

CRP 3201/6201: Research Design and Qualitative Methods

Cornell University Department of City and Regional Planning

Fall 2017

Lectures:	Tuesdays and Thursdays, 8:40 – 9:55am, Sibley Hall 115	
Instructors:	Linda Shi, Asst. Professor	Cory Lee Mann, GTRS
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Office Hours:	Thurs 3 – 5pm, or by appt	
Sign up on:	http://bit.ly/2tqoZUC	

Course Objectives

By the time you get around to taking this course, you have undoubtedly conducted research already. So what makes academic research “scientific” or “rigorous”? How do you know if what you have found through your research is “true”, or at least, “valid”? Moreover, will your research matter or be useful to the real world? This course is intended to introduce students in urban planning (primarily at the master’s level, but also undergraduates and doctoral candidates) to debates around the uses of qualitative research, elements of research design, and methods of qualitative data collection and analysis. By the end of the course, you should be well equipped to undertake your own fieldwork, and feel confident in your ability to assess the design, execution, and interpretation of qualitative research.

The course builds these skills by asking you to design a research project. Students who plan to do a thesis can use this class to develop a thesis proposal. Others can develop an imagined research project in an area of interest, but writ small on Cornell’s campus. For instance, students interested in social equity in access to food might design a research project concerning this issue in the context of Risley Hall. In either case, at the beginning of the semester, you will select a research topic, a question, and a case through which to investigate your question. Over the course of the semester, we will practice different qualitative research. Some of these will ask you to test the methods on your specific project (for instance by interviewing someone, or observing your case in some way). For other methods, such as archival research and questionnaire design, we will practice as a group on a class research project – the design of open spaces on Cornell Campus. You will reflect on your experience with different methods, and then determine which one(s) you feel will be most appropriate for your research. At the end of the semester, you will compile, synthesize, and edit the assignments you developed throughout the course into a well-crafted 10-page proposal for future research to be submitted to an imaginary CRP research grant. The proposal will have a specific research question, supporting literature review, justification of case selection, explanation of methods of data collection and analysis, and discussion of research ethics.

Intended Learning Outcomes

The national accreditation system that reviews professional planning programs requires that each course make clear three kinds of pedagogic objectives: those relating to “general planning knowledge,” “planning skills,” and “values and ethics.”

This course will introduce you to the following kinds of **Planning Knowledge**:

- Forms, uses, strengths and limitations of qualitative research, and its relationship to quantitative research
- How qualitative research has been used in the urban planning context

Give you a chance to practice the following **Planning Skills**:

- Design reliable and valid research in support of efforts to improve urban environments
- Gather and analyze qualitative data
- Learn to give and take constructive criticism through peer reviews
- Draft grant proposals

And push you to develop your personal **Planning Values and Ethics** by:

- Learning about and discussing examples of historic and contemporary research that has compromised the rights and well being of human subjects
- Evaluating the ethics of your own research proposal and responsibility to research subjects

Assignments – 10 Steps to Success!

This class has 10 assignments that break the research proposal down into small, manageable steps. Assignments are due before class (usually, but not always, on Thursdays) on Blackboard.

Class Participation (10%) – Students are required to attend all classes and contribute to class discussions. The course is run primarily as a seminar / workshop, with limited amounts of lecture.

A1 (Due 8/31 – 5%): Review and assess 2 submitted theses. Find and review two theses relevant to your areas of research interest and write a maximum of two pages (double spaced) discussing your reactions to the way the students framed their questions, the methodological and analytical approaches taken, and the analysis and credibility of the conclusions. Bachelors, masters, and doctoral students should find past theses at their own level. Be prepared to discuss your comments and critiques, especially as they inform your own process.

A2 (Due 9/12 – 15%): Identify a topic, question, and possible literature. Write a short paragraph about the topic, issue, or puzzle that you are interested in addressing. Follow this paragraph with up to three questions that you think you would like to answer in your thesis. Use the recommendations in the readings to help you systematically work through your ideas. Identify 2-3 areas of literature that inform your research question and identify 3 key publications in each area. Write one paragraph about each area summarizing the readings for that area, and a final paragraph synthesizing the literature and how that leads you to your research question.

A3 (Due 9/19 – 5%): Select a site. Write a paragraph about the site you have chosen to conduct your research. Explain why this is an appropriate site to study your question, the unit of analysis, and how you will obtain access to the site.

A4 (Due 10/3 – 10%): Field notes from site observation. Spend at least one hour participating in and/or observing your site. Write up your field notes (two-pages, double spaced) of your observations, drawing on the readings.

A5 (Due 10/12 – 10%): Transcript of interview. Conduct an interview with someone regarding your research site and topic. The interview should last about 15-30 minutes, and be recorded. Transcribe your interview in full.

A6 (10/24 – P/F): Complete IRB human subjects training. Complete the CITI Basic Human Subject Research Training and pass the online exam. Send a copy of your “Completion Report” to the GTRS. This assignment is graded as full credit/ no credit. Keep in mind that the exam takes several hours to complete, so plan accordingly.

A7 (Due 11/2 – 15%): Rough draft of grant proposal. Submit a rough draft of your proposal (5 pages). Your proposal at this stage should have: 1a) an introduction that frames your research and states your research question; 2) a brief literature review informing your research question; 3) an outline of your case selection rationale and data collection methods.

A8 (Due 11/16 – 10%): Analysis of data. Select one of the analytical techniques taught in class and apply it to one of the forms of data you have collected about your site. Submit a two-page analysis of the data.

A9 (Due 11/28 – 10%): Presentation of proposal. Develop a 5-slide, 5-minute presentation of your research proposal and give it in class. All proposals are due on 11/28, although half the class will present on Tuesday (11/28), and half will present on Thursday (11/30). There will be time for students to give each other feedback on their proposals after each presentation.

A10 (Due 12/7 – 10%): Final proposal. Write a final proposal (10 pages, double-spaced, exclusive of references). This version should respond to the feedback you received from the instructor and peers, and include additional sections on data analysis and research ethics that were not in the draft version.

Readings

All readings will be available on the password protected Blackboard course website, or placed on course reserve. For your own convenience and future resources, you may want to purchase the following books, from which I have assigned several chapters. These cannot be made available digitally due to copyright regulations, and will be available on course reserve.

- Singleton, Royce A. and Bruce C. Straits. 2009. *Approaches to Social Research, Fifth Edition*. Oxford: Oxford University Press.
- Booth, Wayne, Gregory G. Colomb, and Joseph M. Williams. 2003. *The Craft of Research*. Chicago: University of Chicago Press.
- John Zeisel. 2006. *Inquiry by Design: Tools for Environment-Behavior Research*. New York: Cambridge University Press.
- Whyte, William Foote. 1984. *Learning from the Field: A Guide from Experience*. Newbury Park, CA: Sage.

Technology

Use of laptops and cellphones are not permitted in class unless otherwise indicated.

Written Work

The Knight Institute for Writing provides seminars and other assistance with writing, including a walk-in service in the evenings on four locations across campus. See bit.ly/2h6nsgQ

Academic Accommodation

If you have a disability-related need for reasonable academic adjustments in this course, please provide us with an accommodation letter from Student Disability Services (sds.cornell.edu). You are expected to give two weeks notice of the need for accommodations.

Academic Misconduct

Please remember that plagiarism is a serious offence that can result in expulsion from the University. Never 1) turn in an assignment that you did not write yourself, 2) turn in an assignment for this class that you previously turned in for another class. Cornell's Code of Academic Integrity and Acknowledging the Work of Others is found in the *Policy Notebook for the Cornell Community* at bit.ly/2u2ITAJ.

OVERVIEW OF SYLLABUS

Date	Topic	Assignment Dues (by 8am)
T August 22	Introduction to the course	
Elements of Research Design		
R August 24	Ways of knowing	
T August 29	Epistemological approaches to knowledge	
R August 31	Overview of research design	A1: Review past theses
T September 5	From topics to questions	
R September 7	From questions to literature reviews	
T September 12	Unit of analysis, case selection, sampling	A2: Topic, question, literature
R September 14	Workshop on reading grant proposals	
Qualitative Research Methods		
T September 19	Principles of archival research (at Kroch Library)	A3: Select site
R September 21	Workshop on archival research	
T September 26	Principles of participant observation	
R September 28	Workshop on participant observation	A4a: Observe site
T October 3	Principles of interviewing	A4b: Submit field notes
R October 5	Workshop on interviewing	A5a: Conduct an interview
T October 10	Fall Break, No Class	
R October 12	Mixed methods (Rizal Sutikno, guest)	A5b: Submit interview transcript
T October 17	Principles of survey research	
R October 19	Workshop on designing survey questionnaires	
T October 24	Ethics of researching human subjects	A6: IRB Training
R October 26	Workshop on writing grant proposals	
Analyzing Qualitative Data		
T October 31	Strategies in data analysis	
R November 2	Analyzing visual materials: maps and photos	A7: Draft research proposal
T November 7	From grounded theory to coding	
R November 9	Process tracing and historical narratives	
T November 14	Ethnographic narratives	
R November 16	Validity and reliability	A8: Analysis of data
T November 21	Making social science matter	
R November 23	Thanksgiving, No Class	
Presenting Research Proposals		
T November 28	Student presentations	A9: Presentation of proposal
R November 30	Student presentations	
R December 7	Final Proposal Due	A10: Final proposal

ASSIGNED READINGS

(subject to change, follow the version on Blackboard, which will be most up to date)

Tuesday 8/22 – Introduction

■ RESEARCH DESIGN

Thursday 8/24 – Ways of Knowing

Royce A. Singleton and Bruce C. Straits. 2009. "Chapter 2: The Nature of Science" in *Approaches to Social Research, Fifth Edition*. Oxford: Oxford University Press, pp. 14-40.

John W. Creswell and Cheryl N. Poth. 2018 (4th ed). "Chapter 2: Philosophical Assumptions and Interpretive Frameworks" in *Qualitative Inquiry and Research Design: Choosing from Among Five Traditions*. Thousand Oaks: Sage pp. 15-40.

Skim: Randall Collins. 1994. "Prologue: The Rise of the Social Sciences" in *Four Sociological Traditions*. New York: Oxford University Press, pp. 3-46.

Recommended

Casti, John L. 1989. *Paradigms Lost: Tackling the Unanswered Mysteries of Modern Science*. New York: Avon Books: 1-67.

Thomas Kuhn. 1996 (1960 original). "Introduction" and "Conclusion" in *The Structure of Scientific Revolutions*. Chicago, IL: University of Chicago Press.

Tuesday 8/29 – Epistemological Approaches to Knowledge: Qualitative vs. Quantitative Research

Tarrow, Sidney. 2010. "Bridging the Quantitative-Qualitative Divide." in *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Eds. Henry Brady and David Collier. Lanham, MD: Rowman and Littlefield Publishers, Inc. pp. 101-110.

Morgan, Gareth and Linda Smircich. 1980. "The Case for Qualitative Research." *The Academy of Management Review* 5: 491-500.

Recommended

Becker, Howard S. 1996. "The Epistemology of Qualitative Research." Pp. 53-71 in R. Jessor, A. Colby, and R Schweder (eds.), *Ethnography and Human Development: Context and Meaning in Social Inquiry*. Chicago: University of Chicago Press.

Thursday 8/31 – Overview of Research Design

Singleton, Royce A. and Bruce C. Straits. 2009. "Chapter 4: Elements of Research Design." *Approaches to Social Research, Fifth Edition*. Oxford: Oxford University Press.

Alford, Robert R. 1998. "Designing a Research Project" and "The Craft of Inquiry" In *The Craft of Inquiry: Theories, Methods, Evidence*. New York: Oxford University Press.

Sternberg, Ernest. 1994. "What is a Master's Thesis in Planning?" *Journal of Planning Education and Research* 13: 284-289.

Recommended

Bolker, Joan. 1998. Chapter 2, "Choosing an Advisor and a Committee." In *Writing Your Dissertation in*

Fifteen Minutes a Day. New York: Henry Holt.

Tuesday 9/5 – From Topics to Questions

Booth, Wayne, Gregory G. Colomb, and Joseph M. Williams. 2003. Chapter 3, “From Topics to Questions,” and Chapter 4, “From Questions to Problems.” In *The Craft of Research*. Chicago: University of Chicago Press.

Skim: Craig C. Lundberg and Cheri A. Young (eds.). 2005. “Inventing and Framing Research” in *Foundations for Inquiry: Choices and Trade-Offs in the Organizational Sciences*. Stanford University Press, pp. 247-285.

Thursday 9/7 – From Questions to Literature Reviews

Booth, Wayne, Gregory G. Colomb, and Joseph M. Williams. 2003. Chapter 5, “From Questions to Sources,” and Chapter 6, “Using Sources.” In *The Craft of Research*. Chicago: University of Chicago Press.

Creswell, John W. 1994. Chapter 2, “Review of the Literature.” *Research Design: Qualitative and Quantitative Approaches*. Thousand Oaks: Sage Publications.

Helpful summary: University of Minnesota Duluth, “How to write a lit review”:
<http://www.d.umn.edu/~hrallis/guides/researching/litreview.html>

Tuesday 9/12 – Units of Analysis, Case selection and Sampling

Robert Yin. 2008. *Case Study Research: Design and Methods Third Edition*. Thousand Oaks: Sage. Read pages 1-19, skim remainder of book as interested.

Bent Flyvbjerg. 2006. “Five Misunderstandings about Case-Study Research”, in *Qualitative Inquiry*, 12(2): 219-245.

Seawright, Jason and John Gerring. 2008. “Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options.” *Political Research Quarterly* 61: 294-308.

Recommended

Barbara Geddes, “How the Cases You Choose Affect the Answers You Get: Selection Bias and Related Issues,” *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics* (University of Michigan Press, 2003), pp. 89-130.

Vinit Mukhija, “N of One plus Some: An Alternative Strategy for Conducting Single Case Research.” *Journal of Planning Education and Research* 29, 4 (2010), 415-426.

Thursday 9/14 – Workshop on reading proposals

Sample proposals – TBA

Recommended

Watts, Michael. 2006. “In Search of the Holy Grail: Projects, Proposals, and Research Design, but Mostly About Why Writing a Dissertation Proposal Is So Difficult.” *A Handbook for Social Science Field Research*. Sage. Pp. 175-196.

■ QUALITATIVE RESEARCH METHODS

Tuesday 9/19 – Historic Archival Research (field trip to Kroch Library)

Zeisel, *Inquiry by Design*, Chapter 13 “Archives.” *Inquiry by Design: Tools for Environment-Behavior Research*. New York: Cambridge University Press.

Recommended

Joseph Heathcott. 2007. “Reading the Accidental Archive: Architecture, Ephemera, and Landscape as Evidence of Urban Public Culture.” *Winterthur Portfolio* 41(2): 239-268.

Thursday 9/21 – Workshop on archival research

Pick one of the following:

Mario Luis Small. 2004. Chapters 1-2, Appendix, in *Villa Victoria*. Chicago, IL: University of Chicago Press.

Eric Klinenberg. 2002. *Heat Wave: Social Autopsy of a Disaster in Chicago*. Chicago: University of Chicago Press.

Lily Baum Pollans. 2017. Either Chapter 4 (Seattle) or Chapter 5 (Boston) in *Waste Ways: Regimes and resistance on the path to sustainable urban infrastructure, Regimes and resistance on the path to sustainable urban infrastructure (Dissertation)*. Cambridge, MA: MIT. Available online at: <https://dspace.mit.edu/handle/1721.1/108953>

Tuesday 9/26 – Principles of Participant Observation

John Zeisel. 2006. Chapter 7, “Observing Physical Traces”; Chapter 8, “Observing Environmental Behavior.” *Inquiry by Design: Tools for Environment-Behavior Research*. New York: Cambridge University Press.

Ronald Lee Fleming. 1990. “Questions to Ask a Space.” *Places*, 6(4), pp. 12-13.

Bernard, H. Russell. 2002. “Field Notes: How Take Them, Code Them, Manage Them.” Pp. 365-389 in *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Altamira Press.

Recommended

William Foote Whyte. 1984. “Observation” Chapter 5 in *Learning from the Field: A Guide from Experience*. Newbury Park, CA: Sage.

Thursday 9/28 – Workshop on Participant Observation

Herbert J. Gans, “The Participant-Observer as a Human Being: Observations on the Personal Aspects of Field Work.” (1968).

Elliot Liebow, “A Field Experience in Retrospect,” from *Tally’s Corner* (Boston: Little Brown, 2003), pp. 151-166.

Dolores Hayden. 2004. “Decoding Everyday American Landscapes” in *A Field Guide to Sprawl* (New

York: W.W. Norton, pp. 7-16.

Examples

Herbert J. Gans. 1967. "Introduction" (pp. xv-xxix) and "Appendix: Methods of Study" (pp. 435-450) in *The Levittowners: Ways of Life and Politics in a New Suburban Community*. New York: Pantheon Books.

Solomon, Avi. 2012. "Working Undercover in a Slaughterhouse: Interview with Timothy Pachirat." *BoingBoing*. 8 March. <http://boingboing.net/2012/03/08/working-undercover-in-a-slaugh.html>

Tuesday 10/3 – Principles of Interviewing

Weiss, Robert S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: The Free Press. Selected chapters TD.

Wildavsky, Aaron. 1993. "Chapter 5, "The Open-Ended, Semistructured Interview: An (Almost) Operational Guide." In A. Wildavsky (ed.), *Craftways: On the Organization of Scholarly Work*. New Brunswick, NJ: Transaction Publishers.

Hesse-Biber, Sharlene Nagy and Patricia Leavy. 2004. "In-Depth Interviewing." Chapter 4 in *Approaches to Qualitative Research*. New York, Oxford: Oxford University Press.

Examples of Uses of Interviews:

Lance Freeman, *There Goes the 'Hood* (Philadelphia: Temple University Press, 2006), "Appendix: Methodology," 211-217.

William Foote Whyte, *Street Corner Society: The Social Structure of an Italian Slum* (Chicago: University Of Chicago Press, 1993 [original1943]), pp. 279-373.

Thursday 10/5 – Workshop on Interviewing

Leech, Beth. 2002. "Asking Questions: Techniques for Semistructured Interviews." *Political Science & Politics* 35(4): 665-668.

Whyte, William Foote. 1984. "Interviewing Strategies and Tactics" Chapter 6 in *Learning from the Field: A Guide from Experience*. Newbury Park, CA: Sage.

Tuesday 10/10 – Fall Break, no class

Thursday 10/12 – Mixed Methods (Rizal Sutikno, guest lecture)

Hesse-Biber, Sharlene Nagy. *Mixed methods research: Merging theory with practice*. Guilford Press, 2010.

Additional readings TBD

Examples of mixed methods research

Matthew Desmond. 2016. *Evicted*. New York, NY: Broadway Books. Available as e-book on Cornell's Library.

Eric Klinenberg. 2002. *Heat Wave: Social Autopsy of a Disaster in Chicago*. Chicago: University of Chicago Press.

Tuesday 10/17 – Principles of Survey Research

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014, 4th ed.). Chapters 1 & 2 of *Internet, phone, mail, and mixed-mode surveys: The tailored design method*.

Krosnick, J. A. (1999). Survey research. *Annual Review of Psychology*, 50, 537-567.

Examples of Questionnaires:

Janice Perlman, *Favela* (Oxford: Oxford University Press, 2010), “Preface” and “Appendix 1: Research Methods and Challenges”, xiii-xxiv, 341-354

Thursday 10/19 – Workshop on Designing Survey Questionnaires

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014, 4th ed.). Chapter 3 – 5 of *Internet, phone, mail, and mixed-mode surveys: The tailored design method*.

Schaeffer, N. C., & Presser, S. (2003). The science of asking questions. *Annual Review of Sociology*, 29(1), 65-88.

Tuesday 10/24 – Research Ethics

Take the Cornell IRB Human Subjects Training. Select the “IRB – Basic” option at:

<http://www.oria.cornell.edu/training/citi/login/index.cfm>

PICK ONE of following two examples:

1) Venkatesh, Sudhir. 2008. *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*. New York: Penguin Press. Chapters 1 & 6. pp. 1-26 and 185-218.

Waterston, Alisse. 2012. “Exoticizing the Other and the Author: Commentary on *Gang Leader for a Day* by Sudhir Venkatesh.” *North American Dialogue* 15(1): 13-17.

2) Parry, Marc. 2011. “Harvard Researchers Accused of Breaching Students’ Privacy.” *Chronicle of Higher Education*. July 10. <http://chronicle.com/article/Harvards-Privacy-Meltdown/128166/>

Zimmer, Michael. 2010. “‘But the Data Is Already Public’: On the Ethics of Research in Facebook.” *Ethics and Information Technology* 12(4):313-325.

3) John van Maanen. 1983. “On the Ethics of Field Work” in R.B. Smith (ed.), *An Introduction to Social Research: Volume 1 of Handbook on Social Science Methods*. Cambridge, MA: Ballinger Publishing Co., pp. 227-251.

Recommended

Singleton, Royce A. and Bruce C. Straits. 2009. Chapter 3 in *Approaches to Social Research, Fifth Edition* (p. 47-76). Oxford: Oxford University Press.

Thursday 10/26 – Putting Together a Research Proposal

Locke, Lawrence F., Waneen Wyrick Spirduso, and Stephen J. Silverman. 2007. *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals*. Thousand Oaks, CA: Sage Publications. Read pages 3-24; skim 41-128 and 201-312 as interested.

Przeworski, Adam, and Frank Salamon. 1988. *On the Art of Writing Proposals: Some Candid Suggestions for Applicants to Science Research Council Competitions*. Available at: http://www.ssrc.org/fellowships/art_of_writing_proposals

Martin, J. (1981). A Garbage Can Model of Psychological Research Process. *The American*, 25(2), 131–151.

■ QUALITATIVE RESEARCH ANALYSIS

Tuesday 10/31 – Strategies in Qualitative Data Analysis

Hesse-Biber, Sharlene Nagy and Patricia Leavy. 2006. "Analysis and Interpretation of Qualitative Data." Chapter 10 in *The Practice of Qualitative Research*. Sage Publications.

Whyte, William Foote. 1984. "Focusing the Study and Analyzing the Data." Chapter 5 in *Learning from the Field: A Guide from Experience*. Newbury Park, CA: Sage.

Thursday 11/2 – Visual media: photos and maps

Jon Wagner, "Introduction: Information in and about Photographs;" John Collier, "Evaluating Visual Data," and John Collier, "Visual Anthropology," in Jon Wagner, ed., *Images of Information: Still Photography in the Social Sciences* (Beverly Hills: Sage, 1979).

Ryan, B. D. (2011). Reading Through a Plan: A Visual Interpretation of What Plans Mean and How They Innovate. *Journal of the American Planning Association*, 77(4), 309–327.

Denis Wood, "Maps are Embedded in a History They Help Construct," in *The Power of Maps*, (New York: The Guilford Press, 1992), 28-47.

Examples of visual media in research:

William H. Whyte. "The Social Life of Small Urban Spaces".
<https://archive.org/details/SmallUrbanSpaces>

Jerold Kayden. 2000. *Privately Owned Public Space*. Wiley.

John Reps. 1965. Skim to see use of maps and figures; see especially the note on cartographic research methods, pp. 541-542. *The Making of Urban America*. Princeton, NJ: Princeton University Press.

Rebecca Solnit and Rebecca Snedeker, *Unfathomable City: A New Orleans Atlas* (University of California Press, 2013), excerpts.

Gregory Bateson and Margaret Mead, *Balinese Character: A Photographic Analysis* (1942), Introduction, and browse through the photographs in the rest of the book.

Recommended

Jeremy W. Crampton and John Krygier, "An Introduction to Critical Cartography," *ACME: An International E-Journal for Critical Geographies*, 4, 1 (2006), 11-33; available at <http://www.acme-journal.org/vol4/JWCJK.pdf>

Lisa Peattie, *Planning: Rethinking Ciudad Guayana* (Ann Arbor: University of Michigan Press, 1987), Chapter 6, "Representation."

Tuesday 11/7 – From Grounded Theory to Coding

Allen, N., & Davey, M. (2017). The Value of Constructivist Grounded Theory for Built Environment Researchers. *Journal of Planning Education and Research*, 1-11.

Walsh, I., Holton, J. A., Bailyn, L., Fernandez, W., Levina, N., & Glaser, B. (2015). What Grounded Theory Is...A Critically Reflective Conversation Among Scholars. *Organizational Research Methods*, 18(4), 581–599.

Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. London: Sage Publications Limited.

Flick, Uwe. 2009. "Coding and Categorizing." Chapter 23 in *An Introduction to Qualitative Research*. Thousand Oaks, CA: Sage.

Examples of Use of Interviews Analysis:

Lance Freeman. 2006. "Chapter 4: Making Sense of Gentrification" in *There Goes the 'Hood*. Philadelphia: Temple University Press, pp. 95-124.

Isabelle Anguelovski. 2014. *Neighborhood as Refuge: Community Reconstruction, Place Remaking, and Environmental Justice in the City*. Cambridge, MA: MIT Press.

Thursday 11/9 – Process Tracing and Historical Narratives

Hayden White. 1978. "Interpretation in History" in *Tropics of Discourse: Essays in Cultural Criticism*. Baltimore: Johns Hopkins University Press, pp. 51-75.

George, Alexander L., and Andrew Bennett. 2005. "Process-Tracing and Historical Explanation" in A. L. George and A. Bennett (eds.), *Case Studies and Theory Development in the Social Science*. Cambridge, Mass: MIT Press, pp. 205-232.

Bennett, Andrew and Colin Elman. 2006. "Complex Causal Relations and Case Study Methods: The Example of Path Dependence." *Political Analysis* 14(3): 250.

Example

Lily Baum Pollans. 2017. Chapter 3 in *Waste Ways: Regimes and resistance on the path to sustainable urban infrastructure, Regimes and resistance on the path to sustainable urban infrastructure* (Dissertation). Cambridge, MA: MIT. Available online at: <https://dspace.mit.edu/handle/1721.1/108953>

Recommended

Mahoney, James and Dietrich Rueschemeyer, Eds. 2003. *Comparative Historical Analysis in the Social Sciences*. New York: Cambridge University Press.

Tuesday 11/14 – Ethnographic Narratives

Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture" and "Deep Play: Notes on the Balinese Cockfight" in *The Interpretation of Cultures*. New York: Basic Books.

Thursday 11/16 – Sources of Error, Reliability, Validity

Singleton, Royce A. and Bruce C. Straits. 2009. Chapter 5 in *Approaches to Social Research, Fifth Edition* (p. 115-149). Oxford: Oxford University Press.

Tuesday 11/21 – Making Social Science Matter

Campbell, Heather. 2012. "Planning to Change the World: Between Knowledge and Action Lies Synthesis." *Journal of Planning Education and Research* 32: 135-146.

Forsyth, Ann. 2012. "Alternative Cultures in Planning Research—From Extending Scientific Frontiers to Exploring Enduring Questions." *Journal of Planning Education and Research* 32: 160-168.

Siemiatycki, Matti. 2012. "The Role of the Planning Scholar: Research, Conflict, and Social Change." *Journal of Planning Education and Research* 32: 147-159.

Thursday 11/23 – Thanksgiving, No Class

Tuesday 11/28 – Student presentations

Thursday 11/30 – Student presentations

Thursday 12/7 – Final Proposals Due