**DISCIPLINE DesCRIPTION**

**1. Information about the program**

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| 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**

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| 2.1 Discipline title | Qualitative methods of research in political science ULE1312 |
| 2.2 Course lecturer | Dr. Teampau Petruta (office hours joi 12-14) |
| 2.3 Seminar assistant | Dr. Teampau Petruta |
| 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)

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| --- | --- | --- | --- | --- | --- |
| 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 | 42 | of which: 3.5 course | 28 | 3.6 seminar/laboratory | 14 |
| Time distribution: face to face 3 hours; individual study 4 hours | Hrs |
| Studying the manual, course reader, bibliography and notes: | 2x14=28 |
| Supplementary documentation in the library, on electronic platforms and in the field: | 1x14=14 |
| Preparing seminars/laboratories, homework, syntheses, portfolios and essays: | 1x14=14 |
| Tutorials |  |
| Examinations  | 8 |
| Other activities: .................. |  |
| 3.7 Total hours of individual study | 56 |
| 3.8 Total hours per semester | 98 |
| 3.9 Number of credits | 4 |

**4. Prerequisites** (where applicable)

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| 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 methodologyIdentifying 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 processesUsing techniques of political analysis in critical evaluation of some actual contexts in social-political systems |

**5. Conditions** (where applicable)

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| 5.1 for the course  | The notion of plagiarism is defined in accordance with the Department of Political Science policies: <https://fspac.ubbcluj.ro/ro/resurse/administrative/regulamente>Any academic paper relies on information with proper sources cited according to scientific rules. It is strongly recommended to use one of the existing bibliographical styles (APA, MLA, Chicago, etc.). The Department of Political Sciences recommends using the [APSA](https://connect.apsanet.org/stylemanual/references/) style (American Political Science Association). If any other style is preferred, it should be used consistently throughout the paper. Evaluation of the papers will take into consideration also the correct use of the bibliographical style. |
| 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**

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

**7. Discipline objectives** (from the accumulated competencies grid)

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| 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, paragidm, positivism, operationalisation, coding, andalysing data.Students will have to design and conduct a small research project using one of the qualitative methods discussed (with some minimal requierements: at least 2 focus groups, 4 in deapth intervies, at least 60 items for content analysis). |

**8. Contents**

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|  | Teaching methods | Observations |
| **Presenting the structure and requierments of the course and seminar.** | 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 |
| **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 research tehniques and projects*, Oxford: How To BooksCourse bibliography: (1) **Presenting the structure and requierments 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 NormanK. 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 requierments 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 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 |
| **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 |
| **InIntroduction 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. |
| **Ethnography and participant observation as research methods. Fieldwork** | Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples. |
| **Qualitative interviews. Focus groups.** | Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples. |
| **Discourse** **analysis** | Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples. |
| **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. |
| **Analysing data.** | Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples. |
| **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. |
| **Ethical issues in qualitative research** | Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples. |
| **Applied discussions: researches about politics** | Exposing a set of concepts and theories regarding the course topics. Interactive discussion of examples. |
| **Final discussion, review and feedback for group projects** | Review and discussions. |
| **Seminar 1****Seminar 2****Seminar 3****Seminar 4****Seminar 5**Discourse analysis and content analysis**Seminar 6**Introduction to content analysis and discourse analysis**Seminar 7****Seminar 8**Introduction to content analysis and discourse analysis **Seminar 9****Seminar 10****Seminar 11****Seminar 12**Discussing group projects. | Silverman David (2011) “What is Qualitative Research?”, in *Interpreting Qualitative Data. A Guide to the Principles of Qualitative Research*, 4th 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.) *Approaches and Methodologies in the Social Sciences. A Pluralist Perspective*, 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.Berg L. Bruce, Howard Lune (2012) “An introduction to content analysis”, cap. 11, *in Qualitative Research Methods for the Social Siences*, 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.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.David A. Snow, Calvin Morill, and Leon Anderson (2003) “Elaborating Analytic Ethnography: Linking Fieldwork and Theory”, *Ethnography* 4 (2): 181-200.Catherine Dawson (2007) “How to conduct interviews”, in Catherine Dawson (2007) *A practical guide to research methods. A user-friendly manual for mastering research tehniques 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.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”, în *Journal of Contemporary Ethnography*, vol. 28: 4.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. 173-194Bruce L. Berg (1995) “Qualitative research methods for the social sciences”, Boston: Allyn and Bacon, Chapter 12. |

**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**

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

**10. Evaluation**

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| 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. | 60% |
| 10.5 Seminar/laboratory | Seminar attendance | Grading | 10% |
|  | 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 |
| 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.Attendance at seminars is required by university regulations to a level 75%.The notion of plagiarism is defined in accordance with the Department of Political Science regulations |

 Date Course lecturer signature Seminar assistant signature

25. 09. 2024  

Date of approval in the Department Head of department’s signature

25.09.2025 