

EXAMPLE OF AN ANNOTATED OUTLINE

Annotated Outline

I. Background

- A. Family had existed before written history
 - a. Maguara cave paintings in Bulgaria
 - b. Rock paintings in Northern America
- B. Origins of the term family
 - a. Probably originated around 1400 A.C.E.
www.dictionary.com
 - 2. Fluid and dynamic construct
 - 3. Advocates moving towards a more abstract view of family
Spree, J. (2000). Theorizing in family studies: discovering process. *Journal of Marriage and the Family*, 62, 18-31
 - 4. Discusses the underlying assumptions of family
Weigal, D.J. (2008). The concept of family: an analysis of laypeople's and their importance in research on family. *Journal of Family Issues*, 29(11), 1426-1447. Doi: 10.1177/0192513X08318488
- C. Statement of Problem
 - a. Misunderstanding the construct
Posits there is a disconnect between how families live their lives and the way that researchers theorize about them.
Daly, K. (2003). Family theory versus the theories families live by. *Journal of Marriage & Family*, 65(4), 771-784.
 - b. Addresses the need to minimize bias when researching family. Need to move away from the "traditional family" as a measuring stick.
Biblarz, T. J., & Stacey, J. (2010). Ideal families and social science ideals. *Journal of Marriage & Family*, 72(1), 41-44. doi:10.1111/j.1741-3737.2009.00682.x
Smith, D.E., (1993). The standard north american family as an ideological code. *Journal of Family Issues*, 14: 50-65
 - c. Family is a fluid and dynamic construct
Harris, S.R., (2008). What is family diversity? objective and interpretive approaches. *Journal of Family Issues*, 29: 1407-1425
- D. Purpose of Statement
 - a. Describe the everyday experience of a family
 - b. Multi-cultural approach
 - c. Explore the unique interpretations of each communal unit
 - d. Explore what is important to the participant in "family"
- E. Research Question and sub questions

- a. How is “family” interpreted by the communal unit and how do the actions, beliefs, values, and assumptions of the unit create and maintain the construct, “family”?
 - a. How do you know you are a family?
 - b. What does “family” mean?
 - c. What are some of the activities that others would recognize you belong to a “family”
 - d. Who taught you about “family”
 - e. What traditions / rituals help to create “family”

F. Nature of Study

1. Qualitative Research

- a. A research approach that provides detailed narrative descriptions and explanations of the phenomena investigated. Methods used to collect qualitative data include ethnographic practices such as observing and interviewing.

Creswell, J.W. (2007). *Qualitative Inquiry and Research Design* (2nd ed). Thousand Oaks, CA: Sage Publications

2. Ethnography

The study of a cultural group or social group that is based on the interactions and observations. The objective is to generate a cultural portrait that is holistic and explored in the context of a larger cultural picture.

Creswell, J.W. (2007). *Qualitative Inquiry and Research Design* (2nd ed). Thousand Oaks, CA: Sage Publications

G. Rationale, Relevance and Significance

- a. The general focus of research about “family” is on differences and weaknesses.

Often family studies concentrate on one aspect without considering the context. Marks, S. R. (1996). The problem and politics of wholeness in family studies. *Journal Of Marriage & Family*, 58(3), 565-571.

Challenges the assumption that a quantitative study cannot be inclusive.

White, J.M. & Marshall, S.K., (2001). Consciously inclusive family research: can we get there from here? *Journal of Marriage and Family*, 63(3): 895-899

- b. Attempts to define “family” have not been successful.

Family is not a concrete entity. Harris, S.R., (2008). What is family diversity? objective and interpretive approaches. *Journal of Family Issues*, 29: 1407-1425

- c. Scholars have offered multiple definitions of family.

Wiegall, D.J. The concept of family: an analysis of laypeople's views of family. *Journal of Family Issues*, 29. doi: 10.1177/0192513X08318488

H. Definition of terms

- 1. **Communal unit:** Individuals who are participating in, sharing a relationship that is defined by in the unique perspective of the individual

I. Assumptions and Limitations

- 1. Diversity does not mean fragmentation
- 2. Possible to focus on similarities while honoring uniqueness.
Murchinson, J.M. (2010). *Ethnography essentials; designing, conducting, and presenting your research*. San Francisco, CA: Jossey – Bass
- 3. Access to families may be limited by the participant's definitions of what is private and public.
- 4. Issues of personal identity and power
Descartes, L. (2009). Reward and challenges of using ethnography in family research. *American Association of Family and Consumer Sciences*. DOI: 10.1177/1077727X07303488

Literature Review

I. Introduction

A. Overview

- 1. Origins of the term family probably originated around 1400 A.C.E.
www.dictionary.com
- 2. Family is a fluid and dynamic construct
Harris, S.R., (2008). What is family diversity? objective and interpretive approaches. *Journal of Family Issues*, 29: 1407-1425
- 3. Move towards a more abstract view of family
Sprey, J. (2000). Theorizing in family studies: discovering process. *Journal of Marriage and the Family*, 62, 18-31
- 4. Discuss the underlying assumptions of family
Weigall, D.J. (2008). The concept of family: an analysis of laypeople's and their importance in research on family. *Journal of Family Issues*, 29(11), 1426-1447. Doi: 10.1177/0192513X08318488

B. Overview of research question

- 1. How is "family" interpreted by the communal unit and how do the actions, beliefs, values, and assumptions of the unit create and maintain the construct, "family"?
- 2. Describe the everyday experience of a family from a multi-cultural perspective

3. Explore what is important to the participant and the unique interpretations of each communal unit

C. Overview of literature

1. The intent of this study is to explore the construct of family across the dimensions of culture.
2. A review of literature has shown that there is no agreement on what constitutes “family” and, much like an outline; the construct is colored and shaded by influences including history, culture, society, and individual experience.
3. This diversity has been studied in terms of challenges to families, however little research has been done to explore how different cultures experience the construct of family in the United States.

II. Theoretical Framework

A. Misunderstanding the construct

- B. Posits there is a disconnect between how families live their lives and the way that researchers theorize about them.

Daly, K. (2003). Family theory versus the theories families live by. *Journal Of Marriage & Family*, 65(4), 771-784.

- C. Addresses the need to minimize bias when researching family. Need to move away from the “traditional family” as a measuring stick.

Biblarz, T. J., & Stacey, J. (2010). Ideal families and social science ideals. *Journal Of Marriage & Family*, 72(1), 41-44. doi:10.1111/j.1741-3737.2009.00682.x

Smith, D.E., (1993). The standard north american family as an ideological code. *Journal of Family Issues*, 14: 50-65

III. Overview of Literature

A. History

1. Discusses the place of historical input to research and the contextual view of history to understand the topic being researched. A review of the historical research in the development of family will illustrate the complexity of the topic as well as offer perspective and balance. Coontz, S. (2000). Historical perspectives on family studies. *Journal Of Marriage & Family*, 62(2), 283-297.
2. Considers the ramifications of family studies that have been done in the past that reinforced societal norms. Lombardo, P. (2001). Pedigrees, propaganda, and paranoia: family studies in a historical context. *Journal Of Continuing Education In The Health Professions*, 21(4), 247-255. Smith, D.E., (1993). The standard north american family as an ideological code. *Journal of Family Issues*, 14: 50-65

3. Address how the past is created and recreated within socio-cultural contexts. Erll, A. (2011). Locating family in cultural memory studies. *Journal Of Comparative Family Studies*, 42(3), 303-318.

B. Diversity and Multi-Culturalism

1. Explore interpretive practices will help to increase understanding about how families are created through converting ambiguity into their own realities. Harris, S.R., (2008). What is family diversity? objective and interpretive approaches. *Journal of Family Issues*, 29: 1407-1425
2. Intergenerational transmission of family values and cultural beliefs. Schneiderman, G & Barrera, M. (2009). Family traditions and generations. *Family & Community Health*, 32(4). 354-357. DOI: 10.1097/FCH.0b013e3181b91fe3
3. Identifies perspectives on extended family and fictive kinship. Allen, K.R., Bliezner, R., & Roberto, K.A., (2011). Perspectives on extended family and fictive kin in the later years: strategies and meanings of kin reinterpretation. *Journal of Family Issues*, 32(9).
Doi:10.1177/0192513X11404335
4. Discusses the need to study families holistically Murry, V., Smith, E., & Hill, N. E. (2001). Race, ethnicity, and culture in studies of families in context. *Journal Of Marriage & Family*, 63(4), 911.
5. How families define the boundaries of “the family”. Singh, R. (2009). Constructing ‘the family’ across culture. *Journal Of Family Therapy*, 31(4), 359-383. doi:10.1111/j.1467-6427.2009.00473.x

C. Issues in Family Research

1. Discusses the responsibilities of researchers in studying families. Bernardes, J., (1993). Responsibilities in studying postmodern families. *Journal of Family Issues*, 14:35-39.
Doi: 10:1177/0192513X93014001004
2. There is a need to continue to engage the intersections of race, class, gender, sexual orientation and age when defining cultural diversity. Allen, K. R. (2000). A conscious and inclusive family studies. *Journal Of Marriage & Family*, 62(1), 4.
3. Identifies and discusses the embedded norm of the “Standard North American Family”. Smith, D.E., (1993). The standard north american family as an ideological code. *Journal of Family Issues*, 14: 50-65

4. The questions that researchers ask will be extended if imagination and metaphor are integrated into the process. Sprey, J. (2000). Theorizing in family studies: discovering process. *Journal Of Marriage & Family*, 62(1), 18.
5. Discusses the disconnect between the realities of family life and the way researchers theorize about them. Daly, K. (2003). Family theory versus the theories families live by. *Journal Of Marriage & Family*, 65(4), 771-784.

D. Research Methodologies

1. Most of the studies are qualitative that utilize interviews
2. Review of existing literature

E. Evaluation of viable research designs.

1. The study would fit several research designs
 - a. Phenomenological
 - b. Case study
 - c. Ethnography
2. Ethnography gives the opportunity to explore the realities of family life among different cultural heritages.

F. Summary

Research Design and Methodology

I. Overview of Research Design and Rationale

A. Ethnography

1. Based in cultural anthropology
2. Opportunity to join with families and to interact in their own environment.

B. Symbolic Interactionism

1. Meaning is the product of social interaction and requires active interpretation to be acted upon.
2. Each individual is an actor who interprets situations and elements with themselves to determine his or her role interactions
Particular interactions take place in particular contexts. Dennis, A., (2011). Symbolic interactionism and ethnomethodology. *Symbolic Interaction*, 34(3): 349-356. Doi: 10.1525/si.2011.34.3.349
Creswell, J.W. (2007). *Qualitative Inquiry and Research Design* (2nd ed). Thousand Oaks, CA: Sage Publications

Murchinson, J.M. (2010). *Ethnography Essentials; Designing, conducting, and presenting your research*. San Francisco, CA: Jossey - Bass

II. Sampling Design

- A. Random purposeful
- B. Recruited through gatekeepers
 - 1. Tribal counsel
 - 2. Pastors / Priests
 - 3. Community organizations

III. Data Collection

- A. Review of historical literature regarding family
- B. Observation
- C. Interviews
- D. Participation in family daily life and rituals.

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Creswell, J.W. (2007). *Qualitative Inquiry and Research Design* (2nd ed). Thousand Oaks, CA: Sage Publications

IV. Data Instrumentation

- A. Genograms to explore traditions, rituals, actions, assumptions of family

V. Data Analysis Plan

- A. Create and organize files for data
- B. Read through the texts and make notes to begin to form initial themes
- C. Describe the settings, actors, and events using rich descriptive text.
- D. Analyze for essential themes
- E. Interpret findings
- F. Present the findings in narrative form

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Murchinson, J.M. (2010). *Ethnography Essentials; Designing, conducting, and presenting your research*. San Francisco, CA: Jossey – Bass

IV. Limitations of Research Design

- A. Small sample may not be representative of culture
- B. Possibility of adjusting actions due to presence of researcher

V. Internal and External Validity

- A. Use of multiple methods of data collection and analysis
- B. Acknowledgment of personal bias, assumptions
- C. Acknowledgment of impact on family
- D. Use of independent review

Murchinson, J.M. (2010). *Ethnography Essentials; Designing, conducting, and presenting your research*. San Francisco, CA: Jossey – Bass

VI. Ethical Considerations

- A. Information and data produced through human interaction
 - 1. Informed consent
- B. Researcher impact on family system
- C. Exercise reasonable care to protect participants
- D. Awareness of issues of privacy and confidentiality
- E. IRB protocols

F. Murchinson, J.M. (2010). *Ethnography Essentials; Designing, conducting, and presenting your research*. San Francisco, CA: Jossey – Bass

VII. Conclusions

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Lombardo, P. (2001). Pedigrees, propaganda, and paranoia: family studies in a historical context. *Journal Of Continuing Education In The Health Professions*, 21(4), 247-255.

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Singh, R. (2009). Constructing ‘the family’ across culture. *Journal Of Family Therapy*, 31(4), 359-383. doi:10.1111/j.1467-6427.2009.00473.x

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