

Qualitative Inquiry Program

Course title: **QUAL 8400, 93-290, Qualitative Research Traditions**
Instructor: **Melissa Freeman**
Office: **329 River's Crossing**
Phone: **706/542-3613**
Email: freeman9@uga.edu
Office Hours: **Wednesdays 2:30 – 3:30 pm; or by appointment**

Class Times: **Thursdays 12:30 – 3:15**
Location: **Aderhold Room 430**
Fall 2005: **August 17, 2006 – December 7, 2006**
Credits: **3.0**

*“The perceiving body does not calculate logical probabilities;
it gregariously participates in the activity of the world,
lending imagination to things in order to see them more fully”*
(Abram, 1996)

Course Description

Foundations of qualitative design: history, philosophy, nature, types, examples, and assessment. Reading and evaluating reports of qualitative research in education and identifying methodological issues.

Required Texts (Available UGA Campus Bookstore)

Crotty, Michael (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage. ISBN 0-7619-6106-2

Dunbar, Jr., Christopher (2001). *Does anyone know we're there?: Alternative schooling for African American youths*. New York, NY: Peter Lang. ISBN 0-8204-5270X

Marshall, Catherine & Rossman, Gretchen B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage. ISBN 1-4129-2489-8

Peshkin, Alan (2001). *Permissible advantage?: The moral consequences of elite schooling*. Mahwah, NJ: Lawrence Erlbaum. ISBN 0-8058-2467-7

Additional Readings

All additional readings are available at the Reserve Desk at the Main Library, and all have been scanned and are available electronically as PDF files. To access the documents, go to the Course Reserve module in GIL (<http://gil.uga.edu>). The password access is: **tradition** or, in some cases, **qualtrad**.

Nature of this Course

Students should expect to engage in a variety of learning experiences: whole class and small group discussions, lectures, readings, videos, and participatory activities.

As a graduate student at The University of Georgia, the free discourse of ideas should be expected. I believe that the open exchange of ideas is necessary for learning. As you will find out quickly from the readings, there is no one right or best way to qualitative inquiry. Instead, there are many theoretical and methodological positions, along with their associated assumptions and justifications. The goal of this course is not to come to consensus on the merits of one particular perspective, but to provide a basis from which to understand the wide variety of positions held by qualitative researchers and in doing so develop a deeper understanding of your own perspective.

You may find that some of the class readings and discussions challenge your views and theoretical frameworks. In many instances you will question or openly disagree with a perspective that I, one of your classmates, or the author of a text articulate. Diverse perspectives are to be expected in our discussions as are diverse levels of emotions associated with these perspectives. As colleagues who share an interest in understanding a diversity of inquiry perspectives, we can agree to disagree, and do so in a mutually respectful way. I believe we learn best when we actively push ourselves and others to articulate our opinions, perceptions and ideas. I expect openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you. We all have something to contribute to the class' discussions and understanding. I will encourage an atmosphere of open questioning and critique as an essential part of how we make sense of this diverse field.

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.

University of Georgia Honor Code and Academic Honesty Policy

All academic work must meet the standards contained in “A culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. All students should review the guidelines at the website http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. If you have questions about what would be considered violations of the standards, please raise them in class or ask me.

Need for Editorial Assistance

This course requires substantial writing. Students who need editorial assistance are encouraged to make such arrangements. A good place to start is the UGA Writing Center:
<http://www.english.uga.edu/~writingcenter/home.html>.

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 are a person with a disability and desire accommodations to complete your course

requirements, please notify the course instructor as soon as possible to discuss your request.

Note on Use of Data in the Qualitative Research Sequence (QUAL 8400, 8410, 8420, 8520)

Data from research involving human subjects that is collected for the qualitative research courses in the College of Education (COE), 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.*

Syllabus Changes

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

Requirements and Grading

1. I expect regular and punctual attendance and will take excessive absences (missing more than 3 classes) into account in the final course grade. If you have a conflict with a session due to a prior commitment, please email or see me privately (so as not to use our limited class time with individual scheduling concerns).
2. I expect people to come to class prepared and to contribute to class discussions and activities. Your participation in these activities is essential. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade.
3. I expect all assignments to be turned in by the due date. Points will be deducted for papers submitted after the due date. Remember that both the content and the quality of your writing will be assessed.
4. All students are required to use the WebCT services that support this course. Some course material will be available only on the course WebCT site. We will use WebCT to post messages, ask questions, and for sharing resources on specific topics. Assignments are to be submitted on the WebCT site. For access go to: <http://www.uga.edu/> click on "My WebCT," then log in to this course using your UGA MyID.
5. All students are required to complete the following written assignments with the final grade based on the distribution indicated below:

Project	Points	Due Date
Book Review	20	9/21
Book Critique	20	10/12
Theoretical Perspectives Paper	20	11/2
Research Proposal	30	12/7
Participation	10	
Total:	100	

Assessment Criteria

Written assignments should show:

- Understanding and use of relevant readings
- A critical engagement with the idea presented
- Clear organization and structure, fluent and accurate writing

Grading

Grading follows the University of Georgia policy:

100 – 93 = A
 92 – 90 = A-
 89 – 87 = B+
 86 – 83 = B
 82 – 80 = B-
 79 – 77 = C+
 76 – 73 = C
 72 – 70 = C-
 69 – 60 = D
 59 – 0 = F

Descriptions of Assignments

Book Review (20 Points) Due: 9/21

For this assignment you will review Alan Peshkin’s 2001 book, *Permissible advantage?: The moral consequences of elite schooling*. Mahwah, NJ: Lawrence Erlbaum. Your book review should not be a summary of the book. However you should provide adequate details of what Peshkin saw as he conducted his study to assess how well he set out to do what he hoped to do in this work and how well he was able to present what he actually did and found to the reader.

The following questions may be helpful in guiding you through this task (not necessarily in this order):

Purpose: What is the overall intent of the study? What questions was it seeking to address and/or answer?

Theoretical Framework: In what way does the author frame the work within some form of theoretical framework? What does Peshkin's methodology tell you about the central components and assumptions of this theoretical framework?

Themes: What are the book's primary themes? How are they articulated and defined?

Argument : Is there a central argument? If so how does it guide the presentation of the work? How well does the author persuade the reader with his argument?

Methods: What methods are used to gather the necessary information?

Evidence: How adequate is the information provided to move the central argument forward?

Values: How, if at all, does the author present and include his values – in the actual study design - as well as in his presentation of the material?

Style: Is the text clearly written and accessible?

Conclusion: What are your thoughts and reactions to this work? – provide a brief overall assessment of how well you think the author accomplished his goal.

Your review should be 4 to 6 pages double spaced and include references and page numbers for any quoted material.

Book Critique (20 Points) Due: 10/12

This paper should be brief (NO LONGER THAN 3-4 pages double spaced) and focus on a single issue that you think is worthy of **critical analysis**. It should have a substantive title. At the beginning of the paper, state your thesis in one sentence at the top of the page. The remainder of the paper should be the analysis justifying your thesis. Examples of a thesis might be: "This study achieves verisimilitude through the use of rich description and extensive use of verbatim quotes from participants." Or "The author's theoretical framework overshadows the emic perspective and obscures any real understanding of the participants' lives." Or "The author's use of grounded theory contradicts the espoused narrative framework."

You should NOT write a summary of the book.

Theoretical Perspective Statement (20 points) Due: 11/2

Crotty (1998) states that the theoretical perspective is the "stance lying behind the methodology" (p. 66). It gives meaning to the design's choice of methods, logic and components; "different ways of viewing the world shape different ways of researching the world" (p. 66).

You will construct a 4-6 page essay (double-spaced, 12 font, with references) describing the theoretical perspective you think you will take in your own research study.

Your essay should include:

1. A brief statement of the “theories” that influence your thinking from within your disciplinary area (What theories influence your thinking about your topic? From what disciplines and scholars are these theories drawn?) and/or an overview of how your own assumptions about this topic have shaped your research question.
2. An outline of your epistemological stance (Based on Crotty’s description, with which epistemological stance do you identify: objectivist, constructionist, subjectivist? Why? Include a description of the key beliefs about reality and knowledge that this epistemological stance assumes)
3. A description of your theoretical perspective (Based on Crotty’s description, which form/s of social science research do you most identify with: those that seek to predict, understand, emancipate, or deconstruct? Or based on Marshall and Rossman, p. 34 purpose orientations, do you seek to explore, explain, describe or emancipate?) Which theoretical perspective(s) informs your study? (e.g., feminist, phenomenological, symbolic interactionist, etc.) What is it about this perspective that attracts your interest?
4. An example of a study that has been carried out using this perspective.
5. Using this example, explain and describe the way this theoretical perspective shapes the kinds of questions that you will ask in your own study, the methods used, and the relationship you as the researcher expect to have with your participants.
6. A statement on the possibilities and limitations of this theoretical perspective for your proposed study.

Qualitative Research Proposal (30 Points) Due: 12/7

You will design a research proposal for a qualitative study 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.). Your proposal should include:

Title: Your title should clearly describe the heart of the study.

Introduction

Topic and purpose: What is this study about? What does it aim to accomplish? What is the unit of analysis?

Potential significance: Why is this study important? What do you expect to learn? What important problem is it meant to address?

Framework and general research questions: What specific questions is this study meant to explore, describe, or explain?

Limitations: What are the advantages and limitations of the proposed study?

Review of Related Literature

Theoretical traditions: What are the underlying assumptions behind the research questions? What theoretical perspective informs this study?

Essays by experts: How has this study topic been addressed in the past? By whom?

Related research: What is the problem you are studying? How has it been addressed in the literature? What is the gap in the literature? How will your study contribute to the literature?

Design and Methodology

Overall approach and rationale: Identify your research design and provide a rationale to support it.

Site or population selection: Describe the site where you will be working. What is your rationale for selecting this site and not another? Who are your participants? What is your rationale for selecting these participants and not others? What are your selection criteria? How will your participants be informed of your selection criteria?

Data gathering methods: What are the specific methods you will use to generate the data you need to answer your research questions?

Data-analysis procedures: How do you expect to analyze your data?

Trustworthiness: How will you safeguard the trustworthiness and rigor of your study?

Personal biography: Who are you in relation to your research project? Describe your experiences, disciplinary training, theoretical perspectives that shape your relationship to this work.

Ethical and political considerations: What ethical issues are you likely to encounter during this study?

Schedule of Class Meetings

Date	Topic	Readings Due	Assignment Due
PART I: Situating Qualitative Research			
1. 8/17	Overview of Course		
2. 8/24	The Practice of Qualitative Research	Marshall & Rossman, Ch. 1 Hébert (2002) Moore (2003) Stoddart (2001)	
3. 8/31	Qualitative Research design and subjectivity	Marshall & Rossman Chs. 2 & 3 Peshkin (1988) Chaudhry (1997)	
PART II: Qualitative Research Traditions			
4. 9/7	From Epistemology to Methods Positivism	Crotty, Chs. 1 & 2 Eisenhardt (2005) Hudley (1997)	
5. 9/14	Constructionism	Crotty, Ch. 3 Peshkin (2001) <i>Permissible Advantage</i>	
6. 9/21	Symbolic Interactionism, Ethnography, and Grounded Theory	Crotty, Ch. 4 Charmaz (2003) Chiovitti & Piran (2003) Clair (2003)	Peshkin Book Review Due 11pm
7. 9/28	Phenomenology, Hermeneutics, and Interviewing	Crotty, Ch. 5 Hotstein & Gubrium (1994) Freeman (2006) Robinson (2000)	
8. 10/5	Critical Theory & Critical Race Theory	Crotty, Chs. 6 & 7 Ladson-Billings (1998) Dunbar (2001) <i>Does Anyone Know We're Here?</i>	
9. 10/12	Feminism, Postmodernism & Poststructuralism	Crotty, Chs. 8 & 9 Lather (2004) Zembylas (2003)	Dunbar Book Critique Due 11pm
10. 10/19	Historical and Narrative Approaches	Alridge (2006) Andrews (2002) Archakis & Tzanne	

		(2005) Kramp (2004)	
11. 10/26	Fall Break	NO CLASS	
12. 11/2	TBA		Theoretical Perspectives Paper DUE 11pm
PART III: Doing Qualitative Research			
13. 11/9	Research Questions and Methods	Marshall & Rossman, Chs. 4 & 5 McCotter (2001)	
14. 11/16	Literature Reviews and IRBs	Hemmings (2006) Lugg (2006)	
15. 11/23	Thanksgiving	NO CLASS	
16. 11/30	“Quality” in Qualitative Research	Marshall & Rossman, Chs. 6 & 7 Lincoln (1995) Kvale (1995)	
17. 12/7		NO CLASS	Qualitative Research Proposal DUE 6pm

Course Readings

Alridge, D. P. (2006). The limits of master narratives in history textbooks: An analysis of representations of Martin Luther King, Jr. *Teachers College Record*, 108(4), 662-686.

Andrews, Molly (2002). Memories of mother: Counter-narratives of early maternal influences. *Narrative Inquiry*, 12(1), 7-27.

Archakis, Argiris & Tzanne, Angeliki (2005). Narrative positioning and the construction of situated identities: Evidence from conversations of a group of young people in Greece. *Narrative Inquiry*, 15(2), 267-291.

Charmaz, Kathy (2003). Qualitative interviewing and grounded theory analysis. In J. A. Holstein & J. F. Gubrium (Eds.), *Inside interviewing: New lenses, new concerns* (pp. 311-330). Thousand Oaks, CA: Sage.

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

Chiovitti, R. F. & Piran, N. (2003). Rigour and grounded theory research. *Journal of Advanced Nursing*, 44(4), 427-435.

Clair, Robin Patric (2003). The changing story of ethnography. In R. P. Clair (Ed.), *Expressions of ethnography: Novel approaches to qualitative methods* (pp. 3-26). Albany, NY: State University of New York Press.

Eisenhart, Margaret (2005). Hammers and saws for the improvement of educational research. *Educational Theory*, 55(3), 245-261.

Freeman, Melissa (2006). Nurturing dialogic hermeneutics and the deliberative capacities of communities in focus groups. *Qualitative Inquiry*.

Hébert, T. P. (2002). Jermaine: A critical case study of a gifted Black child living in rural poverty. In S. Merriam (Ed.), *Types of qualitative inquiry: Exemplars for study and discussion* (pp. 201-235). San Francisco: Jossey-Bass.

Hemmings, Annette (2006). Great ethical divides: Bridging the gap between institutional review boards and researchers. *Educational Researcher*, 35(4), 12-18.

Holstein, James A. & Gubrium, Jaber F. (1994). Phenomenology, ethnomethodology, and interpretive practice. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 262-272). Thousand Oaks, CA: Sage.

Hudley, Cynthia (1997). Supporting achievement beliefs among ethnic minority adolescents: Two case examples. *Journal of Research on Adolescence*, 7(2), 133-152.

Kramp, Mary Kay (2004). Exploring life and experience through narrative 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 7, pp. 103-121.

Kvale, Steinar (1995). The social construction of validity. *Qualitative Inquiry*, 1(1), 19-40.

Ladson-Billings, Gloria (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.

Lather, Patti (2004). Critical inquiry in qualitative research: Feminist and poststructural perspectives: Science "after truth."

Lincoln, Yvonna (1995). Emerging criteria for quality in qualitative and interpretive research. *Qualitative Inquiry*, 1(3), 275-289.

Lugg, Catherine A. (2006). On politics and theory: Using an explicitly activist theory to frame educational research. In V. Anfara Jr. & N. T. Mertz (Eds), *Theoretical frameworks in qualitative research*. Thousand Oaks, CA: Sage.

McCotter, Suzanne S. (2001, June). The journey of a beginning researcher. [103 paragraphs]. *The Qualitative Report* [On-line serial], 6(2). Available: <http://www.nova.edu/ssss/QR/QR6-2/mccotter.html>

Moore, Valerie Ann (2003). Race, risk, and the emergence of gender boundaries: Kids crossing boundaries in summer camps. *Qualitative Sociology*, 26(2), 173-198.

Peshkin, Alan (1988). In search of subjectivity – One's own. *Educational Researcher*, 17(7), 17 – 22.

Robinson, Paulette (2000). The body matrix: A phenomenological exploration of student bodies on-line. *Educational Technology & Society*, 3(3). Retrieved at http://ifets.ieee.org/periodical/vol_3_2000/c05.html

Stoddart, Kenneth (2001). People like us: Memories of marginality in high school and university. *Qualitative Inquiry*, 7(2), 171 – 191.

Zembylas, Michalinos (2003). Emotions and teacher identity: a poststructural perspective. *Teachers and Teaching: theory and practice*, 9(3), 213-238.