



**Department of Psychology**

**Psychology 611 (L01) – Advanced Research Analysis in Qualitative and Historical Psychology**

**Winter 2007**

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**Lecture Location: TBA**  
**Lecture Days/Time: TBA**

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**Course Description and Goals**

This course deals with non-traditional research methods and analyses in psychology. By being non-traditional they are nonetheless associated with both long traditions and have emerged as complicated methodical forms in their own right. They are also representative – we will not be covering all “qualitative” methods nor can we even hope to address the varieties of methods available. However, you will be exposed to (a) the philosophy of qualitative research, (b) historical analyses (broadly speaking) and, (c) one qualitative approach that has gained considerable interest within psychology, discourse analysis, along with background developments associated with the positions. One-half of the course will be devoted to each approach. For each portion of the course there will be assigned readings, which will be discussed in a seminar format, and a small assignment designed to provide experience with each type of analysis.

**Required Text**

Readings will be assigned. They will either be available through the library or the course instructors.

**Evaluation**

The final course grade will be based on two lab assignments, each worth 20% and a final paper that will address some aspect of the areas discussed in the course, worth 60%. These must be submitted in print form.

## **Lecture Schedule**

### **A. The Foundations of Qualitative Research. (Radtke and Stam)**

Introductory seminar on the emergence of qualitative research, the importance of theory, the reigning methodolatriy of the social sciences, the fallacy of the “qualitative-quantitative” dichotomy, and the emergence of epistemic cultures premised on the new research traditions.

### **B: The History of Methods and Historiography. (Hank Stam)**

In this section of the course we will briefly discuss methods in the psychology and how they came to predominate in such a way in the discipline. Aspects of this part of the course will be familiar to students from Psychology 601 as we will briefly review material covered in work by Gigerenzer and Danziger. We will then move on the question of historical research, how we can characterize historical research as an original research method and what is entailed in doing historical research.

References:

Danziger, K. (1990). *Constructing the subject*. Cambridge: Cambridge University Press.

Jenkins, K. (1995). *On “what is history?” From Carr and Elton to Rorty and White*. London: Routledge.

-Additional readings on the doing of history in psychology made available in class

### **C: Discourse Analysis (Lorrie Radtke)**

This section of the course will introduce students to the theory and practices of discourse analysis in psychology, sometimes referred to as discursive psychology. Students will be exposed to the origins and developments of ideas associated with this tradition, its origins in ethnomethodology, and related developments such as conversation analysis.

Readings to be announced.

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special

circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

*It is the student's responsibility to request academic accommodations.* If you are a student with a documented disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

### **Important Dates**

The last day to drop this course and **still receive a fee refund** is January 19, 2007. The last day to withdraw from this course is April 13, 2007.