

QUAL8400
(formerly ERS8400/Fall 2004)
Preissle

Tuesday/Thursday
12:30-1:45 pm
Aderhold 417

Qualitative Research Traditions Syllabus

Foundations of qualitative design: history, philosophy, nature, types, examples, and assessment. Reading and evaluating reports of qualitative research in education and identifying methodological issues. Not open to students with credit in ERS8 7400. Prerequisite: ERS8 4200/6200.

Topical Outline and Schedule:

- 8-19-04 Introduction
- 8-24-04 What to study, how, and why: what is inquiry?
Shank, Ch. 1
#Rabow/Hill
- 8-26-04 +Monzo and Rueda
Eder, Chs. 1-2 and Appendix
- 8-31-04 Eder, Chs. 3-4
Crotty, Ch. 1
- 9-2-04 What is qualitative inquiry?
Crotty, Ch, 2
- 9-7-04 *Hemmings
*Henning
- 9-9-04 *Sewell
*Lott
- 9-14-04 What are the qualitative inquiry traditions?
*Wolcott 1992
*Goetz and Breneman
- 9-16-04 Dr. Chris Joseph, Institutional Review Board (IRB), speaker
Eder, Ch. 5
- 9-21-04 Eder, Chs. 6-7
*Preissle

[One-page article review due]

- 9-23-04 What are the paradigms, philosophies, theories, and approaches that frame qualitative inquiries?
Eder, Ch. 8
Crotty, Ch. 3
- 9-28-04 Crotty, Ch. 4
Eder, Ch. 9
- 9-30-04 Crotty, Chs. 5-6
*Gubrium and Holstein
- 10-5-04 Crotty, Ch. 7
Eder, Ch. 10
[Research and subjectivity formulation due]
- 10-7-04 Crotty, Ch. 8
- 10-12-04 Crotty, Chs. 9-10
- 10-14-04 How are qualitative inquiries organized, developed, and reported?
*LeCompte and Preissle
*Torres
- 10-19-04 Shank, Chs. 2-3
[Conceptual formulation due]
- 10-21-04 Shank, Chs. 4-5
*DeWalt and DeWalt
- 10-26-04 Shank, Chs. 6-7
- 11-2-04 How are qualitative inquiries evaluated and interpreted?
*Eisenhart & Howe
Shank, Chs. 8-9
- 11-4-04 Videotape: "Anthropology on Trial"
*Emerson, Fretz, and Shaw
Shank, Chs. 10-12
- 11-9-04 deMarrais, Chs. 1-2
- 11-11-04 Group work (interviews and book study)
- 11-16-04 Group work (interviews and book study)

- 11-18-04 Group work (interviews and book study)
- 11-23-04 *Morgan
deMarrais, Chs. 3-6
[book review due]
- 11-30-04 How do qualitative inquirers sustain their work?
deMarrias, Chs. 7-10
[Interview project due]
- 12-2-04 deMarrais, Chs. 11-14
- 12-9-04 Conclusion
deMarrais, Chs. 15-18
- 12-16-04 Final project due by 5 p.m.

Required Textbooks:

Crotty, Michael

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

DeMarrais, Kathleen Bennett, ed.

1998 *Inside Stories: Qualitative Research Reflections.* Mahweh, NJ: Lawrence Erlbaum.

Eder, Donna

1995 *School Talk: Gender and Adolescent Culture.* New Brunswick, NJ: Rutgers University Press.

Shank, Gary D.

2002 *Qualitative Research: A Personal Skills Approach.* Upper Saddle River, NJ: Merrill Prentice Hall.

Choice of One:

Constable, Nicole

2003 *Romance on a Global Stage: Pen Pals, Virtual Ethnography, and "Mail Order" Marriages.* Berkeley, CA: University of California Press.

Devine, John

1996 *Maximum Security: The Culture of Violence in Inner-City Schools.* Chicago: University of Chicago Press.

Friedl, Erika

1997 *Children of Deh Koh: Young Life in an Iranian Village.* Syracuse, NY: Syracuse University Press.

Hankins, Karen Hale

2003 *Teaching Through the Storm: A Journal of Hope*. New York : Teachers College Press.

Stevens, Mitchell L.

2001 *Kingdom of Children: Culture and Controversy in the Homeschooling Movement*. Princeton, NJ: Princeton University Press.

Additional Assignments:

* 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.

*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: 489-502.

*Gubrium, Jaber E., and James A. Holstein

2000 *Analyzing Interpretive Practice*. In *Handbook of Qualitative Research*. 2nd edition. Norman K. Denzin and Yvonna S. Lincoln, eds. Pp. 487-508. Thousand Oaks, CA: Sage.

*Eisenhart, Margaret A., and Kenneth R. Howe

1992 *Validity in Educational Research*. In *The Handbook of Qualitative Research in Education*. Margaret D. LeCompte, Wendy L. Millroy, and Judith Preissle, eds. Pp. 643-680. New York: Academic 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.

*Hemmings, Annette

1996 *Conflicting Images? Being Black and a Model High School Student*. *Anthropology and Education Quarterly* 27(1):20-50.

*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: 85-136.

*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.

*Lott, Eric

1997 *All the King's Men: Elvis Impersonators and White Working-Class Masculinity*. In *Race and the Subject of Masculinities*. Harry Stecopoulos and Michael Uebel, eds. Pp. 192-227. Durham, NC: Duke University Press.

+Monzo, Lilia D., and Robert Rueda

2003 *Shaping Education through Diverse Funds of Knowledge: A Look at One Latina Paraeducator's Lived Experiences, Beliefs, and Teaching Practice*. *Anthropology and Education Quarterly* 34(1): 72-95.

- *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
1999 An Educational Ethnographer Comes of Age. Journal of Contemporary Ethnography 28: 650-659.
- #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.
- *Sewell, Tony
1997 Introduction and Chapters 1, 8, and 9 (pp. ix-24, 173-220). Black Masculinities and Schooling: How Black Boys Survive Modern Schooling. Stoke on Trent, Eng.: Trentham Books.
- *Torres, Carlos Alberto
1992 Participatory Action Research and Popular Education in Latin America. Qualitative Studies in Education 5: 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 qualtrad). +Available on your WebCT site. #Available on reserve under Preissle ERS 8400 in Aderhold 232, the Office of Information Technology (OIT), 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

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.” Each student is responsible to inform themselves [sic] 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.	Research and subjectivity formulation:	10
d.	Conceptual formulation:	10
e.	Book review:	10
d.	Interview project:	25
e.	Research proposal IRB project:	25
	Total	100

Grading follows that 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

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 preissle@coe.uga.edu, and in my office, Aderhold 624E, most Tuesdays from 11-12, most Thursdays 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, miniature schnauzers, 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).