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REVIEW

Qualitative Research Methods (2nd ed.) by Monique Hennink, Inge Hutter, and Ajay Bailey
London: SAGE Publications, 2020.

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Qualitative methods serve a critical role in understanding the behavioral practices associated with transmission and prevention of diseases. Unfortunately, many anthropology students, including new biomedical students, have limited training in qualitative methodologies and need guides that introduce them to the qualitative research process. *Qualitative Research Methods*, by Hennink, Hunter and Bailey, now in its second edition, is a resource that "encourages the rigorous application of qualitative research methods" (xxi) and will be welcomed by students who are new to qualitative research or by faculty who teach introductory qualitative methods courses.

Qualitative Research Methods is accessible, direct, and easy to understand. The clear writing style reflects the nearly twenty years of qualitative research training workshops and coursework the authors have conducted for a wide variety of disciplines and academic levels. As in the first edition, the Qualitative Research Cycle, or the cyclical processes of qualitative research, provides a central focus and structure of the book. The second edition is significantly refined and provides a variety of real world and "on the ground" examples from previously published research, an addition that helps students connect the methods they are learning to current research.

The book is divided into an introduction, three sections that describe the components of the Qualitative Research Cycle, and a postscript. In the first two chapters, the authors introduce and explain qualitative research and the interpretative paradigm. They do a good job introducing the readers to fundamental terms such as "ontology" or "epistemology," while also providing examples that do not overwhelm the novice researcher. In Part I, the authors discuss the design cycle and include content on qualitative research design, participatory research, and ethical issues. In Part II, the authors detail the data collection cycle, including sampling and participant recruitment, in-depth interviews, focus groups, and observation. In these chapters, the authors have added sections discussing the skills needed for interviewing, moderating group discussions, and observing. In Part III, the authors address data preparation, analysis, and presentation of findings. In addition to detailed guides and examples, the authors have included a section on using computer programs in qualitative data analysis.

Chapters 4 and 12 contribute to contemporary debates about qualitative research by firmly situating participatory research as one of the standard approaches to qualitative inquiry. In Chapter 4, the authors show how to design participatory qualitative research and stress that this research approach, if conducted with community partners, will achieve both traditional academic outcomes and social change. The literature review in this chapter, including the discussion of Paulo Freire's humanizing pedagogy, provides a good introduction to some of the `scholars of participatory research. In Chapter 12, also new to this edition, the authors describe the process of cooperatively using qualitative research findings with community partners to implement and create social change. Here the authors include topics that are often omitted in introductory methods training – researcher positionality and power, validation by community partners, and implementation of projects to specific contexts and specific aims.

The organization of the book will be appreciated by both novice researchers and advanced educators. Each chapter clearly addresses the concepts, vocabulary, and methodologies utilized during each stage of the research cycle. Case studies provide useful examples as they are applied in research, and the conclusions for each chapter contain concise summaries of key points, exercises, and suggested literature for further reading. This version also contains newly updated sections discussing how to evaluate the quality of work, a concern for individuals who are not familiar with qualitative methodologies. The companion website, another useful addition, contains resources which are appreciated when teaching qualitative research courses, including simple PowerPoint slides of the images and tables in the chapters, short case studies, sample datasets, exercises, and a selection of articles which may help learners develop a deeper understanding of qualitative research in practice.

Anthropology students or researchers who are new to qualitative research will find utility in this book. They may appreciate the overarching recognition that if researchers seek to make qualitative research participatory, they cannot simply tack-on community-based research components. Rather, they must begin by engaging with communities to design community-based research so that it directly connects community needs to data collection, methods, analysis, and implementation of findings. There are, however, minor areas where I would have appreciated additional content. First, though this edition does an excellent job providing an understanding of the epistemological and methodological approaches to interviews, focus groups, and observations, there is little mention of other qualitative methods. Perhaps future editions could include a chapter that introduces other methods such as photovoice, digital storytelling, community mapping, or rapid ethnographic assessments. Second, the subsection on using software in qualitative data or CAQDAS (computer-assisted qualitative data analysis) provides a discussion regarding the benefits and limitations of qualitative analysis software. With institutions increasingly providing access to qualitative software on campus, perhaps the authors could include an online data set to complement the textbook. Finally, as applied research methodologies continue to grow in popularity, a discussion of the seeming exponential growth in types of applied

research terminology – Participatory Action Research, Community Based Participatory Research, Social Justice Research, Activist Research, among many others – may be useful, if only to inform the reader that there are other theoretical and methodological approaches to conducting qualitative research in partnership with communities.

These minor suggestions aside, this remains a useful and well organized text for learning fundamental qualitative research methods both independently and in a structured classroom setting.