

QUAL 8410

Designing Qualitative Research

Fall 2006

Prof. Derrick P. Alridge

Office: 307 River's Crossing

Office Hours: 3-4:30 pm Mondays and Tuesdays

Course Description

This course explores a variety of research designs in qualitative research. The course also provides a "hands-on" approach to research in which students will work directly with the instructor and classmates designing a qualitative research project. The prerequisite for this course is QUAL 8400, ERSH 8400, or their equivalents.

Text:

Berg, B. L. (2007). *Qualitative research methods for the social sciences*. Boston: Pearson.

I will provide additional reading assignments throughout the semester on WebCT or as handouts.

Assignments:

Prospectus	20%
IRB	10%
Interview	15%
Group Dissertation Pres/Paper	20%
Final Project	35%

Due Dates:

Please turn in your assignments on their due dates. I will subtract points from your assignment for each day your assignment is late. Also, note that I do not accept e-mail attachments of assigned projects, so please bring your assignments to class on the due dates.

Attendance:

You are expected to attend class each week. You are allowed one unexcused absence. I will consider the number of unexcused class absences in assigning final grades.

Note:

Data collected in this course, without an IRB, may NOT be used for research purposes. For those of you who do not have an IRB, you should view the research conducted in this class as *practice*. Also, be mindful that this is a *research design* course, not a data collection course. I see QUAL 8410 as a course that should help prepare you to think pragmatically about a research design for a future study.

Schedule

August 21	Introduction and Expectations
August 28	Review Concepts, Methods, and Theories in Qualitative Research <i>Read</i> Chapters 1-2 from Berg (handout) <i>Discuss Prospectus Project</i>
September 4	Labor Day
September 11	Research and Writing Workshop Work on Prospectus in Class Bring one page overview of prospectus to share with your group members
September 18	Research and Writing Workshop Work on Prospectus in Class
September 25	Research Design Ethical Issues and IRB <i>Read</i> Chapter 3 <i>Prospectus Due</i>
October 2	Research Design Interviewing and Focus Group Interviewing <i>Read</i> Chapters 4-5
October 9	Research Design Ethnographic Field Strategies <i>Read</i> Chapter 6 <i>IRB Due</i>
October 16	Research Design Action Research <i>Read</i> Chapter 7

October 23	Research Design Case Studies <i>Read Chapter 10</i> <i>Interview Project Due</i>
October 30	Research Design Historiography, Historical Methods, and Oral History <i>Read Chapter 9</i>
November 6	Research Design Content Analysis <i>Read Chapter 11</i>
November 13	Dissertation Design Review Presentations <i>Dissertation Design Review Group Papers Due</i>
November 20	Dissertation Design Review Presentations
November 27	Designing Your Research Project In class research and writing workshop
December 4	Designing Your Research Project In class research and writing workshop
December 8	<i>Final Project Due</i>

All academic work must meet standards contained in “A Culture of Honesty.” All students must inform themselves about these standards before performing any academic work. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. In addition, course readings may be added to the syllabus as the semester progresses.

About the Instructor: I received my B.A. and M.Ed. degrees in history from Winthrop College in 1987 and 1992, respectively. Before pursuing a doctorate, I taught history for four years in middle and high schools in Columbia, S.C. I received a Ph.D. (specialization in history of American education) from the Pennsylvania State University in 1997. My research focuses on American educational and intellectual history, historical methodology, and civil rights. As an historian, I approach the study of qualitative research from an interdisciplinary perspective that draws primarily from methods in history, but also from methods in anthropology, and sociology. My first exposure to qualitative research came through my readings of W.E.B. Du Bois’s *The Philadelphia Negro: A Social Study* and St. Clair Drake’s and Horace Cayton’s *Black Metropolis*. My work in the area of qualitative research is best exemplified in an ongoing research project that I co-direct called the *Foot Soldier Project for Civil Rights Studies* (<http://www.fsp.uga.edu/>).

