

CRS 713: QUALITATIVE RESEARCH METHODOLOGY
DEPARTMENT OF CONSUMER, APPAREL, & RETAIL STUDIES
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
SPRING 2024
WEDNESDAYS, 5:30 – 8:20 P.M.
244 STONE BUILDING

PROFESSOR: Dr. Nancy Hodges
209 Stone Building
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Office Hours: By appointment

CATALOG DESCRIPTION:

Exploration of development and use of qualitative research methodology in consumer, apparel, and retail studies. Focus on application of qualitative methodology to diverse research problems, data collection procedures, and analysis approaches.

STUDENT LEARNING OUTCOMES:

On completion of this course, the student will be able:

- To be knowledgeable of the philosophical foundations of qualitative approaches to research.
- To understand the development of qualitative research in consumer and apparel research.
- To understand the difference between qualitative and quantitative methodologies and their appropriate applications in consumer, apparel and retail research.
- To be knowledgeable of the diverse techniques employed in qualitative methodology within consumer, apparel, and retail research.
- To apply qualitative methods within the research process.

CONTENT OUTLINE:

The course is discussion based and is divided into three main parts. The first part is devoted to exploring the foundations and development of qualitative methodology. Issues to be discussed include: the relationship between epistemology and methodology, uses of the qualitative approach, the qualitative vs. quantitative debate within academia at large and within consumer, apparel and retail research specifically, and basic qualitative methodological perspectives including phenomenology, hermeneutics, ethnography and other approaches as they apply to research in the field.

The second part of the course explores the variety of data collection techniques commonly used within qualitative methodology including depth interviews, focus groups, participant observation, narratives, case studies, as well as digital and visual methods. This portion of the course also integrates an examination of typical data gathering techniques such as field notes, transcriptions, and photo/video documentation for use in various types of consumer and apparel research, including consumer behavior, marketing methods and research, and related topics.

The third and final part of the course covers issues important to the analysis of qualitative data, including thematic interpretation, grounded theory, and computer-aided approaches to data analysis. Issues of validity, ethics and representation within contemporary qualitative research are also addressed.

EVALUATION:

Discussion Leadership and Participation

The course is conducted in seminar format, with several content related readings assigned for discussion each week. Attendance is required. Students are expected to participate in the discussion of all readings, but will be assigned leadership of several readings on a rotating basis. Learning is emergent, in that it is the result of reading and discussing the ideas and concepts that surface within the articles. It is therefore expected that ALL students will contribute to the discussion each night. Do not underestimate the impact that lack of participation has not just on one's grade, but on the learning outcomes that one gains from being actively engaged in discussion.

Reaction Posts

To prepare for our weekly discussions, all students are expected to post three comments or questions to the Canvas Discussion Board pertaining to the readings assigned for each week. Although these questions should be in preparation for our discussion, they can be posed during class time in addition to being posted online. **Note: This does not mean that you only have to respond with comments or questions three times during the entire class period.** The three posts are simply a way for you to share your perspective on the readings with class members. Due every week **by 11:59pm on Tuesdays (the day before class meets)**, these posts can be used by discussion leaders in preparation for leading the discussion of a particular reading. Reaction posts should be based on thoughts, questions, insights, and ideas and should indicate a thorough and critical reading of the article and thoughtful preparation for the week's discussion. Post content should NOT consist of simply "I like this paper/I hate this paper/This paper was hard," or similarly lame surface comments. **A total of 10 weeks of posts are required.** There is a total of 11 weeks of discussion. You therefore have one week "off," wherein you do not have to post your reactions. Use it wisely. However, you must still be prepared for **and** participate in the discussion for that week.

Topic Papers

Three topic papers will be due during the course of the semester which will allow you to explore topics covered in the readings and discussed during class more in-depth. Four options for topic papers will be given at the beginning of the semester. Each student will write the first paper, and then choose two of the remaining three topics to write on and submit. That means you will submit a total of three topic papers. Each paper is worth 50 points, for a total of 150 points possible, and should be no longer than 5-7 pages, excluding references. Specific criteria and topics will be provided at the beginning of the semester.

Term Paper and Presentation

A term paper that addresses qualitative research methods relative to consumer, apparel and retail studies and a presentation of the findings are also required. Potential topics for the paper can range from exploration of a specific qualitative method or methods, a specific concept relevant to

qualitative research (e.g., validity, sampling, etc.), or an issue of importance to current discussions of qualitative research (e.g., voice, representation, power, etc.). Students will work with the Professor to determine an appropriate topic for the research paper. **APA guidelines (7th edition) must be followed in the preparation of the paper and an abstract must be included.** **NOTE:** The term paper must draw from research and literature **beyond** those readings already assigned to the class. A succinct presentation of the topic during class time is also required. Presentations will occur during the final class meeting.

The breakdown for evaluation is as follows:

- 50 points Discussion leadership
- 50 points Discussion participation
- 150 points Short papers
- 200 points Term paper
- 50 points Presentation

Total possible points = 500. Grades will be assigned on a scale of A, A-, B+, B, B-, C+, C, and F. Late work (with the exception of the term paper) will be accepted up to 11:59 pm two weekdays after the assigned due date, but will be penalized an automatic reduction of one full grade prior to evaluation. Work submitted after the two weekday grace period will not be accepted. No late term papers will be accepted, regardless of reason. Absences, late arrivals and early departures will count against the total participation points. The UNCG Academic Honor Code and Integrity Policy will be followed for all assignments including the reaction posts, topic papers, term paper, and presentation. Per university guidelines, the use of AI to generate any part of your assignments for this course constitutes a violation of the University's policy on plagiarism, because it represents thoughts or ideas of another as your own.

TENTATIVE COURSE OUTLINE:

Week One: January 10

- Introductions/Course overview
- Assign readings

Week Two: January 17

Topics:

- Philosophical foundations of qualitative inquiry
 - Ontology
 - Epistemology
 - Methodology
- Defining terms

Required Readings:

Denzin, N., & Lincoln, Y. (2000). The discipline and practice of qualitative research. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research, 2nd edition* (pp. 1-28). Thousand Oaks, CA: Sage.

Pernecky, T. (2017). Introduction: Situating metaphysics and epistemology in qualitative research. In T. Pernecky, *Epistemology and metaphysics for qualitative research* (pp. 3-32). Thousand Oaks, CA: Sage.

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Willis, J. (2007). World views, paradigms, and the practice of social science research. In J. Willis, *Foundations of qualitative research* (pp. 1-26). Thousand Oaks, CA: Sage.

Hodges, N. (2011). Qualitative research: A discussion of frequently articulated qualms (FAQs). *Family and Consumer Sciences Research Journal*, 40(1), 90-92.

Ahuvia, A. C. (2005). Beyond the Extended Self: Loved objects and consumers' identity narratives. *Journal of Consumer Research*, 32, 171-184.

Week Three: January 24

Topics:

- Qualitative research design
- The qualitative/quantitative debate
- Mixed methods

Required Readings:

Merriam, S. B. (1998). What is qualitative research? In S. B. Merriam, *Qualitative research and case study applications in Education* (pp. 3-25). San Francisco, CA: Jossey-Bass.

Mason, J. (1996). Planning and designing qualitative research. In J. Mason, *Qualitative researching* (pp. 9-34). London: Sage.

Bryman, A. (1999). The debate about quantitative and qualitative research. In A. Bryman & R. Burgess (Eds.), *Qualitative Research, Volume I* (pp. 35-69). London: Sage.

Morse, J., & Neihaus, L. (2009). The nuts and bolts of mixed methods. In J. Morse & L. Neihaus, *Mixed method design* (pp. 23-37). Walnut Creek, CA: Left Coast Press.

Lastovicka, J. L. & Sirianni, N. J. (2011). Truly, madly, deeply: Consumers in the throes of material possession love. *Journal of Consumer Research*, 38, 323-342.

Miller, N., Engel-Enright C., Hobbs, K., & Brown, D. (2022). Advancing US small business apparel production: A state-level mixed-method exploration. *Journal of Fashion Marketing and Management*, 26, 86-106.

Week Four: January 31

Topic Paper #1 Due: Ontology, Epistemology, and Methodology in Qualitative Research

Topics:

- Phenomenology
- Hermeneutics
- The study of "experience"
- Other interpretivist frameworks

Required Readings:

Hultgren, F. H. (1989). Introduction to interpretive inquiry. In F. H. Hultgren & D. L. Coomer (Eds.), *Alternative modes of inquiry in Home Economics research* (pp. 37-59). Peoria, IL: Glencoe.

van Manen, M. (1990). Turning to the nature of lived experience. In M. van Manen, *Researching lived experience: Human science for an action sensitive pedagogy* (pp. 35-46). NY: State University of New York.

Willis, J. (2007). Parts A and B: Frameworks for qualitative research. In J. Willis, *Foundations of qualitative research* (pp. 147-183). Thousand Oaks, CA: Sage.

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Pernecky, T. (2017). Conclusions: On academic creativity and philosophical and methodological freedom. In T. Pernecky, *Epistemology and metaphysics for qualitative research* (pp. 183-198). Thousand Oaks, CA: Sage.

Andersen, M. L. (1993). Studying across difference: Race, class, and gender in qualitative research. In J. H. Stanfield II & R. M. Dennis (Eds.), *Race and ethnicity in research methods* (pp. 39-52). Newbury Park, CA: Sage.

Nelson, N, LaBat, K, & Williams, G. (2002). Contemporary Irish textile artists: Exploring experiences of gender, culture, and artistic medium. *Clothing and Textiles Research Journal*, 20(1), 15-25.

Week Five: February 7

Topics:

- Ethnography
- Netnography

Required Readings:

Sluka, J. A., & Robben, A. (2007). Fieldwork in Cultural Anthropology: An introduction. In A. Robben & J. Sluka, *Ethnographic fieldwork: An anthropological reader* (pp. 1-28). Oxford: Blackwell.

Kozinets, R. (2021). Netnography today. *Netnography unlimited: Understanding technoculture using qualitative social media research*. Routledge (pp. 3-23).

Copeland, R., & Hodges, N. (2014). Exploring masquerade dress at Trinidad Carnival: Bikinis, beads, and feathers and the emergence of the popular *Pretty Mas*. *Clothing and Textiles Research Journal*, 32(3), 186-201.

Bingham, K. (2022). A short ethnography of twenty-first century consumers: On retail rage and one-dimensionality. *Journal of Consumer Culture*, 22(4), 835-851.

Marcoux, J. S. (2017). Souvenirs to forget. *Journal of Consumer Research*, 43, 950-969.

Week Six: February 14

DUE: Approval of Term Paper Topic by Dr. Hodges

Topics:

- Data Collection:
 - Interviews
- Doing Interviews

Required Readings:

Merriam, S. (1998). Conducting effective interviews. In S. B. Merriam, *Qualitative research and case study applications in Education* (pp. 71-93). San Francisco, CA: Jossey-Bass.

Rubin, H. J. & Rubin, I.S. (1995). Interviews as guided conversations. In Rubin & Rubin, *Qualitative interviewing: The art of hearing data* (pp. 122-144). Thousand Oaks, CA: Sage.

McCracken, G. (1988). The four-step method of inquiry. In G. McCracken, *The long interview* (pp. 29-48). Newbury Park, CA: Sage.

Lavee, E. & Itzchakov, G. (2023). Good listening: A key element in establishing quality in qualitative research. *Qualitative Research*, 23(3), 614-621.

O'Guinn, T. O., & Belk, R. (1989). Heaven on earth: Consumption at Heritage Village, USA. *Journal of Consumer Research*, 16, 227-238.

Week Seven: February 21

Topic Paper #2 DUE: Differences between Qualitative and Quantitative Research

Topics:

- Data Collection:
 - Focus Groups
 - Narratives/Texts

Required Readings:

Kitzinger, J. (1999). The methodology of focus groups: The importance of interaction between research participants. In A. Bryman & R. Burgess (Eds.), *Qualitative research, volume II* (pp. 138-155). London: Sage.

Willemsen, R., Aardoom, J., Chavannes, N., & Versluis, A. (2023). Online synchronous focus group interviews: Practical considerations. *Qualitative Research, 23*(6), 1810-1820.

Personal Narratives Group (eds). (1989). Whose voice? In Personal Narratives Group, *Interpreting Women's Lives* (pp. 201-203).

Shostak, M. (1989). What the wind won't take away. In Personal Narratives Group (Eds.), *Interpreting Women's Lives* (pp. 228-240).

Harrison, K., & Ogden, C. (2021). "Knit n' natter": Feminist methodological assessment of using creative 'women's work' in focus groups. *Qualitative Research, 21*(5), 633-649.

Week Eight: February 28

Topics:

- Data Collection:
 - Participant Observation
 - Fieldwork
 - Digital Methods
 - Visual Data

Required Readings:

Merriam, S. B. (1998). Being a careful observer. In S. B. Merriam, *Qualitative research and case study applications in Education* (pp. 94-111). San Francisco, CA: Jossey-Bass.

Gans, H. J. (1999). The participant-observer as a human being: Observations on the personal aspects of fieldwork. In A. Bryman & R. Burgess (Eds.), *Qualitative research, volume II* (pp. 39-54). London: Sage.

Goffman, E. (2002). On fieldwork. In D. Weinberg (Ed.), *Qualitative research methods* (pp. 148-153). Oxford, England: Blackwell.

Nascimento, T., Suarez, M., & Campos, R. (2022). An integrative review on online ethnography methods: Differentiating theoretical bases, potentialities and limitations. *Qualitative Market Research, 25*(4), 492-510.

Banks, M. (2007). Visual methods and field research. In M. Banks, *Using visual data in qualitative research* (pp. 57-91). Los Angeles, CA: Sage.

Seregina, A., & Weijo, H. (2017). Play at any cost: How cosplayers produce and sustain their ludic communal consumption experience. *Journal of Consumer Research, 44*, 139-159.

Week Nine: March 6

No Class—Spring Break

Week Ten: March 13

Topic Paper #3 DUE: Collecting Data in Qualitative Research

Topics:

- Data Collection:
 - Participant sample
 - Data gathering and handling tools

Required Readings:

Mason, J. (1996). Sampling and selecting. In J. Mason, *Qualitative researching* (pp. 83-106). London: Sage.

Boddy, C. R. (2016). Sample size for qualitative research. *Qualitative Market Research: An International Journal*, 19(4), 426-432.

Lofland, J. & Lofland, L. (1984). Field notes. In J. Lofland & L. Lofland, *Analyzing social settings* (pp. 62-68). Belmont, CA: Wadsworth.

Burgess, R. G. (1982). Keeping field notes. In R. G. Burgess (Ed.), *Field research: A sourcebook and field manual* (pp. 191-194). London: George Allen & Unwin.

Wengraf, T. (2001). Copying, indexing, and transcribing. In T. Wengraf, *Qualitative research interviewing* (pp. 208-223). London: Sage.

Rubin, H. J. & Rubin, I.S. (1995). What did you hear? Data analysis. In Rubin & Rubin, *Qualitative interviewing: The art of hearing data* (pp. 226-256). Thousand Oaks, CA: Sage.

Rosenberg, L., Weijo, H., & Kerkela, I. (2023). Consumer desires and the fluctuating balance between liquid and solid consumption: The case of Finnish clothing libraries, *Journal of Consumer Research*, 50, 826-847.

Week Eleven: March 20

Topics:

- Data Analysis and Interpretation:
 - Hermeneutic phenomenological interpretation
 - Thematic analysis
- Doing Thematic Analysis

Required Readings:

Kvale, S. (1996). Postmodern thought, hermeneutics, phenomenology, and dialectics. In S. Kvale, *Inter-Views* (pp. 38-58). Thousand Oaks, CA: Sage.

van Manen, M. (1990). Hermeneutic phenomenological reflection. In M. van Manen, *Researching lived experience: Human science for an action sensitive pedagogy* (pp. 77-88). NY: State University of New York.

Taylor, S. (2015). Working with data: Data analysis in Qualitative research. Chapter 6 from *Introduction to qualitative methods: A guidebook and resource*. John Wiley.

Ozuem, W., Willis, M., & Howell, K. (2022). Thematic analysis without paradox: Sensemaking and Context. *Qualitative Market Research*, 25(1), 143-157.

Thompson, C. J., Locander, W. B., & Pollio, H. R. (1990). The lived meaning of free choice: An existential-phenomenological description of everyday consumer experiences of contemporary married women. *Journal of Consumer Research*, 17, 346-360.

Week Twelve: March 27

No class meeting—Work on paper assignments

Week Thirteen: April 3

DUE: Abstract Draft of Term Paper Topic

Topics:

- Data Analysis and Interpretation:
 - Ethnographies
 - Grounded Theory
- Peer review of abstract drafts

Required Readings:

Clifford, J. (1986). Introduction: Partial truths. From *Writing culture: The poetics and politics of ethnography* (pp. 1-26). Berkeley, CA: University of California Press.

Kozinets, R. (2005). Can consumers escape the market? Emancipatory illuminations from Burning Man. *Journal of Consumer Research*, 29, 20-38.

Godfrey, D., M., Price, L., & Lusch, R. (2022). Repair, consumption, and sustainability: Fixing fragile objects and maintaining consumer practices. *Journal of Consumer Research*, 49, 229-251.

Strauss, A. & Corbin, A. (1994). Grounded theory methodology. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 273-285). Thousand Oaks, CA: Sage.

Hodges, N. & Karpova, E. (2009). Making a major decision: An exploration of why students enroll in fashion programs. *International Journal of Fashion Design, Technology and Education*, 2(2), 47-57. (**Note: Read this article before the next one**).

Hodges, N. & Karpova, E. (2010). Majoring in Fashion: A theoretical framework for understanding the decision-making process. *International Journal of Fashion Design, Technology and Education*, 3(2), 67-76.

Week Fourteen: April 10

Topic Paper #4 DUE: Analysis and Interpretation of Data in Qualitative Research

Topics:

- Issues in qualitative research:
 - Theory and explanation
 - Ethics, etiquette, and representation

Required Readings:

Kvale, S. (1996). The social construction of validity. In S. Kvale, *Inter-Views* (pp. 229-252). Thousand Oaks, CA: Sage.

Mason, J. (1996). Producing analyses and explanations which are convincing. In J. Mason, *Qualitative researching* (pp. 135-163). London: Sage.

Taylor, S. (2015). Writing and publishing qualitative studies. Chapter 7 in *Introduction to qualitative methods: A guidebook and resource*. John Wiley.

Mardon, R., Cocker, H., & Daunt, K. (2023). How social media influencers impact consumer collectives: An embeddedness perspective. *Journal of Consumer Research*, 50, 617-644.

Ruth, J. A., & Otnes, C. C. (2006). The etiquette of qualitative research. In R. Belk (Ed.), *Handbook of qualitative research in marketing* (pp. 560-572). UK: Edward Elger.

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Ger, G., & Sandikci, O. (2006). Doing research on sensitive topics: Studying covered Turkish women. In R. Belk (Ed.), *Handbook of qualitative research in marketing* (pp. 509-520). UK: Edward Elger.

Franco, P. & Yang, Y. (2020). Exiting fieldwork “with grace”: Reflections on the unintended consequences of participant observation and researcher-participant relationships. *Qualitative Market Research: An International Journal*, 24(3), 358-374.

Fischer, E., Gopaldas, A., & Scaraboto, D. (2017). Why papers are rejected and how to get yours accepted. *Qualitative Market Research: An International Journal*, 20(1), 60-67.

Week Fifteen: April 17

- Presentations
- Wrap-up

Term Papers DUE by 11:59 p.m. on Friday, April 26