

## Qualitative Inquiry Program

Course title: **QUAL 8400, 61-657, Qualitative Research Traditions**  
Instructor: **Melissa Freeman**  
Office: **329 River's Crossing**  
Phone: **706/542-3613**  
Email: [freeman9@uga.edu](mailto:freeman9@uga.edu)  
Office Hours: **Wednesdays 2:30 – 3:30 pm; or by appointment**

Class Times: **Thursdays 5:00 – 7:45**  
Location: **Aderhold Room 520**  
Fall 2005: **January 11, 2007 – April 26, 2007**  
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

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

### **Choice of One** (Available UGA Campus Bookstore)

Li, Guofang (2005). *Culturally contested pedagogy: Battles of literacy and schooling between mainstream teachers and Asian immigrant parents*. Albany, NY: State University of New York Press. ISBN 0791465942

Peshkin, Alan (1988). *God's choice: The total world of a fundamentalist Christian school*. Chicago, IL: University of Chicago Press. ISBN 0226661997

Walker, Vanessa Siddle (1996). *Their highest potential: An African American school community in the segregated south*. Chapel Hill, NC: The University of North Carolina Press. ISBN 0807845817

### **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**.

### **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.

Furthermore, since you are all working on individual research proposals you should expect to read beyond the course requirements as well as consider all the course readings as resources for developing your theoretical perspective and research methodology. As you read take note of sources for your topic,

other work that has approached your topic with this theoretical perspective, how others have used interviewing or whatever method you plan to use in your design, how others talk about sampling, selecting, justification, validity, ethical concerns, etc., as well as the references they cite. This class cannot give you a template. You are the designers of your work so like detectives you want to find supporting resources for your argument wherever you can.

## **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](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 2 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:

<b>Project</b>	<b>%</b>	<b>Due Date</b>
Book Review	20	2/11
Research Purpose and Subjectivities	10	2/18
Theoretical Perspectives Poster	10	3/8
Theoretical Perspectives Paper	25	4/12
Qualitative Research Design	25	5/1
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**

### **Choice Book Review (20 %) Due: 2/11**

For this assignment you will review either:

1. Li (2005)
2. Peshkin (1998)
3. Walker (1996)

Your book review should not be a summary of the book. However you should provide adequate details of what the author saw as he or she conducted the study to assess how well he or she set out to do what he or she hoped to do in this work and how well he or she was able to present what he or she actually did and found to the reader.

The following questions may be helpful in guiding you through this task (not necessarily in this order). In fact, I encourage you to find your own way of presenting this book to the reader in an engaging and comprehensive way:

**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 the author'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 or her 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 or her values – in the actual study design - as well as in his or her 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 or her goal.

Your review should be 6 to 8 pages double spaced and include references and page numbers for any quoted material.

## **Research Purpose and Subjectivities (10 %) Due: 2/18**

A subjectivity statement describes who you are in relation to what and who you are studying. It is influenced by your personal history, your previous experiences (especially those pertinent to your study topic), and your cultural worldview. The emphasis is on you in relation to your research topic/participants. A subjectivity statement should (a) help you figure out how your personal features, experiences, beliefs, or feelings may affect your research, and (b) permit you to communicate this to others. Our subjectivities may bias, unbalance, and limit us, but they also motivate us and permit us to notice what others miss (see Judith Preissle 10/07/04 on webct).

In this essay, you will outline the purpose of your research project and your relationship to the topic and participants. This will be a 1-2 page (double spaced) essay that will contribute to the formulation of your final research proposal due at the end of the semester. It should contain the following sections:

***Purpose of the Study*** – What is the purpose of the study? What do you want to learn about? This should be clearly stated, focused, one sentence purpose statement.

***Kind of Study*** – (Ethnography, action research, interview study, not sure, etc.).

***Subjectivities Statement*** – Who are you in relation to your research project? Describe your personal experiences, disciplinary training, theoretical perspectives, cultural worldview, etc. that shape your relationship to this work and these participants. Explain how you think your study will be strengthened and limited by what you bring to it.

## **Theoretical Perspectives Poster Presentation (10%) Due: 3/8**

For this activity, you will sign up to work in a group on one theoretical perspective. I will set up discussion space on Webct for groups to communicate.

Your group will develop a poster presentation that explores key features of your theoretical perspective as well as a one-page handout with a brief description and references for further readings.

Participatory Action Research  
Cultural Studies  
Ethnomethodology

Feminist Research  
Historical Research  
Arts-Based Research

## **Theoretical Perspective Statement (25 %) Due: 4/12**

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 propose to take in your own research study. (Draw from at least 3 different sources including the article)

Your essay should include:

1. A paragraph describing your research topic and the problem it seeks to address.
2. A paragraph describing the theories or personal assumptions that influence the orientation you are taking on your topic.
3. 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)
4. 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?
5. An example of a study that has been carried out using this perspective (you can use any study we’ve used in class or draw from one you have found yourself – just describe it well enough so that a reader unfamiliar with it understands its focus).
6. 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.
7. A statement on the possibilities and limitations of this theoretical perspective for your proposed study.

## **Qualitative Research Design (25 %) Due: 5/1**

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 design should include:

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

**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?

**Research Questions:**

- What specific questions is this study meant to explore, describe, or explain?

**Review of Related Literature:**

- What is the problem you are studying? How has it been addressed by others (4-6 references)? In what ways? What is the gap in the literature? How will your study contribute to the literature?

**Research design:** Identify your research design. Include specific information related to:

- **Overall approach and rationale:** Identify your research design and provide a rationale to support it.
- **Sample and sample selection:**
  - Who are your participants?
  - What is your rationale for selecting these participants?
  - What are your selection criteria?
  - How will your participants be informed of your selection criteria?
- **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 gathering methods:**
  - What are the specific methods you will use to generate the data you need to answer your research questions?
- **Data analysis:** Describe preliminary steps to analyze your data.
- **Trustworthiness:** How will you safeguard the trustworthiness and rigor of your study?

- **Strengths and limitations:** What are the advantages and limitations of the proposed study?

**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?

### Schedule of Class Meetings

Date	Topic	Readings Due	Assignment Due
1. 1/11	Overview of Course		
2. 1/18	The Practice of Qualitative Research	Marshall & Rossman, Chs. 1 & 7 Hébert (2002) Ezzy (1998)	
3. 1/25	Epistemology, Theoretical Perspectives, Methodologies, and Methods	Crotty, Chs. 1 & 2 (pp. 1- 41) Preissle & Grant (2004) Bennett (1991)	
4. 2/1	Constructionism and Subjectivities	Crotty, Ch. 3 Peshkin (1988) Villenas (1996) Heshusius (1994)*	
5. 2/8	Doing Qualitative Work	Choice Book – Book Circles	Book Review DUE 2/11
6. 2/15	Qualitative Research Purposes, Questions, and Methodologies	Marshall & Rossman, Chs. 2 & 3 Turgeman-Goldschmidt (2005)	Bring Own Topic Idea Purpose and Subjectivities Statement DUE 2/18
7. 2/22	Symbolic Interactionism Participant Observation	Crotty, Ch. 4 (pp: 66-78) Wainwright & Turner (2004) Scott (2005)	
8. 3/1	Phenomenology Hermeneutics Interviewing	Crotty, Ch. 4 (pp. 79-86) & Ch. 5 (87-105) Van der Mescht (2004) Kvale (1983) Ray (1994)*	
9.	More Theoretical		Theoretical

<b>3/8</b>	<b>Perspectives</b>	<b>Poster Fair</b>	<b>Perspectives Poster DUE 3/8</b>
<b>10. 3/15</b>	<b>No Class</b>	<b>Spring Break</b>	
<b>11. 3/22</b>	<b>Critical Theory Critical Race Theory Queer Theory</b>	<b>Crotty, Chs. 6 &amp; 7 (pp. 112-125, 147-159) Ladson-Billings (1998) Lugg (2006)</b>	<b>Find 5 to 8 Sources about Your Topic</b>
<b>12. 3/29</b>	<b>Feminism, Postmodernism &amp; Poststructuralism</b>	<b>Crotty, Chs. 8 &amp; 9 Zembylas (2003) Stoddart (2001)</b>	
<b>13. 4/5</b>	<b>Data Collection and Analysis in Qualitative Research</b>	<b>Marshall &amp; Rossman, Chs. 4 &amp; 5 Charmaz (2003) Jones (2002)</b>	
<b>14. 4/12</b>	<b>AERA</b>		<b>Theoretical Perspectives Statement DUE 4/12</b>
<b>15. 4/19</b>	<b>Ethical Issues and IRBs</b>	<b>Hemmings (2006) Poff (2006) Christians (2005)</b>	
<b>16. 4/26</b>	<b>Last Class</b>		<b>Qualitative Research Proposal DUE 5/1</b>

### Course Readings

Bennett, Kathleen P. (1991). Doing school in an urban Appalachian first grade. In C. E. Sleeter (ed.), *Empowerment through multicultural education* (pp. 27-47). Albany, NY: State University of New York Press.

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.

Christians, Clifford G. (2005). Ethics and politics in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3<sup>rd</sup> ed.) (pp. 139-164). Thousand Oaks, CA: Sage.

Ezzy, Douglas (1998). Lived experience and interpretation in narrative theory: Experiences of living with HIV/AIDS. *Qualitative Sociology*, 21(2), 169-179.

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.

Heshusius, Lous (1994). Freeing ourselves from objectivity: Managing subjectivity or turning toward a participatory mode of consciousness? *Educational Researcher*, 23(3), 15-22.

Jones, Susan R. (July/Aug. 2002). (Re) writing the word: Methodological strategies and issues in qualitative research. *Journal of College Student Development*, 43(4).

Kvale, Steinar (1983). The qualitative research interview: A phenomenological and hermeneutical mode of understanding. *Journal of Phenomenological Psychology*, 14(2), 171-196.

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.

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* (pp. 175-188). Thousand Oaks, CA: Sage.

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

Poff, D. C. (2006). The importance of story-telling: Research protocols in Aboriginal communities. *Journal of Empirical Research on Human Research Ethics*, 1(3), 27-28.

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* (pp. 161-180). Mahwah, NJ: Lawrence Erlbaum.

Ray, Marilyn A. (1994). The richness of phenomenology: Philosophic, theoretic, and methodologic concerns. In J. M. Morse (ed.), *Critical issues in qualitative research methods* (pp. 117-133). Thousand Oaks, CA: Sage.

Scott, Susie (2005). The red, shaking fool: Dramaturgical dilemmas in shyness. *Symbolic Interaction*, 28(1), 91-110.

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

Turgeman-Goldschmidt, Orly (2005). Hacker's accounts: Hacking as a social entertainment. *Social Science Computer Review*, 23(1), 8-23.

Van der Mescht (2004). Phenomenology in education: A case study in educational leadership. *Indo-Pacific Journal of Phenomenology*, 4(1), 1-16.

Villenas, Sofia (1996). The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field. *Harvard Educational Review*, 66(4), 711-731.

Wainwright, Steven P. & Turner, Brian S. (2004). Epiphanies of embodiment: injury, identity, and the balletic body. *Qualitative Research*, 4(3), 311-337.

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