

DISCIPLINE DESCRIPTION

1. Information about the program

1.1 Higher education institution	Babeş-Bolyai University, Cluj-Napoca
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Political Science
1.4 Field of study	Political Science
1.5 Level of study	Undergraduate
1.6 Study program / Qualification	Political Science

2. Information about the discipline

2.1 Discipline title	Qualitative methods of research in political science						
2.2 Course lecturer	Dr. Teampau Petruta						
2.3 Seminar assistant	Drd. Constantinescu Sorana						
2.4 Year of study	II	2.5 Semester	III	2.6. Evaluation type	E	2.7 Discipline type	DS

3. Total estimated time (hours of didactic activities per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the study plan	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time distribution: face to face 6 hours; individual study 3 hours					Hrs
Studying the manual, course reader, bibliography and notes:					84
Supplementary documentation in the library, on electronic platforms and in the field:					21
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					21
Tutorials					
Examinations					8
Other activities:					
3.7 Total hours of individual study	42				
3.8 Total hours per semester	56				
3.9 Number of credits	5				

4. Prerequisites (where applicable)

4.1 based on the curriculum	Graduating the introductory 1st year course „Introduction to social science research methodology”
4.2 based on competences	Identifying the elements of political analysis methodology Identifying and using specific theories and methods in explaining social and political conflicts and disputes Using the methodology of political science in analysing specific social-political contemporary processes Using techniques of political analysis in critical evaluation of some actual contexts in social-political systems

5. Conditions (where applicable)

5.1 for the course	The notion of plagiarism is defined in accordance with the Department of Political Science policies: (http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologice/). Plagiarism and attempted fraud examination is punishable by 1 to this note and the case presented to the Dean to take appropriate administrative measures. Final exam fraud is punishable by removal from the exam.
5.2 for the seminar/laboratory	Attendance at seminars is required by university regulations to a level of 75%. Note: arrear exam includes seminar component. If the work done by the student does not meet the seminars requirements to promote this discipline is mandatory to re-take it in the next academic year.

6. Accumulated specific competencies

Professional competencies	<p>Analysis of factual situations through applying some fundamental principles, theories and methods from the field of political science</p> <p>Conducting, individually or in teams, a project related to social and political theories.</p> <p>Proper use of basic concepts in political science</p> <p>Using the conceptual framework of political science in evaluating the relevance and impact of social-political theories</p> <p>Using fundamental concepts in political science in describing and explaining the origin and development of some events and processes</p>
Transversal competencies	

7. Discipline objectives (from the accumulated competencies grid)

7.1 General objective	Methodology is the process through which inferences are made about the real world. This course intends to continue the presentation of basic concepts, theories and methods in social science, completing the introductory course of the first year and the Quantitative methods course of the second year. The focus will be on qualitative techniques and methods of data gathering and analysis in social sciences. Both the course and the seminar will have an applied character, focusing on conducting a micro-research.
7.2 Specific objectives	The course aims to introduce a series of basic concepts in social research: method, qualitative, quantitative, paradigm, positivism, operationalisation, coding, and analysing data. Students will have to design and conduct a small research project using one of the qualitative methods discussed (with some minimal requirements: at least 2 focus groups, 4 in depth interviews, at least 60 items for content analysis).

8. Contents

	Teaching methods	Observations
Presenting the structure and	Exposure of a set of concepts and	Students are required to

requierments of the course and seminar.	theories on this course. Interactive discussion of examples.	read the literature indicated in the syllabus
Introduction to qualitative research. A review of the main paradigms in social sciences. Qualitative research design	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Ethnography and participant observation as research methods. Fieldwork	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Qualitative interviews. Focus groups.	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Discourse analysis	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Collecting and analysing data. Coding qualitative data	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Interpreting and analyzing qualitative data	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Ethical issues in qualitative research	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
How to write, present, and disseminate qualitative research	Exposure of a set of concepts and theories on this course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Final discussion, review and feedback for group projects	Review and discussions.	Review and discussions.

Mandatory readings:

Norman K. Denzin, Yvonna S. Lincoln (eds.) *Collecting and Interpreting Qualitative Materials*, London: Sage Publications

Norman K. Denzin, Yvonna S. Lincoln (eds.) (1998) *The Landscape of Qualitative Research: Theories and Issues*, London: Sage Publications

Norman K. Denzin, Yvonna S. Lincoln (eds.) *Strategies of Qualitative Inquiry*, London: Sage Publications

Catherine Dawson (2007) *A practical guide to research methods. A user-friendly manual for mastering*

Course bibliography:

(1) Presenting the structure and requirements of the course and seminar.

(2) Introduction to qualitative research. A review of the main paradigms in social sciences. Qualitative research design.

Norman K. Denzin and Yvonna S. Lincoln (1998) "Introduction: Entering the Field of Qualitative Research", in Norman K. Denzin, Yvonna S. Lincoln (eds.) *Collecting and Interpreting Qualitative Materials*, London: Sage Publications, pp. 1-34.

Valerie J. Janesick (1998) "The Dance of Qualitative Research Design: Metaphor, Methodolatry, and Meaning", in Norman K. Denzin, Yvonna S. Lincoln (eds.) *Strategies of Qualitative Inquiry*, London: Sage Publications, pp. 35-55.

(3) Ethnography and participant observation as research methods. Fieldwork

Paul Atkinson and Martyn Hammersley (1998) "Ethnography and Participant Observation", in Norman K. Denzin, Yvonna S. Lincoln (eds.) *Strategies of Qualitative Inquiry*, London: Sage Publications, pp. 110-136.

(4) Qualitative interviews. Focus groups.

Andrea Fontana and James H. Frey (1998) "Interviewing: The Art of Science", in Norman K. Denzin, Yvonna S. Lincoln (eds.) *Collecting and Interpreting Qualitative Materials*, London: Sage Publications, pp. 47-78.

(5) Discourse analysis

David Howarth, Yanis Stavrakakis (2000) "Introducing discourse theory and political analysis" in David Howarth, Aletta J. Norval, Yanis Stavrakakis (eds.) (2000) *Discourse theory and political analysis. Identities, hegemonies and social change*, Manchester: Manchester University Press, pp. 1-23.

(6)

(7) Collecting and analysing data. Coding qualitative data

Amanda Coffey, Paul Atkinson (1996) cap. 2. "Concepts and coding", in *Making sense of qualitative data*, London: Sage, pp. 26-53.

(8)

(9) Interpreting and analyzing qualitative data

Silverman David (2011) "Texts", cap. 8, in *Interpreting Qualitative Data. A Guide to the Principles of Qualitative Research*, 4th edition, London: Sage, pp. 229-273.

(10) Ethical issues in qualitative research

Maurice Punch (1998) "Politics and Ethics in Qualitative Research", in Norman K. Denzin, Yvonna S. Lincoln, *The Landscape of Qualitative Research. Theories and Issues*, London: Sage Publications, pp. 156-184.

(11) How to write, present, and disseminate qualitative research

Kristof van Assche, Petruța Teampău (2015) "Narratives of place and self", in *Local cosmopolitanism. Imagining and re-making privileged places*, London: Springer, pp. 57-86.

12) Final discussion, review and feedback for group projects

Seminar	Methods	Observations
Presenting the structure and requirements of the course and seminar.	Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Introduction to qualitative research. A review of the main paradigms in social sciences. Qualitative research design	Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Ethnography and participant observation as research methods. Fieldwork	Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Qualitative interviews. Focus groups.	Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Discourse analysis	Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Guest lecture: introduction to content analysis and discourse analysis (Adela Fofiu)	Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Collecting and analysing data. Coding qualitative data	Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Guest lecture: introduction to content analysis and discourse analysis (Adela Fofiu)	Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Interpreting and analyzing qualitative data	Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Ethical issues in qualitative research	Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
How to write, present, and disseminate qualitative	Exposing a set of concepts and theories regarding the course topics. Interactive discussion of	Students are required to read the literature indicated in the syllabus

research	examples.	
Final discussion, review and feedback for group projects	Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
Introduction to qualitative research. A review of the main paradigms in social sciences. Qualitative research design		Exposing a theories re topics. Inte examples.
Ethnography and participant observation as research methods. Fieldwork		Exposing a theories re topics. Inte examples.
Qualitative interviews. Focus groups.		Exposing a theories re topics. Inte examples.
Discourse analysis		Exposing a theories re topics. Inte examples.
Guest lecture: introduction to content analysis and discourse analysis (Adela Fofiu)		Exposing a theories re topics. Inte examples.
Analysing data.		Exposing a theories re topics. Inte examples.
Guest lecture: introduction to content analysis and discourse analysis (Adela Fofiu)		Exposing a theories re topics. Inte examples.
Ethical issues in qualitative research		Exposing a theories re topics. Inte examples.
Applied discussions: researches about politics		Exposing a theories re topics. Inte examples.
Final discussion, review and feedback for group projects		Review an
Seminar 1		
Seminar 2		
Silverman David (2011) "What is Qualitative Research?", in <i>Interpreting Qualitative Data. A Guide to the Principles of Qualitative Research</i> , 4 th edition, London: Sage, pp. 3-26.		
Donatella della Porta and Michael Keating (2008) "How many approaches in the social sciences? An epistemological introduction", in Donatella della Porta and Michael Keating (eds.) <i>Approaches and Methodologies in the Social Sciences. A Pluralist Perspective</i> , Cambridge: Cambridge University		

Press, pp. 19-39.

Arthur J. Vidich and Stanford M. Lyman (1998) "Qualitative Methods: Their History in Sociology and Anthropology", in Denzin, Norman K.; Lincoln, Yvonna S. (eds.) (1998) *The Landscape of Qualitative Research: Theories and Issues*, London: Sage Publications, pp. 41-110.

Silverman David (2011) cap. 13 "The relevance of qualitative research", *Interpreting Qualitative Data. A Guide to the Principles of Qualitative Research*, 4th edition, London: Sage, pp. 411-440.

Seminar 3

Berg L. Bruce, Howard Lune (2012) "Ethnographic Field Strategies", cap. 6, in *Qualitative Research Methods for the Social Sciences*, eighth ed., New Jersey: Pearson, pp. 196-257.

George E. Marcus (1995) "Ethnography in/of the World System: The Emergence of Multi-sited Ethnography", *Annual Review of Anthropology*, 24: 95-117.

Seminar 4

Catherine Dawson (2007) "How to conduct interviews", in Catherine Dawson (2007) *A practical guide to research methods. A user-friendly manual for mastering research techniques and projects*, Oxford: How To Books, pp. 67-79.

Kathleen deMarrais (2004) "Qualitative Interview Studies: Learning Through Experience", in Kathleen deMarrais, Stephen D. Lapan (eds.) *Foundations for Research. Methods of Inquiry in Education and the Social Sciences*, London: Lawrence Erlbaum Associates, pp. 51-68.

Seminar 5

Discourse analysis and content analysis

Seminar 6

Guest lecture: introduction to content analysis and discourse analysis (Adela Fofiu)

Seminar 7

David A. Snow, Calvin Morill, and Leon Anderson (2003) "Elaborating Analytic Ethnography: Linking Fieldwork and Theory", *Ethnography* 4 (2): 181-200.

Seminar 8

Guest lecture: introduction to content analysis and discourse analysis (Adela Fofiu)

Seminar 9

Berg L. Bruce, Howard Lune (2012) "An introduction to content analysis", cap. 11, in *Qualitative Research Methods for the Social Sciences*, eighth ed., New Jersey: Pearson, pp. 349-385.

Kevin Adamson (2000) "The construction of Romanian social democracy (1989-1996)" in David Howarth, Aletta J. Norval, Yanis Stavrakakis (eds.) (2000) *Discourse theory and political analysis. Identities, hegemonies and social change*, Manchester: Manchester University Press, pp. 119-133.

Seminar 10

Kit Tisdale (2004) "Being Vulnerable and Being Ethical With/in Research", in Kathleen deMarrais, Stephen D. Lapan (eds.) *Foundations for Research. Methods of Inquiry in Education and the Social Sciences*, London: Lawrence Erlbaum Associates, pp. 13-30.

Laura L. Adams (1999) "The mascot researcher. Identity, power and knowledge in fieldwork", in *Journal of Contemporary Ethnography*, vol. 28: 4.

Seminar 11

Ritchie Jane, Liza Spencer (1995) “Qualitative data analysis for applied policy research”, in Alan Bryman and Robert G. Burgess, *Analyzing Qualitative Data*, London and New York: Routledge, pp. 173-194

Bruce L. Berg (1995) “Qualitative research methods for the social sciences”, Boston: Allyn and Bacon, Chapter 12.

Seminar 12

Discussing group projects.

9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program’s corresponding field

The course intends, among others, to develop students’ critical thinking and their general understanding of social issues and problems.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	Evaluation of expert knowledge taught in class. Assessment of exposure and clarity of expression level of specialized knowledge taught in class	Essay writing on a topic covered during the course.	50%
10.5 Seminar/laboratory	Seminar attendance	Grading	20%
	Work in the seminars	Quality of replies to questions about the topics discussed in seminars. Active presence and informed discussions.	30%
10.6 Minimum performance standard			
<p>If the work done by the student does not meet the seminars requirements to promote this discipline is mandatory to repeat it in the next academic year.</p> <p>Attendance at seminars is required by university regulations to a level 75%.</p> <p>The notion of plagiarism is defined in accordance with the Department of Political Science regulations</p>			