

Qualitative Inquiry Program

Course title: **QUAL 8400, Qualitative Research Traditions**
Instructor: **Melissa Freeman**
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Office Hours: **Thursdays 2:30 – 3:30 pm; or by appointment**

Class Times: **Tuesdays & Thursdays 12:30 – 1:45**
Location: **Tuesdays Aderhold G5, Thursdays Aderhold 409**
Fall 2005: **January 10, 2006 – April 27, 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.

Prerequisites and cross-listings

Prerequisite: ERSH 4200/6200
Not open to students with credit in ERSH 7400

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.

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

Dunbar, Jr., Christopher (2001). *Does anyone know we're there?: Alternative schooling for African American youths*. New York, NY: Peter Lang. ISBN 082045270X

Glesne, Corrine (2005). *Becoming qualitative researchers: An introduction* (3rd Ed.). NY, NY: Longman.

Peshkin, Alan (2001). *Permissible advantage?: The moral consequences of elite schooling*. Mahwah, NJ: Lawrence Erlbaum.

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: 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>.

Expectations and Evaluation of Learners

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	15 Points	2/3
Book Critique	15 Points	2/24
Theoretical Perspectives Statement	15 Points	3/21
Research Purpose, Literature, Subjectivities Statement	20 Points	4/13
Research/IRB Application Proposal	25 Points	4/28
Participation	10 Points	
Total:	100 Points	

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

Descriptions of Assignments

Book Review (15 Points) Due: 2/3

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 (15 Points) Due: 2/24

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 (15 points) Due 3/21

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 3-4 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. An outline 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?)
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. An outline 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? 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.

Research Purpose, Literature, Subjectivities Statement (20 Points) Due 4/13

This will be a 5 – 15 page (double spaced, 12-font, with at least 8 references) essay that will contribute to the formulation of your final research proposal due at the end of the semester. In this essay, you will clearly describe the purpose of your research project, the problem it is intended to explore or address, and situate it within work that has been done in this area. You will then situate yourself in relation to your study topic, the participants, and your expected methodologies. 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.

Literature Review – 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 this literature?

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.

Research Proposal IRB Application (25 Points) Due 4/28

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.) This proposal should be based on UGA's Human Subjects Application Form found at www.ovpr.uga.edu/hso/guidelines.html and address at least these sections:

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

Problem Abstract: State the rationale for the project. Why is this study important and what do you expect to learn? 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. What is your rationale for selecting this site and not another?

Sample and Sample Selection: Who are your participants? What is your rationale for selecting these participants and not others? What are your selection criteria? How will participants be informed of your selection criteria?

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

Data Analysis: How do you expect to analyze your data?

Procedures: State in chronological order what the researcher will do and what a participant is expected to do. Indicate time commitment for each research activity.

Materials: List interview or survey questions you will use. Attach a copy of any instruments that you intend to use.

Risks: Detail risks to your participants as a result of data collection and as a direct result of the research and your plans to minimize them.

Benefits: State the benefits to individuals and humankind. Potential benefits of the research should outweigh risks associated with research participation.

Grading

Grading follows the University of Georgia policy:

100 - 90 = A 79 - 70 = C below 60 = F
89 - 80 = B 69 - 60 = D

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.

Syllabus Changes

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

Schedule of Class Meetings

Date	Topic	Readings Due	Assignment Due
PART I: Situating Qualitative Research			
T 1/10	Overview of Course		
Th. 1/12	Nature of Qualitative Research	Glesne, Chs. 1 & 2	
T. 1/17	Examples of Qualitative Research	Bigler (1996) Stoddart (2001)	
Th. 1/19	Designing Qualitative Research	Wolcott (1992)	
PART II: Qualitative Research Traditions			
T. 1/24	From Epistemology to Methods	Crotty, Chs. 1 & 2	
Th. 1/26	Positivism	Greene (1990) Hudley (1997)	
T. 1/31	Constructionism	Crotty, Ch. 3 Schwandt (1994)	
Th. 2/2	Symbolic Interactionism	Crotty, Ch. 4 Charmaz (1997)	Due Friday 2/3: Book Review Peshkin
T. 2/7	Phenomenology	deMarrais & Lapan, Ch. 4 (deMarrais) Wolff (2002)	
Th. 2/9	Ethnomethodology	Holstein & Gubrium (1994)	
T. 2/14	Hermeneutics	Crotty Ch. 5 Freeman (2006)	
Th. 2/16	From Descriptive to Critical Ethnography	Koro-Ljungberg & Greckhamer (2005)	
T. 2/21	Four Critical Theorists: Marx, Adorno, Freire, & Habermas	Crotty, Chs. 6 & 7	
Th. 2/23	Peshkin & Dunbar	Dunbar	Due Friday 2/24: Book Critique Dunbar
T. 2/28	Critical Race Theory	Ladson-Billings (1998) Horvat & Antonio	

		(1999)	
Th. 3/2	Feminist Theories	Crotty, Ch. 8 deMarrais & Lapan, Ch. 12 (Lather)	
T. 3/7	Postmodernism & Poststructuralism	Crotty, Ch. 9 Phillips (2002)	
Th. 3/9	Situating Ourselves	Glesne, Ch. 5 McCotter (2001)	
T. 3/14	No Class		Spring Break
Th. 3/16	No Class		Spring Break
T. 3/21	Theoretical Perspectives Revisited	Denzin & Lincoln (2005)	DUE Tuesday 3/21 Theoretical Perspective Statement
PART III: Doing Qualitative Research			
Th. 3/23	Searching the Literature		[Library field trip]
T. 3/28	From Research Purpose to Questions	Peshkin (1988) Hermes (2005)	
Th. 3/30	From Research Questions to Methods	deMarrais & Lapan, Ch. 10 (Preissle & Grant)	
T. 4/4	Participant Observation	Glesne, Ch. 3 deMarrais & Lapan, Ch. 13 (Hays)	
Th. 4/6	Interviewing	Glesne, Ch. 4	
T. 4/11	Narrative Approaches	deMarrais & Lapan, Ch. 8 (Johnson- Bailey) Kiesinger (1998)	
Th. 4/13	Quality in Qualitative Research	Mathison (1988) Marshall (1990)	DUE Thursday 4/13 Research Purpose, Literature, Subjectivities
T. 4/18	Grounded Theory	Glesne, Chs. 7 & 8	
Th. 4/20	Narrative Analysis	Ollerenshaw & Creswell (2002)	
T. 4/25	Ethical Issues	deMarrais & Lapan, Ch. 2 (Tisdale) Glesne, Ch. 6	
Th.	Putting it All		DUE Friday 4/28

4/27	Together		Research Proposal IRB Application
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Course Readings

Bigler, Ellen (1996). Telling stories: On ethnicity, exclusion, and education in upstate New York. *Anthropology & Education Quarterly*, 27(2), 186 – 203.

Charmaz, Kathy (1997). Identity dilemmas of chronically ill men. In A. Strauss & J. Corbin (Eds.), *Grounded theory in practice* (pp. 35 - 62). Thousand Oaks, CA: Sage.

Denzin, Norman K. & Lincoln, Yvonna S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd Ed.) (pp. 1 – 32). Thousand Oaks, CA: Sage.

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

Greene, Jennifer C. (1990). Three views on the nature and role of knowledge in social science. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 227-245). Newbury Park, CA: Sage.

Hermes, Mary (2005). Complicating discontinuity: what about poverty? *Curriculum Inquiry*, 35(1), 9-26.

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.

Horvat, Erin M. & Antonio, Anthony L. (1999). “Hey, those shoes are out of uniform”: African American girls in an elite high school and the importance of habitus. *Anthropology & Education Quarterly*, 30(3), 317 – 42.

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

Kiesinger, Christine E. (1998). From interview to story: Writing Abbie’s life. *Qualitative Inquiry*, 4(1), 71 – 95.

Koro-Ljungberg, Mirka & Greckhamer, Thomas (2005). Strategic turns labeled 'ethnography': from description to openly ideological production of cultures. *Qualitative Research*, 5(3), 285-306.

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.

Marshall, Catherine (1990). Goodness criteria: *Are they objective or judgment calls?* In E. G. Guba (Ed.), *The paradigm dialog* (pp. 188-197). Newbury Park, CA: Sage.

Mathison, Sandra (1988). Why triangulate? *Educational Researcher*, 17(2), 13 – 17.

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>

Ollerenshaw, Jo Anne & Creswell, John W. (2002). Narrative research: A comparison of two restorying data analysis approaches. *Qualitative Inquiry*, 8(3), 329 – 347.

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

Phillips, Donna Kalmbach (2002). Female preservice teachers' talk: illustrations of subjectivity, visions of 'nomadic' space. *Teachers and Teaching: theory and practice*, 8(1), 9-27.

Schwandt, Thomas A. (1994). Constructivist, interpretivist approaches to human inquiry. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 118 – 137). Thousand Oaks, CA: Sage.

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

Wolcott, Harry F. (1992). Posturing in qualitative research. In M. D. LeCompte, W. L. Millroy, & J. Preissle (Eds.), *The handbook of qualitative research in education* (pp. 3 – 52). NY, NY: Academic Press.

Wolff, Richard F. (2002). A phenomenological study of in-church and televised worship. In S. Merriam (Ed.), *Qualitative research in practice: Examples for discussion and analysis* (pp. 96 – 116). San Francisco, CA: Jossey-Bass.