REPORT OF THE FIRST ANNUAL
CONFERENCE ON QUALITATIVE
RESEARCH AT MICHIGAN

by Mark Chesler
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# REPORT OF THE FIRST ANNUAL CONFERENCE ON

# QUALITATIVE RESEARCH AT MICHIGAN

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# I. Executive Summary

In August, 2000, the offices of the Vice-President for Research, the Dean of the Rackham Graduate School, and the Vice-Provost for Academic & Multicultural Affairs joined forces to support The First Annual Conference on Qualitative Research at Michigan. The goals of this effort were to identify the invisible community of qualitative scholars at the University of Michigan, involve them in a Conference that would provide for an exchange of work and ideas and begin the process of building a working community and network. The above University offices provided $10,834 in support of this event, and contributions from 6 individual departments/colleges have to date generated an additional 2000 (with more anticipated).

Planning for the First Annual Conference began in the early fall of 2000. Prior contact with an assumed "invisible community" of qualitative scholars at Michigan provided a beginning list of interested colleagues and the next step involved making contact with a wider range of University of Michigan scholars using or interested in (learning about and/or) using qualitative research methods. Eventually a working list of over 40 interested colleagues was developed, representing 15 different Departments (within LSA) or other Colleges (an Appendix of colleagues who agreed to be part of this network is attached – it is still growing as information continues to be disseminated). A small working group of Professors Chesler (Sociology), Rosenwald (Psychology) and Martyn (Nursing), aided by occasional participation from several other colleagues in Nursing, Education, Sociology and Political Science, helped plan the Spring 2001 Conference.

In preparation for the Spring Conference interested colleagues were invited to submit examples of their work and examples of the qualitative research methods courses they taught. Two binders were created out of these materials. One very large binder, containing 60 articles by 30 researchers, provides examples of the extraordinary range and quality of work being done by Michigan scholars (and clearly this is not the entire pool). A second binder was created with 12 syllabi of different courses in qualitative research methods currently being taught at Michigan.

The March 23-24 Conference was a spectacular success. The design and agenda are appended to this report. Over thirty scholars attended, 22 of whom were present throughout from Friday morning to Saturday noon. The character and quality of the various sessions was very stimulating. Reviewers and discussants provided trenchant guidelines for the examination of methodological and theoretical issues raised in the articles and course syllabi, and small group discussions stimulated intense collegial exchange on these matters. In addition, the three invited external journal editors provided excellent overviews of the broader substantive and methodological fields within which participants were operating (they also vigorously invited submissions to their journals). More than one participant commented on the high quality of the event, with one colleague indicating that this was "the least pretentious and most productive scholarly exchange I have ever been part of at Michigan." Even scholars from the same departments and colleges found themselves talking seriously with one another about these matters for the first time.

At the conclusion of the Conference an information meeting was held for graduate students interested in learning about qualitative research and in making contact with potential mentors, advisors and colleagues. On Saturday afternoon, March 24, over 30 graduate students enthusiastically attended and participated in this public event. They were especially pleased to

receive information about the range of qualitative courses currently being taught, and how they could access these courses and the instructors and mentors potentially available to them.

Conference participants indicated that they needed and desired to continue to meet and exchange ideas and materials with one another. The suggested venues for such continued work involve a Second Conference on Qualitative Research at Michigan (in Spring 2002), a series of monthly meetings of a faculty network during the 2001-2002 academic year, and efforts to link to and integrate graduate students interested in the discussions of qualitative methods. Two follow-up meetings already have been held: on May 17 several colleagues met at the School of Nursing to generate plans for a continuing series of meetings and networking activities for 2001-2002; on June 6 a meeting was held to share Conference materials with 15 additional colleagues at the Medical School (thus further extending the size of this network). In addition, conversations have begun with graduate students who have been developing their own qualitative research networks.

A proposal to fund and support the activities of a Network of Qualitative Scholars at Michigan during the 2001-2201 academic year (including the Second Annual Conference) is in preparation.

## II. History and Development

The idea of a conference on "Qualitative Research Methods at Michigan" was first put forth by Professor Mark Chesler in winter term 2000. In an attempt to gauge whether there would be interest in such exchange among Michigan faculty members, an email message solicited interest and input from faculty known to utilize qualitative methods in their work or to teach qualitative research methods' courses [see Appendix A for this initial message]. The reaction to this idea was very positive, with a number of faculty indicating eagerness to participate and/or help with the planning of such an event. Indeed, many faculty members noted a sense of isolation in their qualitative research and teaching activities, and expressed delight at an opportunity for collegial exchange and mutual learning across departments and disciplines. After meeting with several faculty members from various departments and schools and brainstorming about what a conference might entail, a draft proposal seeking funding was shared with Mr. Marvin Parnes, Associate Vice-President for Research, Dr. Lester Monts, Associate Provost for Academic Affairs, and Dr. Earl Lewis, Dean of the Rackham Graduate School. Approval from these sources provided $10,834 in funds, with a proviso that departments/colleges of participating faculty would be asked for additional financial contributions to meet Conference costs.

The broad purpose of the Conference was to provide an opportunity for many University of Michigan faculty who have taught and/or utilized qualitative research methods to meet together and share their approaches to teaching about and conducting research utilizing such methods. In addition, faculty indicated that they wished to discuss their professional and career experiences as qualitative research practitioners and give and get advice and support from one another. It also was the intention of conference planners to facilitate the development of an ongoing network of qualitative researchers on the University of Michigan campus.

### Rationale for a Conference on Qualitative Research Methods

Historically, quantitative methods of scientific inquiry have dominated most of the social science and applied social science disciplines. However, in recent years, a variety of qualitative research methods have gained prominence within the social sciences and the humanities. As the interest in qualitative research methods has expanded within the disciplines, it is crucial that

scholars interested in these approaches discuss and share ideas with one another for their own professional development, and in turn the development of graduate students.

The University of Michigan has a national reputation as an outstanding research university, and this reputation is due in large part to the excellent quantitative empirical work of social science departments and of centers such as the Institute for Social Research. However, it is also important to recognize that many other types of social research are also being conducted and practiced at Michigan, often in the same departments and research centers. Contemporary campus efforts to highlight new developments in qualitative research are evident in the recent seminar on "Narratives and Numbers," led by Professors Stewart (Institute for Research on Women and Gender) and Featherstone (Institute for Social Research), and the development of the "Qualitative Forum," sponsored by the Center for Alternative Medicine. A campus-wide interdisciplinary Conference on Qualitative Research Methods could provide an opportunity to discover and display the range of qualitative research and teaching underway at Michigan. This Conference also could allow colleagues to discuss the wide variety of differences within and among this broad family of methods for gathering and analyzing data. Many of these differences are rarely discussed among colleagues, and are even more rarely addressed in an interdisciplinary environment. Such open discussion can only further scholars' understanding of qualitative methods here at Michigan specifically and in their disciplines generally.

**Objectives and Design of the Conference**

After an initial meeting with a small number of faculty members in the Summer of 2000, it was suggested that the Conference be held on two days in Winter 2001, thus allowing an appropriate amount of time to effectively plan such an event. A small voluntary Steering Committee was formed, consisting of Professors Chesler (Sociology), Rosenwald (Psychology), Martyn (Nursing), and the graduate student organizer, Sherri-Ann Butterfield, with occasional participation from several other faculty colleagues. The Steering Committee met several times a month in the Fall of 2000 and every other month in the Winter of 2001. While the Steering Committee made most of the decisions about Conference details, they frequently solicited input from colleagues via group email messages that contained the minutes of meetings. Thus, potential

Conference participants were kept up-to-date and had opportunities to make suggestions and input as the Conference took shape.

The main objectives of the Conference were to diminish the isolation expressed by many of the faculty using qualitative methods and to educate one another regarding the great diversity of these approaches to scholarly work. Therefore, each person interested in attending the Conference was invited to submit ahead of time a syllabus for any methods course they taught and samples of their research using qualitative methods. Such materials were to be available and distributed to all participants in advance of the Conference. It was hoped that the Conference materials would stimulate contact among similarly interested faculty within and across disciplines and academic departments/schools prior to and after the Conference itself.

The Conference was planned to focus on two main issues: (1) teaching qualitative methods (particularly at the graduate level), and (2) presentations of faculty research. In order to make the best use of limited time, and to discuss faculty research without adopting the traditional format whereby a given researcher presents (and defends) her/his own research, it was decided to employ discussants to comment on a series of articles and pose questions for discussion. Thus, no individual was "put on the spot" to argue/defend his/her own work and a series of related articles could be compared and contrasted in each session. In order to make the Conference as interactive as possible, and thus to stimulate networking, the Steering Committee asked discussants to meet with one another prior to the Conference and decide how they might best approach their task. After each commentary, and with time for general audience questions, faculty were to break into smaller groups for more intense discussion of the questions raised and of the articles in question.

It was also agreed that the most productive environment for full faculty sharing would be discussions that included only faculty members. As such, an alternate session was set aside for disseminating the results of faculty deliberations to graduate students and to engage them in discussion of key issues. On the second day of the Conference the research and teaching activities discussed and conclusions reached at the Conference would be publicly shared with the larger faculty and graduate student community. Interested graduate students could then meet and identify faculty with whom they might want to learn or work. This plan provided another avenue for exploring the possibilities of networking and collaborative projects across the entire University community.

Another goal of the Conference was to educate (particularly junior) faculty on avenues for publishing their work within the larger academic community. With this in mind, the Steering Committee decided to invite to the Conference the editors of three major scholarly journals that regularly publish research articles using qualitative methods. These editors could share their views of the field, review criteria for publication, and provide suggestions about publishing opportunities with Conference participants. The intent here was not only to educate the participants, but also to introduce the editors to a range of Michigan scholars doing various kinds of qualitative work. This interaction was designed to facilitate the larger goal of recognizing and acknowledging the breadth of research methods at the University.

**Pre-Conference Work**

As a result of the initial inquiry message, and word-of-mouth among colleagues, the list of faculty interested in participating in the Conference quickly grew to over 40 people (see Appendix B for this list - which is still growing).

After soliciting and receiving teaching and research materials from interested faculty, two binders were created. One binder included the syllabi of twelve different courses in qualitative methods being taught at Michigan (see Appendix C for the Table of Contents of this binder). The other binder contained 60 articles from 30 different researchers at the University, displaying the extraordinary range and quality of research using various forms of qualitative methods being done at Michigan (see Appendix D for the Table of Contents of this binder). Both binders were delivered to the multiple campus offices and schools of faculty participants more than a week before the scheduled Conference in effort to give people time to go through the binders before the event itself.

Based on articles that shared similar methods and/or research interests, the Steering Committee decided upon the following schedule of discussions [See Appendix E for the full Conference schedule]:

*Friday, March 23rd*

9-10     Conference Opening: "Getting Acquainted".
10     First Session: Discussant commentary followed by small group discussion of "The Use of Various Qualitative Methods in Health Research".

11:30      Second Session: Discussant commentary followed by small group discussion of "Qualitative Research Dealing with Issues of Race".

1:00      Lunch

2:00      Third Session: Discussion commentary followed by small group discussion of "Qualitative Research Dealing with Issues of Gender and Work".

3:30      Commentary on Research from Panel of Visiting Editors.

5:00      End (and informal evening conversations)

*Saturday, March 24th*

9:00      First Session: Discussant commentary followed by small group discussion of "Teaching Qualitative Methods In and Out of the Classroom".

10:00      Second Session: Open discussion of "Teaching Qualitative Methods In and Outside of the Classroom".

11:30      Commentary on Teaching from Panel of Visiting Editors

12:30      Lunch

2:00      Public and Closing Session: "Research Agendas and Instructional Opportunities/Offerings in Qualitative Methodology at the University of Michigan"

4:00      End

## III. The Conference

The Conference began on Friday, March 23rd in 2553 LSA at 9am. Prior to 9 o'clock, participants were greeted by a member of the Steering Committee and then asked to find their name tags among those on the table. The name tags contained the faculty member's school and/or departmental affiliation in order to give everyone an idea of their field of interest. The Conference began with introductions from Professor Mark Chesler, Sociology, and Mr. Marvin Parnes, Associate Vice-President for Research.

After initial introductions and explanations of the Conference program, participants were invited to engage in an interactive exercise to help them "get acquainted." Each person was given a sheet with various qualitative methodology terms and asked to circle the terms that most applied to them [see insert on next page]. As they filled out their sheets, participants attached them to their clothes and were invited to mingle and talk especially with people who had different interests than themselves or who had circled terms with which they were unfamiliar. The goal of encouraging participants to talk with people who they did not previously know was very successful – as well as fun. Even people who knew each other prior to the Conference learned new things about their colleagues. The following summary describes the Conference participants in these terms (number of people describing themselves via each term is in parentheses).

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# "Getting Acquainted"

| | | |
|---|---|---|
| Hermeneutic | Text analysis | Work |
| Community-Based Research | Health | Ethnography |
| Interview | Focus groups | Education |
| Deductive | Positivist | Action Research |
| Oral History | Narratives | Record Analysis |
| Constructivist | Participatory-Action Research | Community |
| Open-Ended Surveys | Interpretivist | Observation |
| Neo-Constructivist | Participant-Observation | Inductive |
| Discourse Analysis | Phenomenological | PhotoVoice |

Interactional Ethnography      (Auto)Biography

Other_____      Other_____

*Hermeneutic (2)*
*Text Analysis (3)*
*Work (3)*
*Community-Based Research (8)*
*Health (12)*
*Ethnography (12)*
*Interviews (22)*
*Focus Groups (10)*
*Education (7)*
*Deductive (3)*
*Positivist (1)*
*Action Research (4)*
*Oral History (4)*
*Narratives (9)*
*Record Analysis (1)*
*Constructivist (3)*
*Participatory-Action Research (6)*
*Community (4)*
*Open-Ended Surveys (6)*
*Interpretivist (7)*
*Observation (10)*
*Neo-Constructivist (0)*
*Participant Observation (12)*
*Inductive (17)*
*Discourse Analysis (5)*
*Phenomenological (4)*
*PhotoVoice (1)*
*Interactional Ethnography (4)*
*(Auto)Biography (3)*
*Other - Grounded Theory (1)*
*Other-Mixed Methods (1)*

What is immediately clear from this list is the great diversity in approaches and foci among Conference participants.

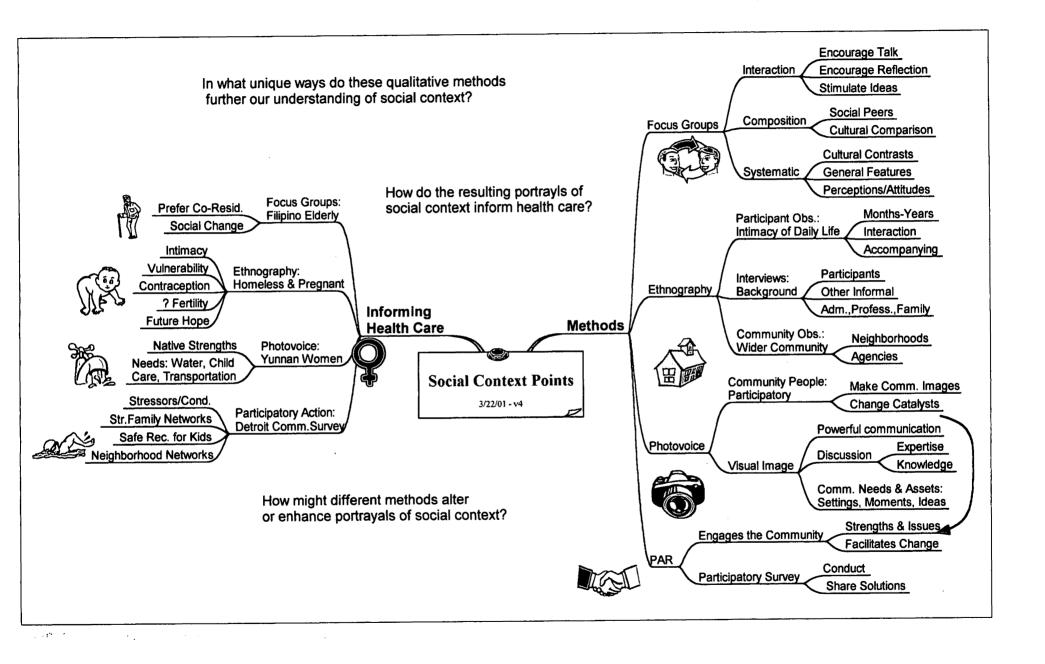Over thirty scholars attended the Conference overall, twenty-two of whom were present throughout from Friday morning to Saturday after lunch. At least ten other colleagues indicated their interest in attending but were out-of-town or otherwise unavailable on these dates.

**Session Content**

**Research Session 1:** *"The Use of Various Qualitative Methods in Health Research"*
*Discussants: Kristy Martyn and Al Young, Jr.*

Professors Martyn and Young based their commentary on articles provided by Cheryl Killion, John Knodel, Caroline Wang, Amy Schulz and Jonathan Metzl [see Conference Schedule in Appendix E for specific articles]. Professor Martyn distributed a "cognitive map" (see insert on next page) of the articles, as a way of exploring two questions: *In what unique ways do each of these qualitative methods further our understanding of social context? How might different methods alter or enhance portrayals of social context?* Specific to the articles, Professor Martyn noted that Professor Knodel's work shows how focus groups encourage interaction, which in turn illustrates social context. This method is systematic, since focus groups help to illuminate differences in studies seeking to make cross-cultural comparisons. Professor Martyn also commented that Professor Wang's work uses photovoice not only as a way to collect and interpret data, but as a change catalyst - the photos are discussed in ways that derive interpretations of people's experiences that can suggest needed social changes (better water, roads and health or environmental services). She then related these methods to her own field of nursing by providing means for assessment of the family and individual in their social contexts.

Professor Young noted that this group of articles showed how each different method can solve problems encountered in other methods. He suggested that the Knodel article was a "how to" piece: it showed 'how to' see complexity in people's lives through the use of focus groups as well as 'how to' do successful focus group. He then put the following questions to the larger group: *What would we learn from an ethnography of a focus group?* With regard to both Knodel's and Wang's articles, *How can we use the method as a site of inquiry and not just as a method?* In addition, Professor Young commented that the Wang article demonstrates that we often seek to see visual images in order to better understand a place/topic. He posed other questions to the participants: *What if we used photovoice to study communities different from our own? What does this tell us about the location and agency of the photographer and not just the photographed?* With regard to Professor Metzl's piece, he asked: *How can a material resource re-structure people's narratives of self-experience? What does it mean for someone [an informant] to want to reconstruct a narrative (e.g. do an ethnography of the revisitation of the transcript)?* Professor Young argued that as scholars we need to think about the multiple stories we can tell about any single event or series of events.

In what unique ways do these qualitative methods
further our understanding of social context?

How do the resulting portrayls of
social context inform health care?

**Focus Groups**

Interaction
- Encourage Talk
- Encourage Reflection
- Stimulate Ideas

Composition
- Social Peers
- Cultural Comparison

Systematic
- Cultural Contrasts
- General Features
- Perceptions/Attitudes

**Ethnography**

Participant Obs.:
Intimacy of Daily Life
- Months-Years
- Interaction
- Accompanying

Interviews:
Background
- Participants
- Other Informal
- Adm.,Profess.,Family

Community Obs.:
Wider Community
- Neighborhoods
- Agencies

**Photovoice**

Community People:
Participatory
- Make Comm. Images
- Change Catalysts

Visual Image
- Powerful communication
- Discussion
  - Expertise
  - Knowledge
- Comm. Needs & Assets:
  Settings, Moments, Ideas

**PAR**

Engages the Community
- Strengths & Issues
- Facilitates Change

Participatory Survey
- Conduct
- Share Solutions

**Methods**

Prefer Co-Resid.
Social Change
Focus Groups:
Filipino Elderly

Intimacy
Vulnerability
Contraception
? Fertility
Future Hope
Ethnography:
Homeless & Pregnant

Native Strengths
Needs: Water, Child
Care, Transportation
Photovoice:
Yunnan Women

Stressors/Cond.
Str.Family Networks
Safe Rec. for Kids
Neighborhood Networks
Participatory Action:
Detroit Comm.Survey

**Informing
Health Care**

**Social Context Points**

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How might different methods alter
or enhance portrayals of social context?

Professor Young summarized the collection of articles in this section as displaying empathy, compassion, and sensitivity. He also noted that scientists using qualitative methods often are asked to defend these qualities in their work, as they stray from traditional scientific notions of distance, impersonality and formal objectivity. He suggested that we openly embrace and explore our subjectivity as a way of deepening understanding rather than seeing it as a problem, and make our subjectivity <u>central</u> to our understanding of our work.

The audience then broke into three smaller groups to share their own views of the discussants' questions and the relevant articles. Conversation focused in part on the importance of illuminating the social context of phenomena being investigated, with participants noting the analytic risk of assumptions of rampant individualism. In addition, attention was drawn to the need to examine both regularity and irregularity in the ways informants construct meaning of their social situations. Finally, several colleagues posed the disadvantages as well as advantages of blending multiple methods, noting problems that occur when methods are used which contradict each other.

*Research Session 2: "Qualitative Work Dealing with Issues of Race" Discussant: Lorraine Gutierrez.*

Professor Gutierrez based her commentary on articles provided by: Kristy Martyn, Jacqueline Mattis, Carla O'Connor, Antonia Villaruel, and Al Young, Jr. [see Conference Schedule in Appendix E for specific articles]. Professor Gutierrez commented that the articles represented how qualitative research can challenge current theoretical perspectives, especially those derived from quantitative work. She noted that each article proceeded from questions of <u>what</u> to questions of <u>how</u> - "How does x relate to y?" Moreover, Professor Gutierrez viewed each article as exploring "how individuals experience and define reality." Overall, the articles highlighted the variety of qualitative methods while examining how the process of interviewing/research affected the responses and interaction being studied. In addition, Professor Gutierrez argued that all the articles used a combination of inductive and deductive processes, highlighting the complexity of the discovery process.

After going through the articles individually, Professor Gutierrez put the following questions to the group for discussion: *How much detailed exposition about our methods do we*

*need? Is it important to use detailed description versus 'code words'? How can we carry (generalize) the principles or theoretical frames we discover in our work to other situations if we can't carry the particular findings? How does the relationship between our social location/identities and those of our informants affect our data collection? What is the process by which we renegotiate our relationship with our work as we learn more, change our priorities?*

The audience then broke into three smaller groups to share their own views of the discussant's questions and the relevant articles. Conversation focused on the importance of specifying the social location of the researcher and the need to attend to potential distortions (as well as added richness) occasioned by our individual lenses. It was suggested that in some cases researchers of the same identity group as their informants may find the material gathered too emotionally intense to work with comfortably. On the other hand, researchers unfamiliar with the reality of some identity groups' experiences may experience shock at the material gathered. Several participants led conversation back to questions central to community-based and participatory-action researchers, such as whether research was being done with, for, or on/to informants and their communities.


***Research Session 3:*** *"Qualitative Research Dealing with Issues of Gender and Work"*
*Discussant: Karin Martin.*

Professor Karin Martin based her discussion on articles provided by: Jane Dutton, Janet Finn, Ching Kwan Lee, and Amy Schulz [see Conference Schedule in Appendix E for specific articles]. Professor Martin began her discussion by giving an overview of each article and then commented that all of the articles were fundamentally about women's own perceptions of their own social conditions, despite apparent surface dissimilarities created by cultural and contextual differences. Each article seemed to have a "feminist agenda" of bringing women's voices into these areas of study, yet none of the authors actually labeled their research as using feminist methodology. Professor Martin found this to be a curious situation, given that at least one article explicitly drew upon feminist scholarship and several were concerned with women's empowerment. She wondered if this was because it was difficult to embrace a feminist ideology when one was already coping with being a qualitative outsider within a primarily masculinist and quantitative discipline.

Using the articles as guides for how we can use qualitative methods to study issues of women, gender and work, Professor Martin outlined questions we consistently must ask ourselves in our research: *How do we collect data – what are the particular methods we use? What do we do with the data we have collected – what is coding and what are alternative ways of coding data? In the finished product, how much do we say about what we did? How do we present the data - when/why do we quote women directly? What do we do about our own identities? Do we want to generalize - if so, when and how much? What do we do with the research?*

The audience then broke into three smaller groups to share their own views of the discussant's questions and the relevant articles. Several questions were raised about the meaning(s) of feminist methodology and its inherent congruence (or not) with qualitative methods. In addition, discussion focused on the extent to which researchers were committed to egalitarian or emancipatory approaches to research partnerships with communities that historically have been silenced.

*"Commentary on Research from Panel of Visiting Editors" Discussants: Rob Benford, Ruthellen Josselson, Janice Morse.*

Ruthellen Josselson, editor of *The Narrative Study of Lives,* began her discussion by stating that when she started to read the large packet of articles, she became engrossed because of the intimate and excellent quality of much of the material in the binder. She felt that the participants in the Conference were creating a sense of community, and that knowing we share some common assumptions allows us to connect deeply with each other. She argued that the leading edge of qualitative research requires us to struggle with *How should I go about knowing what I want to know?* and to interact with our data in such a way as to find out what interests us. This struggle is preferable to using ready-made, cookbook tools or engaging in "methodolatry." In her view, the development of a central theoretical or conceptual idea is crucial for good research, and that as an editor her "gatekeeper" role is to use that criterion in determining what gets published and what does not. One of her overarching concerns is that we may not be building a knowledge base in this field. She argued that we end up having a lot of little pieces about different subjects, but we don't pull together what we have learned. She asked, *Could we not pull together what people have found and/or connect more often what others have written?*

Professor Janice Morse, editor of *Qualitative Health Research*, commented that she found it astonishing to come to a group of academics and have such a remarkably open and sophisticated conversation about methodology and points of inquiry.. Her talk concentrated on the community of scholarship within qualitative research methods and how we need to be more systematic in linking up with other individuals and institutions who do this kind of work. In particular, Professor Morse explained the structure and work of the International Institute for Qualitative Methods at the University of Alberta, which was formed to support qualitative research. The Institute is the largest multidisciplinary, multi-method institution that focuses on the development of methods and training and dissemination, and Professor Morse encouraged the University of Michigan to join the consortium of schools that are affiliated with the Institute.

Rob Benford, editor of the *Journal of Contemporary Ethnography*, stated that it was his intention to make the *Journal* more interdisciplinary. Curiously, he found that the editorial board didn't agree on the definition of ethnography. To him, ethnography involves trying to understand the ways of a particular category of people, regardless of particular "method." Some argue that you cannot do good ethnography unless you "go native", but he felt that there are other ways of doing this. Professor Benford also argued that although crossing disciplinary boundaries is valuable, there are structural issues that prevent it: funding, tenure review, human subjects' protocols, indexing, etc., and that these are not easy problems to overcome. Professor Benford also suggested that it is important for qualitative researchers to know our purpose/goal, which is not necessarily hypothesis testing but *understanding.* Therefore, generalization (by having a representative sample) isn't necessary. The more important questions are: *To what extent does the writing resonate with the people you study and with practitioners? Whose voice and perspective are we telling? How do we get those voices in our text?* In addition, Professor Benford argued, that we need more team field research, not the "lone ranger" model that currently dominates the field. However, he also recognized that this model is often difficult because qualitative researchers frequently are lonely tokens in departments that are dominated by more traditional quantitative researchers.

**Teaching Session 1:** "Teaching In and Out of the Classroom" Discussants: Judith Lynch-Sauer and Mark Chesler.

Professors Lynch-Sauer and Chesler sought to do two things in this session: (1) provide participants with a road map with which to compare and discuss the different courses and syllabi; and (2) lay the groundwork for discussion of the differences between providing instruction in qualitative methods in a course (of whatever length and focus) and on a one-to-one basis with individual advisees/mentees who have had no prior experience in these methods. They began the session by passing out a handout [see insert on next page] that included issues such as: general survey courses vs. specific methods courses; practicum approaches to qualitative methods vs. reading about qualitative methods; two-semester vs. one-semester courses; undergraduate methods courses vs. graduate methods courses; etc. Professors Chesler and Lynch-Sauer also posed a series of questions about one-on-one mentoring with graduate advises: inquiring as to *why* they wish to use qualitative methods; discussing overall concerns in conducting research; focusing on using oneself as a conscious tool for research; providing feedback and structure during data collection process; meeting frequently with students, etc.

The audience then broke into three smaller groups to share their own views of the discussants' questions and the relevant articles. Discussion among the participants revolved around one-on-one instruction, with a particular focus on doctoral students with no or little qualitative methods training. A common scenario involved faculty being approached by a student without a background in qualitative research methods who wished to include qualitative research in their dissertation and even may have collected such data prior to seeking faculty guidance – perhaps as a "tag-on". Faculty spoke of the challenge of providing foundational training on an individual basis, addressing ethical issues (i.e. inappropriate study design/data collection) and negotiating committee dynamics (i.e. the chair - typically untrained in qualitative methods - who approved the qualitative arm of the dissertation). Conferees also talked about balancing the competing commitments of supporting a student's interest in qualitative research, ensuring quality work, and negotiating their own often junior position on a committee. A lack of recognition by colleagues and committee members of the rigor of qualitative work was also expressed as problematic.

# TEACHING IN AND OUT OF THE CLASSROOM

## (Mark Chesler and Judith Lynch-Sauer)

We want to try to do two things in this session: (1) provide you with a roadmap with which to compare/contrast and discuss the different courses and syllabi in the binder; and (2) lay the groundwork for a discussion of the differences between providing instruction in qualitative methods in a course (of whatever length and focus) and on a one-to-one basis with individual advisees/mentees who have had no prior experience with these methods. So with apologies to those colleagues whose syllabi we have misread/misunderstood...

1. We can compare/contrast
   The 'general overview or survey' courses
       Chesler, Feldman/Lin, Inhorn, Killion, Rex/Moss
   With courses with a specific methods focus
       Chesler/Israel, Israel, Keller-Cohen, Rex, Rosenwald, Young (434), Young (558-597)

2. We can compare/contrast
   Courses that involve primarily a practicum approach
       Chesler, Feldman/lin, Israel, Rex/Moss, Rex, Keller-Cohen
   With courses that primarily involve reading about
       Chesler/Israel, Inhorn, Killion, Rosenwald, Young (434), Young 558-597)

3. We can compare/contrast what can be done
   In a two-semester course
       Chesler, Rex & Rex/Moss (if taken in sequence)
   With a one-semester course
       All the others

4. We can compare/contrast the nature and level of work (for us and for students)
   In an undergraduate course
       Rosenwald, Keller-Cohen (partially), Young (434)
   With that in a graduate course
       All the others

5. We can compare/contrast the different kinds of work expected in different courses and the use of different grading/assessment systems.

**Teaching Session 2:** "Open Discussion of Teaching Qualitative Methods In and Outside of the Classroom" Discussants: Judith Lynch-Sauer and Mark Chesler

This session addressed some of the pedagogical challenges involved in teaching qualitative methods to graduate students at the University of Michigan, issues specifically raised within the context of a quantitative and positivist (or neo-positivist) oriented academy (and most students' prior undergraduate training). Professors Chesler and Lynch-Sauer posed another set of questions to guide a public discussion in the form of a second handout [see insert on next page].

In smaller group discussions conference participants found that asking students to be self-reflexive and share observations with faculty and fellow students was a delicate situation, particularly for students who were not familiar with revealing themselves in this manner. Strategies to help students manage this situation included encouraging conscious self-disclosure (i.e. deciding what pieces to share with whom) and using non-personal data in instruction in order to avoid or lessen the impact of emotionally charged experiences for individual students. Helping students learn how to handle the ambiguities present in all such research was also posed as a difficult challenge. Bright students, who have been trained (and rewarded) to be 'right', and to 'get it fast', often are unwilling to sit back and work through the inevitable tensions and potential contradictions involved in intense fieldwork. Similarly, several faculty reported that they experienced difficulty convincing students to believe that they can problematize their data and interpretations and open their assertions to questioning. Too often students worry that they haven't had the 'right' answer. Faculty mentors felt that they needed to teach students to constantly try to withhold their immediate judgements or pre-existing theories.

Several participants found it difficult to convey to students the high workload required in qualitative research. They noted that students often were unprepared for this reality. In particular, faculty noted that asking students to write up their work as they "really did it", in unique fashion, was particularly challenging because the dominant quantitative (and neo-positivist) approach encourages a formulaic disclosure of methods. In helping students to understand the place of qualitative research in the academic enterprise, several faculty wondered how open they should be with students about the 'politics of methods.'

# PEDAGOGICAL CHALLENGES OCCASIONED BY THE PSYCHOSOCIAL SITUATION OF STUDENTS LEARNING QUALITATIVE METHODS AT MICHIGAN

(Judith Lynch-Sauer & Mark Chesler)

Teaching and learning about Qualitative Methods in the context of a primarily quantitative and (neo)positivist tradition raises certain challenges over and above the challenge of learning qualitative methods themselves. Different students experience and deal with these challenges in different ways. And different courses, instructors, advisers or mentors plan for and deal with them differently, depending upon their own style, the type of qualitative work being done, the nature of the coursework or advising design, etc. But for purposes of discussion...WHAT ARE THE PEDAGOGICAL IMPLICATIONS OF:

1. Asking students to learn to withhold their interpretations and delay theorizing...
   When they previously have been rewarded for quickly interpreting and theorizing.

2. Asking students to engage deeply in a phenomenon or field setting...
   When they previously have been rewarded for objectivity and distance.
   And when doing so runs the risk of emotional intimacy and vulnerability.

3. Asking students to be reflexive and to attend to their impact on informants and settings and the impact of informants and settings on them...
   When doing so requires acknowledging our individual nature and social locations...
   And when doing so runs the risk of seeing oneself in new ways, with 'hot buttons' or biases, with new roles in new worlds.

4. Asking students to share their observations (of themselves as well as of the field of inquiry) with us, to engage in an intense student-faculty relationship...
   When they are cautious and self-protective, with good reason, about cross-race, cross-gender, cross-status and cross-age relationships.

5. Sometimes asking students to gather/analyze data and learn from their mistakes...
   When they may not have the requisite skills ahead of time.
   And when they previously have been rewarded for 'doing it right the first time.'

6. Asking students to capture (and interpret) the lived experience of others...
   When we know some degree of distortion is inevitable.

7. Sometimes asking students to operate on an inductive basis...
   When this runs the risk of their venturing into the unknown.
   And when the previously have been rewarded for planning everything out ahead of time.

8. Asking students to attend to the 'particular' and to 'generalize'...
   When we know this balance is very hard to find and sustain.

9. Asking students to make sure they 'get their work done in a reasonable time'...
   When we know much of the work in qualitative research loads at the end...often in unexpected ways.

10. Asking students to write up their work the way they really did it...
    When they may be sanctioned by publication outlets and gatekeepers to stick to traditional formats normed on quantitative (or deductive) inquiry designs.

11. Asking students to find a knowledgeable and supportive committee...
    When there may be few colleagues knowledgeable and supportive of QR or of their particular form of QR.

*"Commentary on Teaching by Panel of Visiting Editors"*

Professor Benford stated that he appreciated the discussion of pedagogical challenges, and noted his personal learning about these teaching issues during the conference. He thought that a course on the multiple logics of inquiry could help students move into a more spiral, dialectical mode, rather than the linear mode that is taught in most methodology courses. Structural impediments to good teaching about the full range of qualitative methods included teaching the content equivalent of four or five courses in one qualitative methods course and trying to receive appropriate teaching credit for co-taught courses. One way to get around this is to co-teach a course by having students sign up for two classes in special topics and have them (and the instructors) meet together.

Professor Morse noted the obligation to help students disseminate and publish the findings of their work. With particular regard to publishing a dissertation, or articles from one, she thought it was quite appropriate to give second authorship to the chair of a committee in recognition of the significant investment of time and intellectual energy that the professor contributed: this was a very controversial suggestion in the eyes of most participants. Professor Morse also stated that students will sometimes make a "subjective interpretation" without being able to articulate why they got there. That's when the instructor needs to show that textual evidence, etc., is part of what they need to explain and to help the student conduct a meta-analysis of their own process.

Professor Josselson reminded the Conference attendees that the research process is usually not linear. Thus, qualitative research is best taught in an experiential and interactive practicum, with plenty of reflection on starts and stops (and byways and recyclings), supplemented with readings both of theory and of good examples of qualitative work. As an editor of qualitative research, her journal and others provide students with examples of good qualitative work. Further, she argued that our field has few common heroes. Looking at the syllabi from the different UM courses, she noted that there is tremendous diversity, and that we must continue to talk about what we generally don't - the tough spots - in teaching, research, etc.

**Public Session:** *"Research Agendas and Instructional Opportunities/Offerings in Qualitative Methodology at the University of Michigan" Panel of Conference Discussants: Al*

*Young Jr., Kristy Martyn, Lorraine Gutierrez, Janice Morse, Ruthellen Josselson, Rob Benford, Judith Lynch-Sauer, Mark Chesler, with George Rosenwald moderating the panel.*

The public session that included a panel of the faculty discussants from the Conference was held in the Colloquium Room in East Hall on Saturday afternoon. This session generally served as an information meeting for graduate students interested in learning about qualitative research and in making contact with potential mentors, advisors, and colleagues. Over thirty graduate students attended the session and received information about the range of qualitative courses currently being taught and how they could access these courses and the instructors and mentors potentially available to them.

When asked about what they wanted to share with the audience, or had learned during the course of the Conference, the panelists said the following:

*Al Young Jr.:* Many qualitative researchers feel under siege. This meeting creates a community and relationships and furthers an agenda. It was organized not only to facilitate quantitative research but also to fill in the gaps and to initiate conversations in a non-adversarial way. We can link different types of qualitative research by bringing the complete individual and her/his social context back into our work. In this way we are doing more than journalism and at the same time offering techniques for understanding the human experience in a way that good literature often does.

*Kristy Martyn:* There are several key tensions within qualitative methods (e.g., how to deal with time issues, how to select our methods to address appropriately issues of race and gender). This general mode of inquiry is unknown to many people (e.g., reviewers, funders) so we need to provide support to further their awareness.

*Lorraine Gutierrez:* The relatively unique advantage of qualitative research is depth of knowledge (illumination), or how and why something is the way it is, whereas quantitative methods' strength is in providing breadth. The challenges for doing qualitative research include: (1) limits of small- or medium-sized samples; (2) lack of generalizability - how can we integrate findings from multiple studies in order to create a more well-rounded picture or set of findings; (3) inadequate support (e.g., what does a proposal look like, how to secure funding, where to get transcription services); (4) the need for training and support for students and junior (or untrained) faculty.

*Janice Morse:* The major goal is to make qualitative research more accessible and visible. Her organization, IIQM, does that and Professor Morse provided details about the Institute, its mission, conferences, publications and websites.

*Ruthellen Josselson:* The journal, *The Narrative Study of Lives* was started as a venue to keep dissertations from moldering unread. Good articles try to tie a story to a larger theoretical context (in a more abstract or conceptual way). Such writing involves reflexivity with oneself as a knower and creativity in how one presents one's work. The mode of inquiry evolves from the question one wants to study and the presentation follows from what one has learned. Qualitative researchers study what they are passionate about and their excitement and dedication comes through in their writing. You all know about type 1 errors and type 2 errors, but a type 3 error is doing boring research.

*Rob Benford:* It is most important to pursue your intellectual passions. If that requires qualitative research, then seek training and read qualitative work in your field. The classic works that stand the test of time are almost always qualitative, since the second oldest profession is storytelling. If you are systematic in describing your methods, it will convince your committee members (though there are some who are never afraid to let data stand in the way of their ideas). In order to gain experience doing this kind of research, identify places to do collaborative research, find a support group, and look for the possibilities of collaborating with both positivist and post-positivist/hermeneutic/interpretive qualitative researchers.

*Judith Lynch-Sauer:* The challenges of teaching students to be qualitative researchers include breaking frame or unhooking oneself from prior assumptions and locating oneself in terms of gender, age, race, class. Faculty can support students in this effort by providing safety in the classroom, mentoring, modeling such awareness ourselves, publicizing courses to recommend to students, and identifying helpful faculty and their work. We need to nurture the next generation of scholars in developing theory and translating our/their findings into practice.

*Mark Chesler:* It is most important to keep engaging in conversation with others so that we can learn how to speak coherently to others who do not share our epistemology or approach. To be true to the tenets of qualitative inquiry, we also need to make changes in our pedagogy, and to create more collaborative, nurturing models for mentoring students and junior faculty colleagues.

After the panel presentation, the audience and the panelists broke out into smaller discussion groups.

## IV. Evaluation

At the conclusion of the faculty Conference, at noon on Saturday, we distributed an evaluation form to Conference participants. The following is a summary of the responses reported (N= 15 out of 22 regular participants):

*What did you think of the Conference overall?* (open-ended question)
The responses were overwhelmingly positive with comments including: "excellent for community-building," "a way to counter isolation," "stimulating and provocative," "most stimulating professional experience I've encountered in my four years as a faculty member at U of M," "terrific," "nourishing and inspiring," "fascinating," and "outstanding."

*Did the Conference meet your expectations?*

*A) Exceeded them      B) Yes          C) Somewhat          D) No*
Fourteen participants commented that the Conference exceeded their expectations and one participant selected B as their response.

*The Steering Committee provided a productive, learning environment in which to discuss topics on research and teaching.*

*A) Strongly Agree      B) Agree        C) Disagree          D) Strongly Disagree*
All of the participants Strongly Agreed that the Steering Committee provided a productive environment in which to discuss research and teaching.

*What did you think of the binder of articles?  The course syllabi?* (open-ended question)
All the participants who had an opportunity to look at the binders of articles and course syllabi stated that they thought it was great in reflecting the diversity in qualitative research among the faculty.  Others stated that as a result of the course syllabi, they now have somewhere to direct graduate students who are seeking to take a class on qualitative methods.

The other questions referred to the individual sessions on: various qualitative methods in health, race, gender and work, teaching, and the public session.  Like some of the questions above, the responses were measured on a four-point scale.  The participants overwhelmingly "strongly agreed" that all the sessions were useful.

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When asked what were some next steps that they would like to see come out of the Conference, all the respondents commented that they wanted to attend another conference the following year, and more forums to have similar kinds of discussions (brown bags) throughout the course of the academic year. Several suggested there be opportunities to meet with graduate students interested in these issues, as well as time/space for faculty and graduate students to meet separately.

## V.    Next Steps

During the lunch session on Saturday afternoon, Professor Chesler solicited ideas from conference participants as to what some of our next steps might be. There was overwhelming agreement that a forum should be established that would allow for sustained discussion of the issues raised at the Conference. It was suggested that while the forum needs to be self-sustaining and regular, it should also be something that requires little work due to everyone's already full schedules. A tentative plan was created to meet every other month on a Thursday afternoon from 4:30pm to 6pm, and to rotate the location of and responsibility for these meetings. Participants from the School of Nursing volunteered to host the first meeting in May, with the School of Education volunteering to host the meeting at the start of the coming school year.

There also was agreement that future meetings, and a future Conference, go beyond the initial discussions held this year. Colleagues argued that it was important to explore further ("dig deeper") the commonalities and differences amongst us with regard to theoretical frames, substantive foci and pedagogical practices.

In addition, it was also suggested that the University of Michigan link with Janice Morse's International Institute for Qualitative Research website, attend some of their Conferences, and create an email listserv as a resource for exchanging questions, concerns, ideas, etc.

Since we assumed that in one way or another there would be a second Conference during the 2001-2002 academic year, participants began discussing ways to construct such an event. As noted above, while faculty cherished the opportunity and safety created by meeting as faculty, they also wished to create linkages and share ideas as well as resources with graduate students. Several faculty immediately volunteered to plan how to meet these objectives by sitting on a future Conference or Network Steering Committee.

# VI. APPENDICES

A. Original email message soliciting interest in a Conference on Qualitative Research at Michigan.

B. Early list of interested colleagues (this list is still expanding)

C. Table of Contents of binder on Teaching

D. Table of Contents of binder on Research Articles

E. Full Conference Schedule

**A. Original email message soliciting interest in a**

**Conference on Qualitative Research at Michigan.**

Date: Wed, 5 Apr 2000 14:56:04 -0400 (EDT)

From: Mark A. Chesler <mchesler@umich.edu>

Subject: A UM "conference" on the teaching and doing of qualitative research

I am writing to you because I think you are interested in or a practitioner of some variant of qualitative research methods. Or, you may have links to other people in your area who do have such an interest.

I want to test your and others' interest in a 1-2 day event next fall that would bring us together and permit a series of conversations and dialogues about such topics as:

- How are we educating/training/preparing grad students in these (various) qualitative methods
- What kind of work - methods, epsitemologies, substantive foci - are you doing
- What kind (if any) struggles are qualitative researchers encountering in your discipline/area
- Are there any needs/values in establishing some continuing system of support andor exchange on campus

I had thought as well of inviting to such an event 2-3 prominent editors of qualitative-focused journals.

That's as far as I've gotten...and I do not wish to press any further without some indication of interest and additional suggestion of agenda. If there is interest I propose to go to OVPR for financial sponsorship of such an event.

Please share this note with others who you think might be interested. And please let me know what you think of this idea and whether you wish to be engaged in any planning that might take place.

Mark Chesler
Professor of Sociology

**B. List of Faculty Who Responded Positively to the Original Email Message or to its Subsequent Recirculation (* indicates listed in more than one department/college)**

## LSA COLLEGE

**Psychology**

      Rosenwald
      Mattis*
      Stewart*
      Gutierrez*
      Hirschfeld*

**Sociology**

      Chesler
      Young
      Knodel
      Martin*
      Anspach
      Lee
      Zald

**Political Science**

      Feldman*
      Lin*

**Anthropology**

      Hirschfeld*
      Finn*

**English**

      Smith*
      Faller

**Women's Studies**

      Stewart*
      Mattis*
      Smith*
      Lewis*
      Martin*

**Linguistics**

      Keller-Cohen

**Residential College**

      Greenspan

## PUBLIC HEALTH

Israel
Parker
Schulz
Wang
Inhorn
Lantz

## MEDICINE

Howell
Goold
Metzl
Ubel

## NURSING

Lynch-Sauer
Loveland-Cherry
Killion
Porter
Guthrie
Boyd
Martyn
Darling-Fisher
Raisler
Low
Pierce
Villaruel

## EDUCATION

Rex
Moss
Lubeck
Moje
O'Connor

## PUBLIC POLICY

Feldman*
Lin*

## SOCIAL WORK
Finn*
Lewis*
Spencer
Gutierrez*

## BUSINESS
Dutton

## C. Table of Contents of binder on Teaching

### Teaching Resources: Collected Syllabi Table of Contents

*Chesler, Mark* **(Department of Sociology)**
- Qualitative Research Methods: A Two-Semester Practicum in Field Research
- Community-Based Participatory Research (with *Barbara Israel*, **School of Public Health)**

*Feldman, Martha* **(Department of Political Science and the Ford School of Public Policy)** with *Ann Lin* **(Political Science and the Ford School of Public Policy)**
- Proseminar in Qualitative Methods

*Inhorn, Marcia* **(School of Public Health)**
- Ethnographic Methods and Research Proposal Writing

*Israel, Barbara* **(School of Public Health)**
- Qualitative Methods and Participatory Action Research

*Keller-Cohen, Deborah* **(Program in Linguistics)**
- Discourse Analysis

*Killion, Cheryl* **(School of Nursing)**
- Qualitative Research Methods

Rex, Lesley *(School of Education)*
- Introduction to Qualitative Methods in Educational Research (with *Pamela Moss*)
- Interactional Ethnography: Studying the Discourse Practices of a Group

Rosenwald, George *(Department of Psychology)*
- The Psychological Study of Lives

Young, Jr., Alford *(Department of Sociology and the Center for Afroamerican and African Studies)*
- Social Organization of Black Communities
- The Urban Ethnographic Tradition: Theory, Method, Standpoint

# D. Table of Contents of binder on Research articles

## Faculty Articles for UM Conference on Qualitative Research*

Carol Boyd

> Boyd, C., Hill, E., Holmes, C., and R. Purnell. 1998. "Putting Drug Use in Context: Life
> -Lines of African American Women Who Smoke Crack," *Journal of Substance
> Abuse Treatment*, Vol. 15(3): 235-249.

Mark Chesler

> Lewis, A., Chesler, M., and T. Forman. 2001. "The Impact of Color-Blind Ideologies on
> Students of Color: Intergroup Relations at a Predominantly White University"
> *Journal of Negro Education.* (In Press)

> Chesler, M., and C. Parry. "Gender Roles/Styles in Crisis: An Integrative Analysis
> of the Experiences of Fathers of Children with Cancer" *Qualitative Health
> Research.* (Forthcoming)

Jane Dutton

> Gersick, C., Bartunek, J., and J. Dutton. "Learning from Academia: The Importance of
> Relationships in Professional Life" *Academy of Management Journal.*
> (Forthcoming)

> Frost, P., Dutton, J., Worline, M., and A. Wilson. 2000. "Narratives of Compassion in
> Organizations" in Emotion in Organizations 2nd Ed. Fineman, Stephen (ed.).
> 1000 Oaks, California: Sage Publications.

> Rafaeli, A., Dutton, J., Harquail, C., and S. Mackie-Lewis. 1997. "Navigating by Attire:
> The Use of Dress by Female Administrative Employees" *Academy of
> Management Journal.* Vol. 40(1): 9-45.

> Dutton, J., and J. Dukerich. 1991. "Keeping an Eye on the Mirror: Image and
> Identity in Organizational Adaptation" *Academy of Management Journal.*
> Vol. 34(3): 517-554.

Martha Feldman

> Feldman, M.. "Organizational Routines as a Source of Continuous Change."
> *Organizational Science.* (Forthcoming)

> Feldman, M., and K. Skoldberg. "Stories and the Rhetorics of Contrariety: The
> Undertext of Organizing (Change)." Submitted for review in *Studies in Cultures,
> Organizations and Societies.*

> Feldman, M., and A. Khademian. "Principles for Public Management Practice:
> From Dichotomies to Interdependence." *Governance.* (Forthcoming)

Janet Finn

Finn, J., Castellanos, R., McOmber, T., and K. Kahan. 2000. "Working for Equality and Economic Liberation: Advocacy and Education for Welfare Reform" *Affilia*, Vol. 15(2): 294-310.

Finn, J. "The Women of Villa Paula Jaraquemada: Building Community in Chile's Transition to Democracy" (Submitted to *Journal of Community Development*)


Susan Goold

Goold, S., and G. Klipp. "Managed Care Members Talk About Trust"


Henry Greenspan

Greenspan, H. 2000. "The Awakening of Memory: Survivor Testimony in the First Years after the Holocaust, and Today." Presented at the Monna and Otto Weiman Lecture Series. Washington, D.C.: United States Holocaust Memorial Museum.


Lorraine Gutierrez

Gutierrez, L., Kruzich, J., Jones, T., and N. Coronado. 2000. "Identifying Goals and Outcome Measures for Diversity Training: A Multi-Dimensional Framework for Decision-Makers" *Administration in Social Work*, Vol. 24(3): 53-70.

Alvarez, A. and L Gutierrez. (Forthcoming). "Choosing to do Participatory Research: An Example and Issues of Fit to Consider" *Journal of Community Practice*.


Joel Howell

Howell, J. 1995. "The X-Ray Image: Meaning, Gender, and Power" in Technology in the Hospital: Transforming Patient Care in the Early Twentieth Century. Baltimore: Johns Hopkins University Press.


Marcia Inhorn

Inhorn, M. 2000. "Missing Motherhood: Infertility, Technology, and Poverty in Egyptian Women's Lives" in *Ideologies and Technologies of Motherhood: Race, Class, Sexuality, Nationalism*. H. Ragone and F. Winddance Twine (eds.). New York and London: Routledge.

Inhorn, M. and K. Buss. 1994. "Ethnography, Epidemiology and Infertility in Egypt" *Social Science Medicine*, Vol. 39(5): 671-686.


Barbara Israel

Schulz, A., Israel, B., Becker, A., and R. Hollis. 1997. ""It's a 24-Hour Thing...a Living-for-Each-Other Concept": Identity, Networks, and Community in an Urban Village Health Worker Project" *Health Education & Behavior*. Vol. 24 (4): 465-480.

Schulz, A., Israel, B., Parker, E., and A. Becker. ""I started knocking on doors in the community": Women's Participation and Influence in Community-Based Health Initiatives" Empowerment of Women & Mothers for Health Promotion. S. Kar (Ed.) Sage (Family Health Promotion Series) (Forthcoming)


Deborah Keller-Cohen

Dyer, J., and D. Keller-Cohen. 2000. "The Discursive Construction of Professional Self through Narratives of Personal Experience," *Discourse Studies*, Vol. 2(3): 283-304.

Ostermann, A., and D. Keller-Cohen. 1998. "'Good girls go to heaven; bad girls...' learn to be good: quizzes in American and Brazilian teenage girls' magazines," *Discourse and Society*, Vol. 9(4): 531-558.

Cheryl Killion

Killion, C. 1998. "Poverty and Procreation Among Women: An Anthropologic Study with Implications for Health Care Providers" *Journal of Nurse-Midwifery*, Vol. 43(4): 273-.

John Knodel

Knodel, J. "Focus Groups as a Qualitative Method for Cross-Cultural Research in Social Gerontology" Ann Arbor, MI: Population Studies Center, University of Michigan.

Knodel, J., Low, B., Saengtienchai, C., and R. Lucas. 1997. "An Evolutionary Perspective on Thai Sexual Attitudes and Behavior" *The Journal of Sex Research*, Vol. 34(3): 292-303.

Paula Lantz

Lantz, P., and K. Booth. 1998. "The Social Construction of the Breast Cancer Epidemic" *Social Science Medicine*, Vol. 46(7): 907-918.

Lantz, P., Richardson, L., Sever, L., Macklem, D., Hare, M., Orians, C., and R. Henson. 2000. "Mass-Screening in Low-Income Populations: The Challenges of Securing Diagnostic and Treatment Services in a National Cancer Screening Program" *Journal of Health Politics, Policy and Law*, Vol. 25(3): 451-471.

Ching Kwan Lee

Lee, C. K. 2000. "The Revenge of History: Collective Memories, Unemployment and Labor Protests in Northeastern China" *Ethnography*, Vol. 1(2): 245-265.

Lee, C. K. 1995. "Engendering the Worlds of Labor: Women Workers, Labor Markets, and Production Politics in the South China Economic Miracle" *American Sociological Review*, Vol. 60(June): 378-397.

Ann Chih Lin

Lin, A. C. 1998. "Bridging Positivist and Interpretivist Approaches to Qualitative Methods" *Policy Studies Journal*, Vol. 26(1): 162-180.

Karin Martin

Martin, K. 1998. "Becoming a Gendered Body: Practices of Preschools" *American Sociological Review*, Vol. 63(Aug.): 494-511.

Martin, K. 1996. "My Hair is My Accomplishment": Gender Differences at Puberty" in Puberty, Sexuality, and the Self: Boys and Girls and Adolescence. New York: Routledge.

Kristy Martyn

Martyn, K., Hutchinson, S. and J. Martin (submitted). "Passive Avoidance of Adolescent Pregnancy Among Low-Income African American Females: Compliant Girls"

Martyn, K., and S. Hutchinson. (in press). "Low-income African American

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Adolescents Who Avoid Pregnancy: Tough Girls Who Rewrite Negative Scripts"
*Qualitative Health Research Journal.*

Jacqueline Mattis

Mattis, J. 2000. "African American Women's Definitions of Spirituality and
Religiosity" *Journal of Black Psychology,* Vol. 26(1): 101-122.

Jonathan Metzl

Metzl, J. "Prozac, and the Pharmacokinetics of Narrative Form," *SIGNS: The
Journal of Women, Culture, and Society.* (In Press)

Metzl, J. 1999. "Signifying Medications in Thom Jones' 'Superman, My Son,'"
in MLA Special Issue on Teaching Literature and Medicine. Hudson-Jones (ed.). Modern Language
Association: New York.

Metzl, J. 1998. "Psychotherapy, Managed Care, and the Economy of
Interaction" *American Journal of Psychotherapy,* Vol. 52(3): 332-351.

Metzl, J. 1997. "Trauma, Listening, and 'A Way You'll Never Be'." *Medical
Humanities Review,* Vol. 11(1): 22-38.

Carla O'Connor

O'Connor, C. 1999. "Race, Class, and Gender in America: Narratives of
Opportunity Among Low-Income African American Youths" *Sociology of
Education,* Vol. 72(July): 137-157.

O'Connor, C. 1997. "Dispositions Toward (Collective) Struggle and Educational
Resilience in the Inner City: A Case Analysis of Six African-American High
School Students" *American Educational Research Journal,* Vol. 34(4): 593-629.

Edith Parker

Parker, E., Eng, E., Laraia, B., Ammerman, A., Dodds, J., Margolis, L., and A. Cross.
1998. "Coalition Building for Prevention: Lessons Learned from the North
Carolina Community-Based Public Health Initiative" *Journal of Public Health Management Practice,*
Vol. 4(2): 25-36.

Jeanne Raisler

Raisler, J. 2000. "Against the Odds: Breastfeeding Experiences of Low Income
Mothers," *Journal of Midwifery & Women's Health,* Vol. 45(3): 253-263.

Lesley Rex

Rex, L. 2000. "Judy Constructs a Genuine Question: A Case for Interactional
Inclusion" *Teaching and Teacher Education,* 16: 315-333.

Rex, L. "The Remaking of a High School Reader" *Reading Research Quarterly.*
(Forthcoming).

George Rosenwald

Rosenwald, G. "Task, Process, and Discomfort in the Interpretation of Life-
History" *The Narrative Study of Lives.* (Forthcoming)

Roberts, J. Scott and G. Rosenwald. "Upward Social Mobility and Identity
Formation: A Multiple-Case Study of First-Generation College Students" *The*

*Narrative Study of Lives.* (In Press)

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Amy Schulz

Schulz, A. 1998. "Navajo Women and the Politics of Identity" *Social Problems,* Vol. 45(3): 336-355.

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Antonia Villarruel

Villarruel, A., Sweet J., Howard, L., Taylor, M., and E. Bush. 1998. "Practice What We Preach? HIV Knowledge, Beliefs, and Behaviors of Adolescents and Adolescent Peer Educators" *Journal of the Association of Nurses in Aids Care,* Vol. 9(5): 61-72.

Villarruel, A., and M. Denyes. 1997. "Testing Orem's Theory with Mexican Americans" *Journal of Nursing Scholarship,* Vol. 29(3): 283-288.

*Caroline Wang*

Wang, C. and M. Burris. 1997. "Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment" *Health Education & Behavior,* Vol. 24 (3): 369 -387.

Wang, C., Yi, W., Tao, Z., and K. Caravano. 1998. "Photovoice as a Participatory Health Strategy" *Health Promotion,* Vol. 13 (1): 75-86.

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Alford Young, Jr.

Young, Jr., A. 1999. "The (Non) Accumulation of Capital: Explicating the Relationship of Structure and Agency in the Lives of Poor Black Men" *Sociological Theory, Vol. 17(2): 201-227.*

Young, Jr., A. "On the Outside Looking In: Low-Income Black Men's Conceptions of Work Opportunity and the Good Job" in *Coping with Poverty: The Social Contexts of Neighborhood, Work, and Family in the African-American Community.* S. Danziger and A. Lin (eds.) Ann Arbor, MI: The University of Michigan Press.

*Note: This list is by no means exhaustive of all the qualitative work being done at Michigan, but only a small sample of faculty research.

# E. Full Conference Schedule

*Schedule of Events for Conference on Qualitative Research at the
University of Michigan – March 23rd-March 24th, 2001*

*Location: 2533 L.S.A. Building, Dean's Conference Room
And Room 4448 East Hall*

## FRIDAY, MARCH 23RD - 2533 L.S.A. BUILDING

**9:00am        Conference Opening: "Getting Acquainted..."**
♦ With remarks from Mark Chesler, Department of Sociology
♦ and Marvin Parnes, Associate Vice-President for Research

**10:00am        First Session: "The Use of Various Qualitative Methods in Health Research"**
♦ *Discussants*: Kristy Martyn, School of Nursing and Alford A. Young, Jr.,Department of Sociology/CAAS
♦ *Articles for Discussion*:
   Killion, C. 1998. "Poverty and Procreation Among Women: An Anthropologic Study with Implications for Health Care Providers" *Journal of Nurse-Midwifery*, Vol. 43(4): 273-.
   Knodel, J. "Focus Groups as a Qualitative Method for Cross-Cultural Research in Social Gerontology" Ann Arbor, MI: Population Studies Center, University ofMichigan.
   Metzl, J. "Prozac, and the Pharmacokinetics of Narrative Form," *SIGNS: The Journal of Women, Culture, and Society* (in press).
   Schulz,A., Parker, E., Israel, B., Maciak, J., and R. Hollis.. 1998. "Conducting Participatory Community-Based Survey for a Community Health Intervention on Detroit's East Side" *Journal of Public Health Management Practice*, Vol. 4(2): 10-24.
   Wang, C., Yi, W., Tao, Z., and K. Caravano. 1998. "Photovoice as a Participatory Health Strategy" *Health Promotion*, Vol. 13 (1): 75-86.

**11:30am        Second Session: "Qualitative Research Dealing with Issues of Race"**
♦ *Discussants*: Lorraine Gutierrez, Department of Psychology/School of Social Work
♦ *Articles for Discussion*:
   Martyn, K., & S. Hutchinson. (in press). "Low-income African American Adolescents Who Avoid Pregnancy: Tough Girls Who Rewrite Negative Scripts" *Qualitative Health Research Journal*.
   Mattis, J. 2000. "African American Women's Definitions of Spirituality and Religiosity" *Journal of Black Psychology*, Vol. 26(1): 101-122.
   O'Connor, C. 1997. "Dispositions Toward (Collective) Struggle and Educational Resilience in the Inner City: A Case Analysis of Six African-American High School Students" *American Educational Research Journal*, Vol. 34(4): 593-629.
   Villarruel, A., and M. Denyes. 1997. "Testing Orem's Theory with Mexican Americans" *Journal of Nursing Scholarship*, Vol. 29(3): 283-288.

Young, Jr., A. 1999. "The (Non) Accumulation of Capital: Explicating the Relationship of Structure and Agency in the Lives of Poor Black Men" *Sociological Theory, Vol. 17(2): 201-227.*

**1:00pm        LUNCH**

**2:00pm        Third Session: "Qualitative Research Dealing with Issues of Gender and Work"**
♦ *Discussant*: Karin Martin, Department of Sociology/Women's Studies Program
♦ *Articles for Discussion*:
  Rafaeli, A., Dutton, J., Harquail, C., and S. Mackie-Lewis. 1997. "Navigating by Attire: The Use of Dress by Female Administrative Employees" *Academy of Management Journal.* Vol. 40(1): 9-45.
  Finn, J. "The Women of Villa Paula Jaraquemada: Building Community in Chile's Transition to Democracy" (Submitted to *Journal of Community Development*)
  Lee, C. K. 1995. "Engendering the Worlds of Labor: Women Workers, Labor Markets, and Production Politics in the South China Economic Miracle" *American Sociological Review,* Vol. 60(June): 378-397.
  Schulz, A., Israel, B., Becker, A., and R. Hollis. 1997. ""It's a 24-Hour Thing…a Living-for-Each-Other Concept": Identity, Networks, and Community in an Urban Village Health Worker Project" *Health Education & Behavior.* Vol. 24 (4): 465-480.

**3:30pm        Commentary on Research from Panel of Visiting Editors**
♦ *Discussants*: Rob Benford, *Journal of Contemporary Ethnography*; Ruthellen Josselson, *Narrative Study of Lives*; Janice Morse, *Qualitative Health Research*

**5:00pm        End of Day's Events**

**7:00pm        Dinner for Editors and Conference Participants at TBA**


**SATURDAY, MARCH 24ᵀᴴ - 2533 L.S.A. BUILDING**

**9:00am        First Session: "Teaching Qualitative Methods In and Outside of the Classroom"**
*Discussants*: Mark Chesler, Department of Sociology, and Judith Lynch-Sauer, School of Nursing
*Articles for Discussion*: See *Teaching Resources: Collected Syllabi*

**10:00am        Second Session: "Open Discussion of Teaching Qualitative Methods In and Outside of the Classroom"**

**11:30am        Commentary on Teaching from Panel of Visiting Editors**

**12:30pm        LUNCH and evaluations**

**2:00pm        PUBLIC AND CLOSING SESSION: "Research Agendas and Instructional Opportunities/Offerings in Qualitative Methodology at the University of Michigan"**
        (*Note: Session is located in 4448 East Hall – Department of Psychology)
*Discussants*: Rob Benford, Mark Chesler, Lorraine Gutierrez, Ruthellen Josselson, Judith Lynch-Sauer, Karin Martin, Kristy Martyn, Janice Morse, George Rosenwald, and Alford Young, Jr.

**4:30pm        CONFERENCE CLOSING**