you have them!).** Make connections between your results, your stated research questions, and the research literature relevant to your study. "Speaking to the literature" can mean any number of things. This could be an interpretation of your data based on prior theory, an explanation of how your research fills a particular gap in the literature, or a comparison and contrast between your data and a prior study. Make the relation between your theme and the research literature fit what you have in your data.

e. **Future research.** Identify how you would proceed to investigate this theme further if you were to explore it more in depth in the future. You should address additional data to be collected, analysis methods to be used, and theory/literature to be consulted.

f. **Positionality.** Revisit your positionality statement. Speak to the strengths and limitations of your method, your involvement in the study, and the ways in which you have participated in the creation of meaning from the data.

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Course Calendar

* = Posted on Canvas

Module One: Situating Qualitative Research
1. Course overview & introduction
2. Purposes, principles & traditions of qualitative research
3. Establishing relationships, reciprocity, ethics, and IRB

Class Meeting	Date	Readings/Listenings	Assignments due	Submission format
1	1/10	Watch the course introduction video on Canvas and check out the Canvas site **If you have time and are interested**, listen to: Qualitative Conversations Episode 20 - Qualitative Research in a Digital World		
2	1/17	Tachine & Nicolazzo, Ch 1 & 2 *Silberzahn et al., Many analysts, one data set **(SKIM)** **Optional:** *Hatch, Chapter 1, Deciding to do a qualitative study		
3	1/24	Tachine & Nicolazzo, Ch 3 *Patel, Research as relational **Optional:** *Alcoff, The problem of speaking for others	CITI certifications*	Due on Canvas Sunday, 1/28/24 by 10:00PM

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Class Meeting	Date	Reading/Listening	Assignments	Assignment Submission
4	1/31	*Milner, Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen **Listening:** Qualitative Conversations Episode 29—Collaborative and Black Feminist Theory in Qualitative Research **Optional (but highly encouraged this week!):** *Farmer-Hinton, Lewis, Patton & Rivers, Dear Mr. Kozol *Foote & Gau Bartell, Pathways to equity in mathematics education		

Module Two: Design and Methods
1. Relationship between research questions & study design
2. Entering the field
   - access to sites, settings & individuals
   - organizing time and activity in the field
3. Data collection:
   - records of observed interaction
   - debriefing of student observation experience & records
   - interviewing
   - debriefing interviewing & experience of records
   - documents and archival records
4. Organizing & displaying data; preparation for analysis

Class Meeting	Date	Reading/Listening	Assignments	Assignment Submission
5	2/7	Lareau, Chapter 1, 2 & 3 **Optional:** *Fine, Chapter 1 loss and desire	Please bring **DRAFT** Researcher positionality paragraph to class	**Final** Researcher positionality paragraph due on Canvas Sunday, 2/11/24 by 10:00 PM

6	2/14	Lareau, Chapter 4 & 5 * Diaz-Strong, Luna-Duarte, Gómez & Meiners, Too close to the work/There is nothing right now **Listening:** Qualitative Conversations Episode 30- Tips, Tricks, and Stories in Qualitative Interviewing		
7	2/21	Emerson, Fretz, & Shaw, Preface, Chapters 1-3 Lareau, Chapter 6 *Tuck & Yang, R-words		
8	2/28	Emerson, Fretz & Shaw, Chapters 4 & 5 Tachine & Nicolazzo, Ch 9 *Dennis, Ethics of being with/in (SKIM)	Please bring **DRAFT** Interview protocol to class	**FINAL** Interview protocol due on Canvas Sunday, 3/3/24 by 10:00 PM
9	3/6	Emerson, Fretz & Shaw, Chapter 6 Lareau, Chapter 7 **Optional:** * Lester, J. N., & Nusbaum, E. A. (2018). "Reclaiming" disability in critical qualitative research: Introduction to the special issue. *Qualitative Inquiry*, *24*(1), 3-7.	Consider scheduling interviews or observations for this week.	
Spring Break—No class 3/13 I encourage you to use this time to rest and rejuvenate.				

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Module Three: Analysis and Representation
1. Explore recursive analysis
2. Writing analytic memos
3. Triangulating data
4. Coding & identifying emergent patterns
5. Unpacking issues of representation
6. The potential of expanding into a full study

Class Meeting	Date	Readings/Listenings	Assignments due	Submission format
10	3/20	Lareau, Chapter 8 Saldaña, Chapters 1 – 3	Consider scheduling interviews or observations for this week.	
11	3/27	Saldaña, Chapters 4 & 5 **Listening:** Qualitative Conversations Episode 26—CAQDAS	**ASYNCHRONOUS CLASS MEETING**	
12	4/3	Lareau, Chapter 9 Saldaña, Chapter 6	Please bring **DRAFT** Interview Transcripts and/or **DRAFT** Field Notes from observation to class	Both **FINAL** Interview Transcripts and **FINAL** field notes due on Canvas Sunday, 4/7/24 by 10:00 PM
13	4/10	Coding & Writing Retreat!	Please bring **DRAFT** Codebook and all data to class	**FINAL** Codebook due on Canvas Sunday, 4/14/24 by 10:00 PM
14	4/17	Read the first half of your chosen Qualitative Book Club book	Please bring **DRAFT** Analytic Memo and Qualitative Book Club book to class	
15	4/24	Finish your chosen Qualitative Book Club book Celebration + Wrap Up!	Please bring Qualitative Book Club book to class	**FINAL** Analytic Memo due on Canvas Sunday, 4/28/24 by 10:00 PM

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Course and University Policies

Attendance
Class attendance is important for discussion and learning, and so students should try to attend class on time and for the full duration. Please email me (loridoc@pitt.edu) if you need to miss class (this is requested only as a courtesy so I will know whether to expect you; I understand that sometimes illness or other life challenges happen).

Inclusion and Nondiscrimination
As the course instructor, I am committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, non-gender-normative, and further. This includes fostering an environment that is as safe and inclusive as possible. It is my intention to name and correct as best as possible any actions on my part that fall short of these commitments. If everyone in the class is likewise committed, the work should be more easily facilitated. I am also committed to making the class mentally and physically accessible to anyone wishing to participate.

The University of Pittsburgh prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran. The University is committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages.

I am committed to including the voices of minoritized groups in this class, including those of womxn and other people of color, transgender people, LGBTQIA+ people, non-Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable because of your social identities and background or how they are perceived, I encourage you to let me know. If you do not feel comfortable talking with me, you can contact the Office of Diversity & Inclusion http://www.diversity.pitt.edu/

Cases of discrimination and harassment based on protected identities should be reported to the Title IX office http://www.titleix.pitt.edu/report/report-incident

If you have a disability for which you are or may be requesting accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) or email (drsrecep@pitt.edu) to schedule an appointment. The Disability Resources and Services office is located at 140 William Pitt Union.

Pregnant and Parenting Students' Rights and Resources:
University guidelines are posted at: https://www.diversity.pitt.edu/diverse-populations/pregnant-and-parenting-students

> **Please note**: Should you be adopting, fostering, or otherwise significantly shifting your dependent care demands, or should you be a student whose gender is not clearly covered by the policy and is pregnant, etc., and would like accommodations, please let me know as soon as possible so we can work together to establish a fair, respectful, and supportive plan.

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Pitt guidelines on class attendance and observance of religious holidays:
The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. I interpret this language to apply to cultural and spiritual observances, feasts, dances, ceremonies, etc., not covered by colonial notions of religion and/or culture. Please tell me of any anticipated absences related to the guidelines.

Basic Needs Security and Resources
Some students are unable to afford groceries or access sufficient food to eat every day. Some students lack a safe and stable place to live. Some students experience challenges balancing school with paid work, childcare, and other family obligations. Those challenges can create considerable anxiety for students and may also affect students' performance in their courses. I encourage students experiencing challenges with food, housing, work and/or family obligations to let me know (loridoc@pitt.edu; 412-624-1332) if you are comfortable in doing so. This will let me help you access support.

In addition, Urban Education doctoral student Chris Wright compiled the following resources to support students

- Having trouble affording groceries or accessing sufficient and healthy food to eat every day, can
    - Contact Pitt Pantry: pantry@pitt.edu
    - Access the Pitt Pantry: https://www.studentaffairs.pitt.edu/pittserves/the-pitt-pantry/what-to-expect/
    - Access the Greater Pittsburgh Community Foodbank https://www.pittsburghfoodbank.org/get-help/drive-up/
- Lacking a safe and stable place to live
    - affordable housing assistance
        - **Action Housing:** 611 William Penn Place, Suite 800; Pittsburgh, PA 15219 Phone: 412-281-2102. Assists in locating affordable housing
        - **Allegheny County Housing Authority:** 625 Stanwix Street, 12th floor; Pittsburgh, PA 15222 Phone: 412-355-8940. Assists in locating affordable housing
    - shelter options
        - **Allegheny County Bureau of Hunger and Housing Services** Phone: 412-350-4354 This is an area homeless resource.
        - **East End Cooperative Ministry:** 6140 Station Street; Pittsburgh, PA 15206 Phone: 412-361-5549. Emergency shelter provides refuge for the night, case management, breakfast and dinner, a shower and laundry services for people older than 18. Individuals can stay in the Emergency Shelter for up to 60 days.
- Facing gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence harassment
    - contact the Title IX office: https://www.diversity.pitt.edu/civil-rights-title-ix/policies-procedures-and-practices/sexual-misconduct-and-title-ix
- Experiencing sexual violence
    - contact Pittsburgh Action Against Rape:

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- 24-hour crisis intervention, counseling, and advocacy for victims of sexual assault
- Phone: 1-866-363-7273
- Website: <mark>Home - PAAR</mark>
- Experiencing racial violence, discrimination, harassment, etc.,
  - <mark>https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices/notice-non-discrimination</mark>

Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in EFOP (Ed Foundations, Org, & Policy) believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the associate chair of the Department of Educational Foundations, Organizations, and Policy (Dr. Max Schuster); (3) if needed, next talking to the academic integrity officer of the school (Dr. Andrea Zito, Assistant Dean); and (4) if needed, file a written statement of charges with the academic integrity officer.

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators. See the School of Education Academic Integrity guidelines, <mark>http://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx</mark>

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Acknowledgements

This syllabus was collaboratively developed over many years and interactions. Many thanks to prior EDUC 3104 students for resources and improvements and colleagues for their support and insights in conversations and other course interactions. Special thanks to Drs. Gina Garcia, Mike Gunzenhauser, Leigh Patel, and Sabina Vaught for the language that I have adapted around policies and suggested resources.

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