

MMC 6426
****QUALITATIVE RESEARCH****
FALL 2023 SYLLABUS

Professor: Dr. Kasey Windels

Class Time/Location: Thursday from 10:40-1:40 in 1098 Weimer

Office Hours/Location: Tuesday from 1-2; Thursday from 9:15-10:15 via Zoom @

<https://ufl.zoom.us/j/8593158653> (the prof. sets aside these hours for students to ask questions and chat informally)

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Office Phone: 352-294-1398

Office Location: 3050 Weimer

Course Website: Relevant course info will be posted on Canvas.

This course is designed to provide a broad overview of qualitative research methods – “an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world” (Van Maanen, 1983, p. 9) – used in the social sciences.

Over the semester, we will explore the aims, theoretical frameworks, and methods of qualitative research. We will focus on the tools, approaches and methodologies that will help prepare you to conduct qualitative research in your graduate program and beyond. The course begins with a review of the philosophical assumptions and interpretive frameworks associated with qualitative research. Then we will focus on different data collection methods, including participant observation, interviews, focus groups. We will also look at ways to analyze media texts and other forms of discourse. We will read theoretical, logistical, and exemplary materials.

COURSE OBJECTIVES

- Demonstrate an understanding of the aims and philosophical frameworks of qualitative research.
- Recognize the theoretical and practical considerations behind the range of techniques, including interviews, focus groups, and participant observation.
- Design and conduct in-depth interviews, participant observation, and textual analysis.
- Conceptualize and design projects, collect data, and make wise choices in qualitative research projects.
- Use appropriate techniques for analyzing and reporting qualitative research.

“I want to understand the world from your point of view. I want to know what you know in the way you know it. I want to understand the meaning of your experience, to walk in your shoes, to feel things as you feel them, to explain things as you explain them.”

--James P. Spradley

COURSE FORMAT

Our course has both Master's and Ph.D. students. It has students who are interested in academic research and in professional research. To ensure that everyone gets the most out of the course, class sessions typically will be divided into two parts. Part one is a presentation and discussion of the readings, typically led by a student discussion leader. Part two is the workshop led by Dr. Windels. The workshop will include lectures and activities on how practitioners and academics use qualitative research as well as opportunities to practice your qualitative methods and skills.

We will read an extensive amount in this course. This large volume of reading may take some adjustment. However, reading a large amount of text in a short amount of time is a skill that you should develop in any graduate program. Do not get discouraged. Some of the readings may offer more to you personally than others. Learn to read those texts more heavily and to skim quickly the text that doesn't interest you as much. Reaction posts due each week will help you organize your thoughts around the subject matter.

COURSE MATERIALS

Most course readings can be found on the Canvas website. There is one required text in the course:

- McKee, Alan (2003), *Textual Analysis: A Beginner's Guide*, SAGE.

Note that our library has several eBooks on qualitative research methods that may be helpful to you, including:

- Bhattacharya, Kakali (2017). *Fundamentals of Qualitative Research: A Practical Guide*.
- Flick, Uwe (2013). *The SAGE Handbook of Qualitative Data Analysis*.
- Hannes, Karin and Lockwood, Craig (2011). *Synthesizing Qualitative Research: Choosing the Right Approach*.
- Margolis, Eric M. and Pauwels, Luc (2011). *The SAGE Handbook of Visual Research Methods*.
- Merriam, Sharan B. (2009). *Qualitative Research: A Guide to Design and Implementation*.
- Tracy, Sarah J (2013). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*.
- Wiles, Rose (2012). *What are Qualitative Research Ethics*.

ASSIGNMENTS

1. **Reaction Post and Discussion Question:** Each week you are responsible for writing a 200-word response regarding the week's readings, due by Wednesday at 3:00. In the **reaction post**, you will respond to the readings for the week. For **each reading** that week, you will (1)

highlight a main point from the reading and (2) react to that point. This reaction might involve:

- Analyze how the main point relates to another reading from the same week or from a previous week. Point out similarities and differences. Reconcile with your own point of view.
- Consider how the main point could be applied to real-world problems, to your own research or work interests, or to another area that interests you.
- Note how the main point is related to your life, experiences, ideas or problems.
- Discuss whether the point changes your perspective in any way.
- Discuss how the author's perspective is different than yours. What struck you about that? How is that significant?
- Raise a question relevant to the topic but not answered in the readings: "The author ignored this key issue..."
- Connect a text to concepts and themes discussed in class.
- Question key assumptions made by the author.
- Consider the strengths and weaknesses of the author's argument.

At the end of the reaction post, you will also write one **discussion question** that will provoke interesting in-class discussion. Some ideas for the types of topics to discuss include: delving deeper into a particular research area, exploring the evidence the authors provide for their conclusions, questioning the author's assumptions, expanding on an implication of the study, or exploring the implications of this particular study for understanding of different disciplinary areas or for how the research could be applied in a variety of different capacities.

These papers will help you to participate in a meaningful discussion during our class time. The reaction paper will be evaluated with a check plus, check, or check minus, indicating either an outstanding (A=97); satisfactory (B=87), or unsatisfactory (C=77) performance. You will receive a zero if you do not turn it in.

2. **Discussion Leadership:** Each student is required to lead one class discussion on the weekly readings. Use the reaction posts and discussion questions submitted by your classmates to help organize your thinking. The goal is to engage the class in a fruitful discussion of the topic, so feel free to be creative and use different tools and techniques. Provide a brief, synthesized summary of the readings. You might also generate and disseminate a list of questions based on the readings; present a challenge, puzzle or two opposing viewpoints to spur discussion; use videos or current events examples to promote discussion; develop activities or case studies that encourage learning or discussion; or divide the class in half for a debate. You can provide handouts, discussion points, or speak extemporaneously. **Note:** When you lead a discussion of a journal article (a study that uses qualitative research), focus on the **research methods** used in the article rather than the subject/topic of the article.

Here are some tips for facilitating discussion:

- **Ask questions:** To inspire a response is perhaps the most important strategy of the facilitator. Questions should be open-ended questions, such as "what, how, who, why" type questions that encourages brainstorming and creativity.
- **Probe in-depth into a comment/idea:** Encourages more in-depth analysis, such as: "Tell me more about what you mean by X" or "Could you be more specific?"
- **Paraphrase:** Only for clarification of a comment made by a student, not to evaluate or

improve it.

- **Refer back to earlier comments:** Which ties the discussion to previous student's contributions.
 - **Be comfortable with silence:** The facilitator must be willing to wait once a question is posed as people need time to think and frame a response. Thus, a facilitator should not step in and answer one's own question.
 - **Give positive reinforcement:** This is a way to encourage participation, especially to students who are quieter.
 - **Include quieter members:** Some ways to draw people out are to ask students directly for their opinion on something that has been brought up, to refer back to comments that quieter people make to draw them out further, or to break the class into smaller groups or pairs that then report to the larger group.
 - **Shift perspective of the discussion:** If all students seem to agree, it may be less likely that a single or few students who feel differently would speak up. To get these students to speak up, the facilitator can ask if there "might be another viewpoint that could be missing from the discussion." In addition, the facilitator can ask for the implications of the topic or a big-picture question; or the facilitator can ask for a specific example or for details to enrich the discussion that may be at too broad of a level.
 - **Summarize:** Occasional summary is helpful to keep the group focused. The facilitator can briefly summarize what has been said before moving on. Or, better yet, the facilitator can ask for someone else to summarize, but it is important that enough time is provided for students to think before answering.
3. **In-Class Contributions:** As the course is a seminar, class participation is essential—and a substantial part of student grades. In addition to the assignment to lead a discussion, weekly participation will be evaluated with a plus, check, or minus, indicating either an outstanding (A=97); satisfactory (B=87), or unsatisfactory (C=77) level of engagement. To earn a "+" in participation, I am looking for consistent, active contribution to class activities and discussion that demonstrates a firm grasp of the material covered and adds to the learning of your fellow classmates. You will receive a zero for unexcused absences.
4. **Assignments:** Students will be responsible for **three** assignments designed as practice for qualitative methods: 1) deprivation study *OR* qualitative state of your field, 2) in-depth interview, and 3) textual analysis. I will provide details for each assignment when relevant topics are discussed. Due dates are listed in the course schedule.
5. **Qualitative Research Proposal and Presentation:** You will write an 8-12-page (double spaced) research proposal (not including cover page, abstract, references, tables, etc.). This assignment helps you learn how to design logically and empirically effective approaches to data collection and analysis. Here are the key elements that should be included.
- A **title** that captures the essence of your topic and **abstract** (75-100 words) that summarizes the main elements of your proposal.
 - An **introduction** that describes a phenomenon you wish to explore qualitatively and why understanding it more deeply is necessary.

- A **brief literature review** on the topic, which should describe existing literature about the phenomenon thus far. This review of literature and theories should help to justify the need to conduct the research and may partially describe what might be going on with the phenomenon. This section should also include your **research question(s)**.
- Explain what **method(s)** (e.g. interview, focus group, observation, textual analysis) you will use and justify why it is the most appropriate method to answer your research question.
- **Identify your sample:**
 - If interview or focus group, identify and explain the demographic criteria for choosing participants and decide on the sample size. Provide a rationale for your decisions.
 - If field observation, identify the place you will conduct your fieldwork and explain. Provide a rationale for your decisions.
 - If textual analysis, identify and explain which texts will be selected and the nature and scope of the selection. Provide a rationale for your decisions.
- **Describe your sampling procedure:**
 - If interview, describe how to get access to and recruit the possible interviewees.
 - If field observation, describe how to get access to the field and observation strategies.
 - If textual analysis, identify how you would locate the texts.
- **Develop your instrument:**
 - If interview, justify if you would use structured or semi-structured or unstructured questions and compose an interview guide with sets of interview questions grouped in different topical areas.
 - If field observation, explain what particular areas you would like to focus on and develop an observation protocol.
 - If textual analysis, design a “coding scheme” in a qualitative sense and explain what you will look for in analyzing the texts (e.g. theme, metaphor, discursive strategies, ideological package, intended audience, sources, etc.).
- **Describe your analysis procedures:**
 - Determine whether you will use inductive, deductive, or iterative analysis. Note the procedures you will use to code and analyze your data (e.g. the steps in your coding process; whether you will use a manual approach to code by hand or use computer-aided approach).
- Identify and describe several **strategies to improve validity** for both data collection and data analysis: reflexivity, triangulation, peer review, participant feedback, extended fieldwork, etc.
- **Reflection:** Describe the main challenges you expect and the limitations of your design.
- **Appendix:** Include your full instrument (e.g. interview guide, observation protocol, coding scheme).

You will turn in your proposal via Canvas.

Presentation: You will develop a 7-10-minute presentation of your research proposal to present to the class the receive feedback from classmates.

GRADING

- Reaction Papers 10%
- Discussion Leadership 10%
- In-Class Contributions 10%
- Assignment 1: Deprivation/Qual State of Field 15%
- Assignment 2: Interview 15%
- Assignment 3: Textual Analysis 15%
- Qualitative Research Proposal 20%
- Research Proposal Presentation 05%

GRADING SCALE

	94.00 and above = A	90.00 – 93.99 = A-
87.00 – 89.99 = B+	84.00 – 86.99 = B	80.00 – 83.99 = B-
77.00 – 79.99 = C+	74.00 – 76.99 = C	70.00 – 73.99 = C-
67.00 – 69.99 = D+	64.00 – 66.99 = D	61.00 – 63.99 = D-
60.99 and below = E		

Please see UF grading policies at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

POLICIES & PROCEDURES

- **In-Person Course:** Our course is an in-person course. Lecture, discussion, activities and exams will occur in the classroom. We will **not** utilize the HyFlex technology. You are responsible for getting notes from a classmate if you are unable to attend class.
- **Attendance:** As a graduate-level course, your attendance and punctuality are expected each week. You will earn a zero for your in-class participation for any day in which you have an unexcused absence.

If you are going to miss class for an excused absence, you must let me know you will miss class (and why) **BEFORE** the class meets except in certain (rare) emergency situations.

Excused absences include religious holidays (on the holiday), jury duty, and medical/health issues. Unexcused absences include social events, entertaining out-of-town guests, holiday/travel plans, weddings, etc.

- **Classroom Preparedness:** Students should attend all classes and participate in class discussions. Students should complete readings before the class in which they are discussed. Finally, students should check email and Canvas frequently for the latest class information and updates.

- **Technology/Paying Attention:** I prefer that you take hand-written notes in class and keep your laptops closed to avoid distraction. Research shows that we learn and remember more from handwriting our notes. Also, when we're distracted rather than engaged, we can't improve as professionals. No text messaging/social media/web surfing during class. If you do this you will be asked to stop. If you continue, you will be asked to leave.
- **Grade Challenges:** Grades will not be discussed via email, the telephone or in class. If you disagree with a grade given on any assignment, you must appeal the grade during my office hours or in an appointment with me. In this appeal, you must clearly state the problem and give a clear, concise explanation as to why you feel the grade is inaccurate. You must appeal assigned grades within two weeks of your receiving that particular grade. After two weeks, all grades are final.
- **E-mail Policy:** As e-mail has become a favored way to communicate in academia and industry, you must learn to use it appropriately. Thus, when e-mailing me, address me formally. I will generally return it within 24 hours of receiving it on weekdays or by Monday evening if I receive it on the weekend. If you need to discuss something in length, come see me during office hours or we can schedule an alternative time.
- **Respect for Others' Ideas:** Appropriate and professional classroom conduct is expected at all times. Respect and common courtesy toward your classmates and your professor are required. Effective communication relies on the ability to recognize and embrace diversity in all its forms, including viewpoints. Be respectful of the diverse range of opinions of everyone in the class, and help make this an inclusive environment. See the CJC diversity statement for more information: <https://www.jou.ufl.edu/home/about/diversity-statement/>.
- **Honor Code:** Please review the UF Student Honor Code and Student Conduct Code, which can be found at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>. Any violation of the codes will be reported to the proper University administrators and may result in other sanctions.
- **Plagiarism:** Original writing is essential to ethical communication, and it is also essential for this class. Cheating is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments or possessing unauthorized materials during an exam.

Plagiarism involves the representation of another's work as your own, for example: (a) Submitting as one's own any material that is copied from published or unpublished sources such as the Internet, print sources, or video programs without proper acknowledgement that it is someone else's. (b) Paraphrasing another's views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else. (d) Presenting work created for another course as original work in this class.

UF requires faculty who find evidence of plagiarism to submit a report to Student Conduct and Conflict Resolution. Please read the UF Student Honor Code for more information.

- **Effective Writing and Presentation Skills:** Your written communication is expected to be clear and concise. I will grade you on your ideas as well as on grammar, syntax, spelling and other writing mechanics. Be sure to proofread all papers and presentations carefully. Presentation skills are another important component of communication. We will have an assignment that focuses on presentation skills and delivery. I will specify a time limit for each presentation. You must observe these limits. Plan and rehearse the material.
- **Professional Credibility:** There are certain egregious errors that signify to a client or superior that you have not given adequate attention to your assignment. One example of an egregious error is misrepresenting facts. Employees can get fired on the spot for these types of errors. You will receive a two-letter-grade reduction.
- **Professional Execution:** You should execute and present your ideas as if you were pitching to a client or boss. You can choose the tools (Photoshop, InDesign, PPT, Prezi, etc.), but the key is to develop professional work.
- **Students with Disabilities:** Students with disabilities can receive accommodations. The first step is to contact the Disability Resource Center (352-329-8565; www.dso.ufl.edu/drc/). Once you receive your accommodation letter, provide a copy to the professor as early as possible in the semester.
- **Course Evaluations:** Students are expected to provide professional and constructive feedback on the quality of instruction via the online course evaluation system, GatorEvals. You will be notified when the evaluation period begins, and you can find GatorEvals through your Canvas course menu.
- **Counseling and Wellness Center:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
- **Recording the Professor:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

MMC 6426

Tentative Course Schedule

Date	Topic	Assignment / -Readings	Workshop
Aug. 24	Intro to MMC 6426	-Edwards: How to Read -Sherry: Discussion Leadership	Teacher and Student Introductions
Aug. 31	What is Qualitative Research?	Reaction Paper Discussion Leader 1 -Merriam: What is Qualitative Research (Ch. 1) -Tutton and Brand (2023), Corporate Morality	Differences between Qual and Quant
Sept. 7	Philosophical and Theoretical Foundations of Qualitative Research	Reaction Paper Discussion Leader 2 Deprivation Assignment Due -Crotty: Intro to the Research Process (Ch. 1) -Ng and Indran (2022), Hostility toward Boomers on TikTok	Ethnomethodology activity
Sept. 14	Planning and Designing Qualitative Research	Reaction Paper Discussion Leader 3 -Creswell and Poth: Designing a Qual Study (Ch. 3) -Sampling in Qualitative Research (10.2) -Fontaine (2017), Young Politician Self-Framing on Twitter	Write problem, purpose, RQs
Sept. 21	Interviews	Reaction Paper Discussion Leader 4 -Tracy: Interview Planning and Design (p. 155-164) -Morrison et al.: Listening to Consumers (p. 65-75) -Charmaz: Grounded Interview Qs (p. 66-67) -Bhattacharya: Types of Interview Qs (p. 132-137) -Bernard: Types of Probing Qs (p. 169-174) -Silverman & Patterson: Admin. Interview (p. 66-68) -Windels (2016), Stereotypical or Typical	Develop interview guide
Sept. 28	Focus Groups and Projective Techniques	Reaction Paper Discussion Leader 5 -Silverman & Patterson: Focus Groups (Ch. 5) -Morrison et al.: Projective Techniques (Ch. 5) -Duffy and Ning Tan (2022), Sharing Fake News	Practice focus group
Oct. 5	Conduct Interview	No Class: Conduct Interview	
Oct. 12	Data Analysis and Interpretation	Reaction Paper Discussion Leader 6 -Tracy: Data Analysis Basics (Ch. 9) -Charmaz (1996), Grounded Theory -De Smet et al. (2019), Grounded Theory of Depressed Patients	Practice coding data Classify codes into themes Develop and assess interpretations
Oct. 19	Textual Analysis	Reaction Paper Discussion Leader 7 Interview Assignment Due -McKee: <i>Textual Analysis: A Beginners Guide</i> (text) -Gurzi et al (2019), Decoding Luxury Brands	Practice analyzing media texts
Oct. 26	Ethnography and Field Observation	Reaction Paper Discussion Leader 8 -Merriam: Being a Careful Observer (Ch. 6) -Silverman & Patterson: Field Notes & Obs. (Ch. 3) -Walsh (2012), Rural Consciousness	Field observation practice and analysis

Nov. 2	Individual Meetings - Discuss Proposals	Textual Analysis Assignment Due Ideas for Research Proposal Due	
Nov. 9	Presenting, Disseminating and Sharing Research	Reaction Paper Discussion Leader 9 -Maxwell: Designing a Qualitative Study (Ch. 7) -Silverman & Patterson: Presenting (p. 110-120)	Defending qualitative research
Nov. 16	Work Day in Class	Work Day in Class	
Nov. 23	Thanksgiving Break	Thanksgiving Break	
Nov. 30	Research Papers Due Present Research	Research Paper Due Presentations Due: 7-10 minute presentations	

**This syllabus is subject to change as the professor deems appropriate and necessary.*

Readings on Canvas

Bernard, H. Russell (2018), *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, Lanham, Maryland: Rowman and Littlefield.

Bernard, H. Russell, Wutich, Amber, and Ryan, Gery W. (2017), *Analyzing Qualitative Data: Systematic Approaches*, Thousand Oaks, CA: SAGE.

Bhattacharya, Kakali (2017), *Fundamentals of Qualitative Research: A Practical Guide*, New York: Routledge.

Creswell and Poth (2018), *Qualitative Inquiry and Research Design, 4th ed.* SAGE.

Crotty, M. (1998), *The Foundations of Social Research*, Chapter 1.

De Smet, M.M., Meganck, R., Van Nieuwenhove, K., Truijens, F.L., Desmet, M. (2019), "No Change? A Grounded Theory Analysis of Depressed Patients' Perspectives on Non-Improvement in Psychotherapy," *Frontiers in Psychology*, 10, 588.

Duffy, A. and Ning Tan, N. (2022), "Dubious News: The Social Processing of Uncertain Facts in Uncertain Times," *Digital Journalism*, 10 (3), 395-411.

Edwards, P. "How to Read a Book v.5.0"

<http://pne.people.si.umich.edu/PDF/howtoread.pdf>

Fontaine, S. (2017), "What's not to Like?: A Qualitative Study of Young Women Politicians' Self-Framing on Twitter," *Journal of Public Relations Research*, 29 (5), 219-237.

Gurzki, H., Schlatter, N., and Woisetschlager, D.M. (2019), "Crafting Extraordinary Stories: Decoding Luxury Brand Communications," *Journal of Advertising*, 48 (4), 401-414.

McFarlane, A. and Samsioe, E. (2020), "#50+ fashion Instagram influencers: cognitive age and aesthetic digital labours," *Journal of Fashion Marketing and Management: An International Journal*, 24 (3), 399-413.

Merriam, Sharan B. (2009), *Qualitative Research: A Guide to Design and Implementation*, San Francisco, CA: Jossey-Bass, A Wiley Brand.

Ng, R. and Indran, N. (2022), "Hostility Toward Baby Boomers on TikTok," *The Gerontologist*, 62 (8), 1196-1206.

Fountain, S. (2017) "What's not to Like?: A Qualitative Study of Young Women Politicians' Self-Framing on Twitter," *Journal of Public Relations Research*, 29 (5), 219-237.

Sampling in Qualitative Research

<https://pressbooks.pub/scientificinquiryinsocialwork/chapter/10-2-sampling-in-qualitative-research/>

https://saylordotorg.github.io/text_principles-of-sociological-inquiry-qualitative-and-quantitative-methods/s10-02-sampling-in-qualitative-resear.html

Sherry, T.W. "Leading Discussion of a Scientific Journal"

Silverman, R. M, and Patterson, K.L. (2015), *Qualitative Research Methods for Community Development*, New York: Routledge.

Taylor, Stephanie (2013), *What is Discourse Analysis*, London: Bloomsbury Academic.

Tracy, Sarah J. (2020), *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*, Chicester: Wiley-Blackwell.

Tutton, J. and Brand, V. (2023), "Should business have a 'sense of morality'?: Company director views on corporate engagement with socio-political issues," *Public Relations Review*, 49, 102278.

Walsh, K.C. (2012), "Putting inequality in its place: Rural consciousness and the power of perspective," *American Political Science Review*, 517-532.

Windels, Kasey (2016), "Stereotypical or Just Typical: How do U.S. Practitioners View the Role and Function of Stereotypes in Advertising?" *International Journal of Advertising*, 35 (5), 864-887.