

Qualitative Research Traditions Course Outline and Syllabus

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by appointment

Bulletin 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.

Course Schedule and Topical Outline:

- 1-13-09 Introduction: What to study, how, and why: what is inquiry? Who are we as inquirers?
- 1-20-09 What is qualitative inquiry? What makes an inquiry qualitative? Who is the qualitative inquirer?
#Rabow/Hill
*Goetz and Breneman
Maxwell, Ch. 1
Jung, Front matter and Chs. 1-2
- 1-27-09 *Henning
Crotty, Ch. 1
Jung, Chs. 3-4
*Preissle, 2008c
Book choice due
- 2-3-09 What are the qualitative inquiry traditions?
Crotty, Ch, 2
*Barton, Tan, and Rivit
Jung, Chs. 5-7
Subjectivity statement due
- 2-10-09 Crotty, Chs. 3-4
*Burr
*Chaudhry

- 2-17-09 Crotty, Ch. 5
*Johnson-Bailey
Maxwell, Chs. 2-4
- 2-24-09 What paradigms, philosophies, and theories, frame qualitative inquiries?
Crotty, Ch. 6
Maxwell, Ch. 5
*LeCompte and Preissle
One-page article review due
- 3-3-09 Crotty, Ch. 7
*Torres
*Wolcott
- 3-17-09 Integrity and Ethics in Qualitative Research
Crotty, Ch. 8
*Preissle, 2003a, 2003b
Videotape: "Anthropology on Trial"
- 3-24-09 How are qualitative inquiries organized, developed, and reported?
Crotty, Chs. 9-10
*Emerson, Fretz, and Shaw
*DeWalt and DeWalt
Conceptual formulation due
- 3-31-09 *Morgan
*Jones
*Holm
- 4-7-09 How are qualitative inquiries evaluated and interpreted?
E-class
*Freeman, deMarrais, Preissle, Roulston, and St. Pierre
Maxwell, Ch. 6
Interview project due
- 4-14-09 Group work (book discussion)
Maxwell, Ch. 7 and Appendix
- 4-21-09 Group work (book discussion)
Book review due 4-23-09

QUAL8400
Preissle
1/13/09

Tuesdays 12:30-3:15
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4-28-09 Conclusion (last class meeting)

5-7-09 **Final project due by 5 p.m.**

Required Textbooks:

Crotty, Michael

1998 *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: Sage.

Jung, Hyang Jin

2007 *Learning to Be an Individual: Emotion and Person in an American Junior High School*. New York: Peter Lang.

Maxwell, Joseph A.

2005 *Qualitative Research Design: An Interactive Approach*. Second ed. Thousand Oaks, CA: Sage.

Choice of One:

Carter, Prudence L

2005 *Keepin' It Real: School Success Beyond Black and White*. Oxford, UK: Oxford University Press.

Conchas, Gilberto Q., and Louie F. Rodríguez

2008 *Small Schools and Urban Youth: Using the Power of School Culture to Engage Students*. Thousand Oaks, CA: Corwin Press.

Kiluva-Ndunda, Mutindi Mumbua

2001 *Women's Agency and Educational Policy: The Experiences of the Women of Kilome, Kenya*. Albany, NY: State University of New York Press.

Thomas, Angela

2007 *Youth Online: Identity and Literacy in the Digital Age*. New York: Peter Lang.

Weis, Lois

2004 *Class Reunion: The Remaking of the American White Working Class*. New York: Routledge.

Additional Assignments:

*Barton, Angela Calabrese, Edna Tan, and Ann Rivet

2008 *Creating Hybrid Spaces for Engaging School Science Among Urban Middle School Girls*. *American Educational Research Journal* 45(1): 68-103.

*Burr, Vivien

2003 *What Is Social Constructionism? Chapter One in An Introduction to Social Constructionism* (pp. 1-27). Second ed. New York: Routledge.

- *Chaudhry, Lubna N.
1997 Researching "My People," Researching Myself: Fragments of a Reflexive Tale. *International Journal of Qualitative Studies in Education* 10(4): 441-453.
- * DeWalt, Kathleen M., and Billie R. DeWalt
2002 Writing Fieldnotes. Chapter 8 in *Participant Observation: A Guide for Fieldworkers*. Pp. 141-162. Walnut Creek, CA: Altamira Press.
- *Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw
2001 Participant Observation and Fieldnotes. In *Handbook of Ethnography*. Paul Atkinson, Amanda Coffey, Sara Delamont, John Lofland, and Lyn Lofland, eds. Pp. 352-368. London: Sage.
- *Freeman, Melissa, Kathleen deMarrais, Judith Preissle, Kathryn Roulston, and Elizabeth St. Pierre
2007 Standards of Evidence in Qualitative Research: An Incitement to Discourse. *Educational Researcher* 36(1): 1-8.
- *Goetz, Judith Preissle, and E. Anne Rowley Breneman
1988 Desegregation and Black Students' Experiences in Two Rural Southern Elementary Schools. *The Elementary School Journal* 88(5): 489-502.
- *Henning, Philip H.
1998 Ways of Learning: An Ethnographic Study of the Work and Situated Learning of a Group of Refrigeration Service Technicians. *Journal of Contemporary Ethnography* 27(1): 85-136.
- *Holm, Gunilla
2008 Visual Research Methods: Where are we and where are we going? In *Handbook of Emergent Methods*. Sharlene Nagy Hesse-Biber and Patricia Leavy, eds. Pp. Guilford Press.
- *Johnson-Bailey, Juanita
2006 African Americans in Adult Education: The Harlem Renaissance Revisited. *Adult Education Quarterly* 56(2): 102-118.
- *Jones, Stacy Holman
2005 Autoethnography: Making the personal political. In *The Sage Handbook of Qualitative Research*. Third ed. Norman Denzin and Yvonna Lincoln, eds. Pp. Thousand Oaks, CA: Sage.
- *LeCompte, Margaret D., and Judith Preissle
1993 Considerations on Selecting a Research Design. Ch. 2 in *Ethnography and Qualitative Design in Educational Research*. 2nd edition. Pp. 30-55. New York: Academic Press.
- *Morgan, David L.
2002 Focus Group Interviewing. In *Handbook of Interview Research: Context and Method*. Jaber F. Gubrium and James A. Holstein, eds. Pp. 141-159. Thousand Oaks, CA: Sage.

*Preissle, Judith

2008a Ethics. *In* The Sage Encyclopedia of Qualitative Research Methods (Vol. 1, pp.275-277). Thousand Oaks, CA: Sage.

2008b Ethics Codes. *In* The Sage Encyclopedia of Qualitative Research Methods (Vol. 1, pp. 279-280). Thousand Oaks, CA: Sage.

2008c. Subjectivity Statement. *In* The Sage Encyclopedia of Qualitative Research Methods (Vol. 2, pp. 844-845). Thousand Oaks, CA: Sage.

#Rabow, Jerome, Michelle A. Charness, Johanna Kipperman, and Susan Radcliffe-Vasile
1994 William Fawcett Hill's Learning Through Discussion. Third ed. Thousand Oak, CA: Sage.

*Torres, Carlos Alberto

1992 Participatory Action Research and Popular Education in Latin America. *Qualitative Studies in Education* 5(1): 51-62.

*Wolcott, Harry F.

1992 Posturing in Qualitative Research. *In* The Handbook of Qualitative Research in Education. Margaret D. LeCompte, Wendy L. Millroy, and Judith Preissle, eds. Pp. 3-52. New York: Academic Press.

*Available on electronic reserve in Main Library (password is qualtrad2).

#Available on reserve under Preissle QUAL8400 in Aderhold 232, the Office of Information Technology (OIT), at Main Library, and in the bookstores.

Course Objectives:

1. Students can 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. Students can 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?
3. Students can distinguish between qualitative and quantitative research methodologies and between normative and interpretive approaches to scientific inquiry. What is the place of qualitative research within the general framework of scientific inquiry? How do qualitative and interpretive designs compare and contrast with quantitative and normative designs?
4. Students can formulate ways to compare and contrast different approaches to human inquiry: positivist, postpositivist, critical, feminist, postmodern, and others. They can identify the origins and developments of these varying approaches, underlying values and assumptions, and their

strengths and limitations.

5. Students can 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?
6. Students can 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. Students can 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.

University of Georgia Academic Honesty Policy

All of us are expected to abide by the standards for academic honesty adopted by the university. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. I expect all students to 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.

“All academic work must meet the standards contained in ‘A Culture of Honesty.’ All students are responsible to inform themselves about those standards before performing any academic work” (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).

Need for Editorial Assistance

Requirements for the course depend on 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>.

Course Requirements:

1. I expect regular attendance and will take excessive absences (missing more than 6 hours of a 3-credit course) into account in the final course grade.
2. I expect people to come to class prepared and to contribute to class discussions and activities. Frequent lack of preparation or failure to contribute will also be taken into account in the final

course grade.

3. 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 be emailing one another for individual and group purposes using this site. Assignments are to be submitted on the WebCT site.

4. All students are required to complete a series of assignments. The final grade will be based on the following distribution:

a.	Attendance, preparation, and discussion:	10
b.	Article review:	10
c.	Subjectivity statement:	10
d.	Conceptual formulation:	10
e.	Book review:	10
f.	Interview project:	25
g.	Research proposal IRB project:	25
	Total	100

Grading follows Qualitative Research Program policy:

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

Accommodations for Qualified Individuals with Disabilities

University of Georgia policy is to make reasonable accommodations for qualified individuals with disabilities. Please let me know if you have a disability request.

Nature of This Course

Qualitative research on human experience often involves controversial topics. People have strong feelings, values, and beliefs that affect how they interpret scientific and other scholarly information. Although diversity of opinions is central to the scholarly inquiry encouraged in this course, everyone is expected to accurately represent the variety of views discussed. We may agree to disagree, but we must be able to express the viewpoint with which we disagree. Sound scholarship depends, then, on respectful listening and sometimes respectful disagreement. It

depends on what the philosopher Hannah Arendt called “visiting”; visiting is listening carefully to what others have to say, engaging in interactive dialogue with others, and respecting differences in perspectives.

Instructor

I can be reached by telephone at 542-6489, by e-mail preferably through WebCT, or at jude@uga.edu for messages not related to QUAL 8400, and in my office, River’s Crossing 303 most Tuesdays from 3:30-5, most Wednesdays from 2-4, and by appointment. Preissle is pronounced price-lee with the accent on the first syllable. I work in the College of Education's qualitative and ethnographic research program here at the University of Georgia. My degrees are an A.B. in history from Grinnell College in 1964 and an M.A. (University of Minnesota) in 1971 and an Ed.D. (Indiana University) in 1975, concentrating in anthropology and education. My scholarly interests and publications focus on sociocultural theory, gender studies, classroom social life, immigration and education, and qualitative research design. My personal interests include books, music, gardening, birding, dog fostering, and ballroom dancing.

“The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary” (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).