

QUALITATIVE RESEARCH PROGRAM

QUAL 8400: Qualitative Research Traditions Fall 2007

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Aderhold G5

Course Description

This course reviews the foundations of qualitative design, investigating the history, philosophy and nature of qualitative research. Examples of different types of qualitative research and the assessment issues will be discussed. Students will read and evaluate reports of qualitative research in education and identify methodological issues.

Course Objectives:

As a learner in this course you will investigate methodological possibilities and various ways of dealing with procedural, philosophical, analytical and ethical issues related to undertaking qualitative research projects. Specifically, you will

1. Identify and explain the range of problems addressed by qualitative research. What is qualitative research? What are the different ways it is conceptualized? How does it define problems? What are its origins?
2. Reflect on your own presuppositions and subjectivities in regard to the educational research processes.
3. Specify the units of analysis examined in qualitative research and the nature of the explanations generated. What kinds of human phenomena does qualitative research examine? What goals does it attempt to achieve?
4. Identify the tasks and processes required to formulate appropriate research problems within educational settings, to design relevant qualitative research strategies for examining such problems, to select pertinent data sources, data collection methods, and data analysis methods, and to assess the results of such efforts.
5. Examine ethical dilemmas and issues related to the research process.
6. Recognize exemplars of qualitative research derived from varying approaches and traditions, identify the goals and presuppositions of these different exemplars, and critically assess the designs for their accomplishment of specified research goals.
7. Develop an understanding of the relationship of educational theorizing to the research process through an examination of a variety of theoretical orientations.
8. Formulate ways to compare and contrast different approaches to human inquiry: positivist, post-positivist, critical, feminist, postmodern, and others. You will be able to identify the origins and developments of these varying approaches, underlying values and assumptions, and their strengths and limitations.
9. Analyze the basic assumptions and implications of the identified research traditions and specify the interrelationships among them. What assumptions about reality, knowledge, and value does each tradition entail?

Course Structure

We will engage in lectures, demonstrations, discussions, small group activities, and various participatory experiences.

Required Texts and Materials

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

deMarrais, K., & Lapan, S. (Eds.). (2004). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.

Own Choice Book Reviews

Choose one of the following:

Duneier, M. (2000). *Sidewalk*. Farrar, Strauss & Giroux.

Ferguson, A. A. (2001). *Bad Boys: Public Schools in the Making of Black Masculinity*. University of Michigan Press.

Hones, D. F. (Ed.). (2002). *American dreams, global visions: Dialogic teacher research with refugee and immigrant families*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lather, P. & Smithies, C. (1997). *Troubling the angels: Women living with HIV/AIDS*. Boulder: Westview Press.

Pollock, M. (2005). *Colormute: Race talk dilemmas in an American school*. Princeton University Press.

Weis, L. (2004). *Class reunion: The remaking of the American white working class*. Routledge.

Additional readings

Additional readings listed in the syllabus are available from the UGA Central Library in electronic format for you to download. To access the documents, go to the Course Reserve module in GIL (<http://gil.uga.edu>). The password access is: qual

If you need access to hard copies of these readings, please let me know, and I will make these available for copying in the OIT room on the 2nd floor of Aderhold.

See full listing of readings in course outline.

Recommended text

Publication manual of the American Psychological Association (2001). (5th ed.). Washington, DC: American Psychological Association.

Policies and Procedures

Attendance and Participation

Please be prompt to class.

I expect regular attendance and points will be deducted from the final grade if there are excessive absences (missing more than 6 hours of a 3-credit course). Your participation in class discussions and course activities is essential. If you have a conflict with a session due to prior commitments, please see me privately (so as not to use our limited class time with individual scheduling concerns).

I expect people to come to class prepared, to contribute to class discussions, and participate in activities. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade.

You will be expected to share written work with others in the class for discussion and feedback.

Email

All students are required to have and to use an electronic mail account. For urgent messages, the class discussion list should be used. Other email may be facilitated via WebCT, so be sure to check WebCT regularly for messages or postings.

Posting to the discussion list:

To send mail to the list (ie, to all list subscribers), send the message to the *list* address, QUAL8400-07W@listserv.uga.edu

Assignments

Please complete reading and written assignments by the due date. Points will be deducted for papers submitted after the due date (0.5 points per day). Remember that **both** content and quality of your writing products are very important. If there are extenuating circumstances for which you require an extension, please arrange an appointment to discuss this with me. Extensions will not be granted on the due date of assignments.

All assignments should be submitted electronically via the "Assignment" module in WebCT. I will grade these electronically, and upload your work to the assignment module so you can read comments inserted into the document at your convenience.

Accommodations for Qualified Individuals with Disabilities

It is the policy of The University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you have a disability and desire accommodations to complete your course requirements, please notify me as soon as possible to discuss your request.

Tutorial assistance

Assistance with writing and editing is available from The Division of Academic Enhancement at Milledge Hall Learning Center. Ph. 542 7575.

Walk in assistance is also available at the Student Learning Center. See:

<http://www.slc.uga.edu/students.html#writing>

Free and Open Exchange of Ideas: Classroom Climate

As a graduate student at The University of Georgia, the free discourse of ideas should be expected. I believe the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views and theoretical frameworks. I expect

openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you.

I have opinions, and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that I may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please arrange an appointment to discuss the issue.

Please be sensitive in your class participation by not unfairly dominating discussions. My goal is to create a psychologically safe space in which everyone feels that they can participate in the discussion. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree.

Academic Honesty

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. Academic honesty is defined broadly and simply -- the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest university, and all must work together to ensure the success of the policy and code of behavior. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the academic process and integrity while ensuring due process. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

I take academic honesty seriously, and plagiarism will not be tolerated. Quality academic writing includes accurate reference to others' ideas with appropriate acknowledgement.

Further Information

<http://www.uga.edu/honesty/>

Note

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

A Note on use of data in the Qualitative Research Sequence (QUAL 8400, 8410, 8420, 8520)

Data from research involving human subjects that is collected during qualitative research courses, or used in project-based work in qualitative courses in the College of Education (whether taken by students inside or outside the COE), must either be approved for research under an existing UGA Institutional Review Board (IRB) approved application or under the IRB-approved class project application submitted by the instructor of the class.

Students who plan to use data collected in QUAL 8410 in their dissertations MUST have IRB approval for their dissertation research prior to the commencement of QUAL 8410.

Incompletes

My policy is not to give a grade of "I" (incomplete), except in the rare case of a medical emergency. In the event that you are granted an Incomplete, you are wholly responsible for meeting all deadlines for completion according to the graduate school calendar <http://www.uga.edu/gradschool/academics/deadlines.html>. You will receive no communication from either me or the university pertaining to your "I" status. Incompletes that stand after 3 semesters automatically revert to an "F" grade.

In the event you cannot fulfill the requirements of the course in cases other than emergencies, you should turn in whatever you have written by and your grade will be based on completed work to date.

All requests for Incompletes must be made in writing, 1 week before the last day of classes.



Your instructor

I am an associate professor in the Qualitative Research program, which is one of three programs in the Department of Lifelong Education, Administration, and Policy. In 2001 I took a tenure-track position at UGA after spending one year as a post-doctoral fellow in the Qualitative Research program. Prior to moving to the US, I taught music education in elementary schools (P-8) in Queensland, Australia, and was adjunct instructor in pre-service teacher education programs at the University of Southern Queensland, Queensland University of Technology, and the University of Queensland. I have a Bachelor of Music Education from the Queensland Conservatorium of Music (1985), a Masters of Music Education (Kodály emphasis) (1992) from the University of Calgary, Canada, and a PhD in Education (2000) from the University of Queensland. I completed my doctoral program in the Graduate School of Education because I wanted to learn more about qualitative research methodology, and worked with Dr. Carolyn Baker, a well-respected ethnomethodologist, who has written extensively about membership categorization analysis. My research interests include the study of qualitative research methodology (including ethnomethodological and conversation analytic approaches to research); and the study of topics in music education.

Selected publications are listed at:

<http://www.coe.uga.edu/leap/faculty/roulston/index.html>

Requirements and Grading

All students are required to complete the following written assignments with the final grade based on the distribution indicated below:

Project	Points	Due Date
Research Problem/Subjectivities Statement	15 points	September 12
Book Review	20 points	September 26
Interview Project	20 points	October 24
Theory Statement	15 points	November 28
Final Research Proposal	20 points	December 10
Participation	10 points	NA
Total:	100 points	

Letter grades will be determined as follows:

The course will be graded on A-E basis. You will receive comments for your consideration for each item of assessment.

A	100-93	B-	82-80
A-	92-90	C+	79-77
B+	89-87	C	76-73
B	86-83	C-	72-70

Research Problem/Purpose/Subjectivities (15)

You will construct a research problem and purpose statement. This will be a 6-8 page (double spaced) essay that sets out a problem that you are interested in examining. It should contain the following sections:

- *Statement of the Problem*
 - What is the problem?
 - How has it been addressed in the literature? (include 4-5 references on the topic)
 - What is the gap in the literature?
- *Purpose of the Study*
 - What is the purpose of your study?
 - What do you want to learn about?

This should be a clearly stated, one-sentence purpose statement followed by 2-3 clear research questions.

- *Subjectivities Statement*
 - Who are you in relation to your research project?

Describe your experiences, disciplinary training, theoretical perspectives that shape your relationship to this work.

This statement will contribute to the formulation of your final research proposal due at the end of the semester.

Book Review (20)

You will review one of the books listed at the beginning of the syllabus. Write a 1500-2000 word review of the book. Examples of published reviews will be provided to inform your writing. Your review should be clearly written, well organized and should address the following elements:

- Research Purpose/Questions
- Theoretical (Conceptual) Framework
- Data Collection Methods and Sampling Procedures
- Data Analysis Methods
- Findings/Conclusions
- Personal Reactions/Critique

Interview Project (20)

You are required to conduct one 45-60 minute audio-taped interview in this course. We will use an authentic research project as a basis for your interview. This project is the:

College of Education Oral History Project

This project will be explained in class in detail, and is an IRB-approved course project. You will transcribe your tape or audio-file and submit a written critique of your skills as an interviewer together with the audiotape or file, and transcription. Engagement in this project is designed to give you a thorough introduction into IRB procedures, qualitative interviewing and data collection, and data interpretation within a research project. Data from these interviews will be used by Michael Childs, Director of Public Relations at the COE for a special issue of the College of Education magazine. Prior to conducting the interview, I will model a qualitative interview.

You will work on the CITI-Training module required by the Institutional Review Board prior to conducting your interview.

If you select not to participate in the research project designed for this course (*The College of Education Oral History Project*), you will conduct a professional life history interview (an interview guide will be provided in class).

Theory Statement (15)

You will construct a 5-6 page (double spaced) essay that describes your theoretical perspectives.

You will situate this discussion in the context of your readings.

- What theoretical perspectives inform your research at this time?
- What are the key concepts within this framework?
- Who are key scholars?
- What will this framework allow a researcher to do?

- What questions will it enable a researcher to pursue?
- What are you drawn to in this particular framework?
- What are some examples of research that uses this approach to research?

Use class readings in your essay to discuss the key concepts within the framework you select.

Research for...	Theoretical perspective	Methodology/methods
Prediction		
Understanding	Symbolic Interactionism Ethnomethodology Phenomenology Hermeneutics	↑ ↑ ↑ Grounded Theory Membership Categorization Analysis Conversation Analysis ↑ ↑ ↑ Autoethnography Narrative Inquiry Historical Research
Emancipation	Critical Theory Feminism Critical Race Theory	↓ ↓ ↓ Participatory action research Teacher-research
Deconstructive approaches	Postmodernism Poststructuralism	Deconstruction Foucauldian discourse analysis • Archeology • Genealogy

Final Research Proposal (20)

You will design a research project that can be used in your graduate process (additional qualitative courses, a research study for a publishable article, pilot study for your dissertation, dissertation, etc.) This proposal should be no more than 10-12 pages double spaced (with references), and should include the following sections:

- Problem abstract: State the rationale for the project.
 - Why is this study important and what do you expect to learn?
 - What scholarly literature informs the study? (5-6 references)
 - What do we already know from research about this problem?
 - What are the gaps in the literature?
 - How will your study contribute to this literature?
- Statement of the Problem and Research Questions
- Research design: Identify your research design. Include specific information related to:
 - Site of Research: Describe the site where you will be working.
 - Why this site and not another?
 - What is your rationale for selecting this site?
 - Data generation:
 - What are the specific methods you will use to generate the data you need to answer your research questions?
 - Sample and sample selection:
 - Who are your participants?
 - What is your rationale for selecting these participants?

- What are your selection criteria?
 - *Data analysis.* Describe preliminary steps to analyze your data.
- Procedures: State in chronological order what the researcher will do and what the participant is expected to do.
- Materials: List interview or survey questions you will use. Attach a copy of any instruments that you intend to use.
- Risks and Benefits: What are the risks and benefits for your participants? How will your study benefit humankind?

Assessment criteria:

Written assignments should show:

- Understanding and support from relevant readings
- A critical engagement with the ideas presented
- Clear organization and structure, fluent and accurate writing
- Accurate citations
- APA formatting

Course Outline

Classes start August 16

1. Qualitative research: An introduction (August 22)

2. Considering qualitative research (August 29)

Guest speaker: Carla Wilson Buss, Data Base Searches 4.40-5-.40 pm, Room 618, Aderhold

Readings:

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.

Chapter 1: Introduction

Chapter 2: The “what” of the study: Building the conceptual framework

An example of a qualitative study:

Wineburg, S., Mosborg, S., Porat, D., & Duncan, A. (2007). Common belief and the cultural curriculum: An intergenerational study of historical consciousness. *American Educational Research Journal*, 44(1), 40-76.

3. Research design and “subjectivity” (September 5)

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.

- Chapter 3: The "how" of the study: Building the research design

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

- Chapter 1: Introduction: The research process

Peshkin, A. (October, 1988). In search of subjectivity—One’s Own. *Educational Researcher*, 17(7), 17-22.

Optional

Chaudhry, L. N. (1997). Researching "my people," researching myself: Fragments of a reflexive tale. *International Journal of Qualitative Studies in Education*, 10(4), 441-453.

4. Epistemology and theoretical frameworks (September 12)

Guest speaker: Virginia Benjamin, Using Endnote, 4.40-5-.40 pm, Room 227, Aderhold

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

- Chapter 2: Positivism: The march of science
- Chapter 3: Constructionism: The making of meaning

Research problem/subjectivities statement due

5. Considering ethics and IRBs (September 19)

Tisdale, K. C. (2004). Being vulnerable and being ethical with/in research. In, deMarrais, K. & Lapan, S. (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates. Chapter 2

IRB Website: <http://www.ovpr.uga.edu/hso/guidelist.html>

Book review examples

George-Jackson, C. E. (2007). Review of Cooper, T. (2006). *The Sista' network: African-American women faculty successfully negotiating the road to tenure*. MA: Anker Publishing Company, Inc. *Education Review*. Accessed <http://edrev.asu.edu/reviews/rev568.htm>

West, R. (2006). Review of Kuhn, D. (2005). *Education for Thinking*. Cambridge: Harvard University Press. *Educational Studies*, 40(3), 318-322.

CITI Training: Room 227, Aderhold, 6.30-7.30 pm

6. Book circles for own choice books (September 26)

Book Review Due

7. Symbolic interactionism and grounded theory (October 3)

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

- Chapter 4 (pp. 66-78): Interpretivism: for and against culture

Hutchinson, S. (1990). *Education and grounded theory*. In R. Sherman & R. Webb (Eds.). *Qualitative research in education: Focus and methods*. London: Falmer.

An example of symbolic interactionism (choose 1)

Coates, G. (2001). Disembodied cyber co-presence: The art of being there while somewhere else. In N. Watson & S. Cunningham-Burley (Eds.), *Reframing the body* (pp. 209-227). Basingstoke: Palgrave.

Nuttall, J. (2006). Listening to Ngiare: Teacher negotiation of the personal and the institutional in childcare. *Teachers and Teaching: Theory and Practice*, 12(2), 139-150.

Examples of grounded theory (choose 1)

Charmaz, K. (1997). Identity dilemmas of chronically ill men. In A. Strauss & J. Corbin (Eds.). *Grounded theory in practice*. Thousand Oaks, CA: Sage Publications.

Toner, M., O'Donoghue, T., & Houghton, S. (2006). Living in chaos and striving for control: How adults with Attention Deficit Hyperactivity Disorder deal with their disorder. *International Journal of Disability, Development and Education*, 53(2), 247-261.

8. Phenomenology and interviewing (October 10 – Mid-term)

Crotty, Chapter 4: (pp. 78 – 86) Interpretivism: for and against culture

deMarrais, K. (2004). Qualitative interview studies: Learning through experiences. In K. B. deMarrais & S. D. Lapan, (Eds.). *Foundations for research: Method of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum. Chapter 4.

Examples of phenomenological studies (choose 1)

Conceição, S. C. (2006). Faculty lived experiences in the online environment. *Adult Education Quarterly*, 57(1), 26-45.

Worthen, V. E., & McNeill, B. W. (2002). A phenomenological investigation of "good" supervision events. In S. Merriam (Ed.), *Qualitative research in practice: Examples for discussion and analysis* (pp. 120-138). San Francisco: Jossey-Bass.

9. Ethnomethodology and conversation analysis (October 17)

Crotty, Chapter 5: Interpretivism: the way of hermeneutics

Drew, P. (2005). Conversation analysis. In K. L. Fitch & R. E. Sanders (Eds.), *Handbook of language and social interaction* (pp. 71-102). Mahwah, NJ: Lawrence Erlbaum Associates.

Roulston, K. (2004). Ethnomethodological and conversation analytic studies. In K. B. deMarrais & S. D. Lapan, (Eds.). *Foundations for research: Method of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum. Chapter 9.

Examples of EM/CA studies (choose 1):

Baker, C. D., & Keogh, J. (1995). Accounting for achievement in parent-teacher interviews. *Human Studies*, 18, 263-300.

Hansen, A. D. (2005). A practical task: Ethnicity as a resource in social interaction. *Research on Language and Social Interaction*, 38(1), 63-104.

Wareing, D., & Newell, C. (2005). Commonsense and the doing of supported care: A case study. *Journal of Intellectual and Developmental Disability*, 30(2), 104-114.

Optional:

Heritage, J. (1998). Harold Garfinkel. In R. Stones (Ed.), *Key sociological thinkers* (pp. 175-188). New York: New York University Press.

10. Methods of qualitative research (October 24)

Preissle, J. & Grant, L. (2004). Fieldwork traditions: Ethnography and participant observation. In K. B. deMarrais & S. D. Lapan, (Eds.). *Foundations for research: Method of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum. Chapter 10

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.

- Chapter 4: Data collection methods
- Chapter 5: Managing, analyzing and interpreting data

More methods (choose 1)

Kleiber, P. (2004). Focus groups: More than a method of qualitative inquiry. In K. B. deMarrais & S. D. Lapan, (Eds.). *Foundations for research: Method of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum. Chapter 6

Kain, D. L. (2004). Owing significance: The critical incident technique in research. In K. B. deMarrais & S. D. Lapan, (Eds.). *Foundations for research: Method of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum. Chapter 5

Interview Project Due

11. Critical inquiry and critical ethnography; Participatory research and teacher research (October 31)

Crotty, Chapter 6: Critical inquiry: The Marxist heritage

Chapter 7: Critical inquiry: Contemporary critics & contemporary critique

- Kemmis, S., & McTaggart, R. (2005). Participatory action research: Communicative action and the public sphere. In N. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 559-603). Thousand Oaks, Ca: Sage.
- Noblit, G. (2004). Reinscribing critique in educational ethnography: Critical and postcritical ethnography. In K. B. deMarrais & S. D. Lapan, (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum. Chapter 11.

Examples of critical ethnographic studies (choose 1):

- Bennett, K. (1990). Doing school in an urban Appalachian first grade. In Sleeter, C. (Ed.). *Empowerment through multicultural education*. NY: SUNY.
- Rhoads, R. A. (1995). Whale tales, dog piles, and beer goggles: An ethnographic case study of fraternity life. *Anthropology and Education Quarterly* 26(3): 306-323.

Examples of teacher-research (Choose 1)

- Stanulis, R. N., Campbell, P. E., & Hicks, J. (2002). Finding her way: A beginning teacher's story of learning to honour her own voice in teaching. *Educational Action Research*, 10(1), 45-65.
- Roulston, K., Legette, R., DeLoach, M., Buckhalter Pittman, C., Cory, L., & Grenier, R. (2005). Developing a teacher-research group in music education: Mentoring and community through research. *Research Studies in Music Education*, 25, 14-35.

12. Feminist research and Critical race theory (November 7)

- Crotty, Chapter 8: Feminism: Revisioning the man-made world
- Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1), 7-24.

An example of feminist research (choose 1)

- Johnson-Bailey, J. (2006). African Americans in adult education: the Harlem renaissance revisited. *Adult Education Quarterly*, 56(2), 102-118.
- Safarik, L. (2002). Theorizing feminist transformation in higher education. *Teachers College Record*, 104(8), 1718-1759.

An example of critical race theory

- Rolon-Dow, R. (2005). Critical care: A color(full) analysis of care narratives in the schooling experiences of Puerto Rican girls. *American Educational Research Journal*, 42(1), 77-111.

13. Postmodernism and poststructuralism (November 14)

- Crotty, Chapter 9: Post modernism: Crisis of confidence or moment of truth?
- St. Pierre, E. (2000). Poststructural feminism in education. *International Journal of Qualitative Studies in Education*, 13(5), 477-515.
- Lather, P. (2004). Critical inquiry in qualitative research: Feminist and poststructural perspectives: Science "after truth". In deMarrais, K. & Lapan, S. (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates. Chapter 12.

Examples of poststructural work (choose 1)

- Hemmings, A. (2002). Youth culture of hostility: Discourses of money, respect, and difference. *International Journal of Qualitative Studies in Education*, 15(3), 291-307.

Johnson, T. S. (2005). The "problem" of bodies and desires in teaching. *Teaching Education*, 16(2), 131-149.

Thanksgiving November 22-23

14. Historical and narrative approaches (November 28)

Kramp, M. K. (2004). Exploring life and experience through narrative inquiry. In deMarrais, K. & Lapan, S. (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates. Chapter 3

Rousmaniere, K. (2004). Historical research. In deMarrais, K. & Lapan, S. (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates. Chapter 7

Johnson-Bailey, J. (2004). Enjoining positionality and power in narrative work: Balancing contentious and modulating forces. In deMarrais, K. & Lapan, S. (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates. Chapter 8.

Examples of narrative research (choose 1)

Craig, C. J. (2006). Why is dissemination so difficult? The nature of teacher knowledge and the spread of curriculum reform. *American Educational Research Journal*, 43(2), 257-293.

Johnson-Bailey, J. and Cervero, R. M. (1996). An analysis of the educational narratives of re-entry Black women. *Adult Education Quarterly*. 4(3), 142-157.

Theory statement due

15. Time lines and “quality” in qualitative research (December 5)

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.

- Chapter 6: Planning time and resources
- Chapter 7: Articulating the value and logic of qualitative research

Freeman, M., deMarrais, K., Preissle, J., Roulston, K., & St. Pierre, E. (2007). Standards of evidence in qualitative research: An incitement to discourse. *Educational Researcher*, 36(1), 1-8.

Classes end December 6

Final Project Due December 10